

**DISABILITY AND RIGHT TO EDUCATION IN INDIA:
POLITICS, POLICIES AND PROGRAMMES**

*Thesis submitted to Jawaharlal Nehru University
for the award of the Degree of*

DOCTOR OF PHILOSOPHY

TATA RAMAKRISHNA



**Centre for Political Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi-110 067
India
2019**



Date: 31-12-19

DECLARATION

I declare that the thesis entitled “**Disability and Right to Education in India: Politics, Policies and Programmes**” submitted for the award of the degree of Doctor of Philosophy of Jawaharlal Nehru University is my original work to the best of my knowledge and has not been submitted in part or full for any other degree of this or any other University.

Signature

Tata Ramakrishna

We recommend that this thesis be placed before the examiners for evaluation for the award of the degree of Doctor of Philosophy.

Professor Asha Sarangi

अध्यक्ष/Chairperson
(Chairperson,CPS)
Centre for Political Studies
School of Social Sciences
जवाहरलाल नेहरू विश्वविद्यालय
Jawaharlal Nehru University
नई दिल्ली / New Delhi - 110067

Professor Pralay Kanungo

(Supervisor)
Centre for Political Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi - 110067

Dedication

**I dedicate this work to my Parents and Family Members
whose Affection, Encouragement and Support took me to
carry forward my dreams**

And

**At the same time I extend my dedication to the millions
of disabled students, who have been aspiring to
Accessible, Equitable and Quality education**

Contents

	Page No.
Acknowledgements	i-ii
List of Abbreviations	iii-vi
List of Tables	vii
Introduction	1-19
Chapter One	Understanding Disability: A Conceptual Framework
	20-54
Chapter Two	Disability and Educational Opportunities in India: Models and Approaches
	55-90
Chapter Three	Educational Policies for Disabled in India: National and State Levels
	91-127
Chapter Four	Policy-Programme Interface: An Indian Experience
	128-183
Chapter Five	Politics of Disability in India: Role of Movements and Non-State Actors
	184-218
Conclusion	219-240
Annexures	241-261
	Annexure-I: 241-245
	Annexure-II: 246-251
	Annexure-III: 252-256
	Annexure-IV: 257-260
	Annexure-V: 261
Bibliography	262-296

Acknowledgements

With the long cherished moments of completion of this work knocking at my doors, with warm gratitude and regards, I recall the people who had encouraged and helped me in my way to this end.

First of all, I extend my overwhelming gratitude to my reverent supervisor Professor Pralay Kanungo, under the aegis of whom I completed my long cherished dream. He provided moral support, affectionate encouragement, critical analysis and priceless suggestions at all stages of my thesis.

In addition to that I can't be oblivious to the great espousal carried upon me by Prof. Asha Sarangi and Prof. Shefali Jha throughout the duration of the course. The intellectual hand extended to me by Professor Gurpreet Mahajan, Dr. Harish and other faculty members of our Centre (CPS) helped me along way in accomplishing this work.

The energetic job of gleaning germane data/government reports pertaining to this piece of work could not have been materialized without painstaking efforts of Dr. Banasmita, Dr. Rampravesh, Ms. Sasmita and Mr. Prakash for which I extend my special thanks to them. I convey my sincere gratitude to all the disabled students, their parents, educational institutions and the NGOs, who have shared their valuable information and experiences.

I am indebted cordially to the libraries of Jawaharlal Nehru University, Nehru Memorial Museum and Library, Indian Social Institute, IGNOU, NCERT, NUEPA and Institute of Social Science, which tendered me relevant books and journals to embellishing my work with copious and cogent facts. It is relevant to appraise about the altruistic Helen Keller Unit of JNU library, which provides software facilities to visually impaired students that assisted me to overcome impediments of my impairments.

I augment my immense gratefulness to my centre's staff, Ms. Minati, Mr. Satyender and others, who throughout their assiduous assistance in my official as well as informal works, gave my work an impetus. I genuflect to Mrs. Padmawati and

Mrs. Haimawati (teachers since my childhood and next to parents) whose moral and economic support helped me in pursuing of higher education.

The painstaking job of editing is meticulously done by my inseparable friends Jagannath, Susanna, Matru, Greeshma, Madhuparna, Amita, Pooja, Kiran, Reena and Ipshita despite of their own super incumbent academic works, for which words fall short. I express my hearty gratitude to Prof. R. Satyanarayana, Prof. C.R.K. Murthy, Prof. Basanti Pradhan, Prof. Santosh Panda, Dr. P. Lakshmi, Dr. G. Mythili, Mrs. Promila Soni, Mrs. Jyoti Singh, Gayatri, Roshan, Manoj and others of STRIDE, IGNOU for their invaluable, intellectual and all round support.

I am also extend my thanks to Ashutosh, Vaibhav, Durgesh, Pinku, Madhaba, Pradosh, Atal, Jitu, Shishir Bhaina, Dr. Pradeep and bulu, who provided creative environment. Thanks also due to Prof. Rose, Prof. Neeti, Dr. Subhramanyam, Dr. Anand, Gulzar bhai, Venkat, Girish, Gopinath, Sweta and Dr. Shubhangi for their encouragement. Though some names are missing here, they are not missing from my heart.

The formal words are not sufficient to express my gratitude to my ama (mummy), Ramalakshmi, my wife Manini, son Tata Lakshit, and elder sisters, Neelarani and Sridevi, brother-in-laws (Babagarulu), Srinivas and Karunakar and my nieces Sravani, Swetavalli, Sreevalli and Srilahari, my in-laws Sibasankar and Namita, sister in-law Megha and brother in-law Durga for their moral and emotional support.

Though my father Late Satyanarayana is no more with us, it was his desire to see me as an established part of the society. I have to travel a long way to fulfill his desire and I hope it's a small valerian tribute to him.

Last but not the least, any shortcomings of this work are solely mine.

*Jawaharlal Nehru University
New Delhi
Date: 31st December 2019.*

Tata Ramakrishna

Abbreviations

AAC	:	Alternative and Augmentative Communications
ABL	:	Activity Based Learning
AI	:	Accredited Institutions
AICB	:	All India Confederation for the Blind
AIE	:	Alternative Innovative Education
AJCT	:	Amar Jyoti Charitable Trust
AJRRC	:	Amar Jyoti Research and Rehabilitation Centre
AVI	:	Accredited Vocational Institutions
BE	:	Bachelor of Engineering
BRC	:	Block Resource Centers
CABE	:	Central Advisory Board of Education
CBR	:	Community Based Rehabilitation
CBSE	:	Central Board of Secondary Education
CCC	:	Central Coordination Committee
CCE	:	Continuous and Comprehensive Evaluation
CEC	:	Central Executive Committee
CHC	:	Community Health Centres
CIDA	:	Canadian International Development Agency
CILS	:	California Indian Legal Services
CMA	:	Computer Marked Assignment
CRC	:	Circle Resource Centers
CWD	:	Children With Disabilities
CWSN	:	Children With Special Needs
DAISY	:	Digital Audio Information System
DFID	:	Department for International Development
DIET	:	District Institutes for Education of Teachers
DPEP	:	District Primary Education Programme
DPI	:	Disabled People International
DPSP	:	Directive Principles of State Policy
DRG	:	Disability Rights Groups
DRM	:	Disability Rights Movement
DS	:	Disability Studies

DVS	:	Descriptive Video Services
ECCE	:	Early Childhood Care And Education
ECE	:	Early Childhood Education
ECOSOC	:	Economic and Social Council
EFA	:	Education for All
EGS	:	Employment Guarantee Scheme
FM	:	Frequency-Modulation
GDN	:	Geography Discipline Network
GOI	:	Government of India
HBE	:	Home-Based Education
HE	:	Higher Education
HEPSN	:	Higher Education for the Persons with Special Needs
HTML	:	Hyper Text Mark-up Language
ICDS	:	Integrated Child Development Scheme
ICESCR	:	International Covenant on Economic, Social and Cultural Rights
ICIDH	:	The International Classification of Impairments, Disabilities, and Handicaps
ICT	:	Information and Communication Technology
IE	:	Inclusive Education
IED	:	Integrated Education of the Disabled
IEDC	:	Integrated Education for Disabled Children
IEDSS	:	Inclusive Education of the Disabled at the Secondary Stage”
IEP	:	Individualized Educational Plans
IYDP	:	International Year of Disabled People
KVS	:	Kendriya Vidyalaya Sangathan
IYDP	:	International Year of Disabled Persons
MCD	:	Municipal Corporation of Delhi
MO	:	Medical Officer
MHRD	:	Ministry of Human Resource Development
NAB	:	National Association for the Blind
NCDS	:	National Center for Disability Studies
NCERT	:	National Council of Educational Research and Training
NCF	:	National Curriculum Framework
NCPEDP	:	National Centre for Promotion of Employment for Disabled People

NFB	:	National federation of the Blind
NFE	:	Non Formal Education
NHRC	:	National Human Rights Commission
NGO	:	Non-governmental Organization
NIOS	:	National Institute of Open Schooling
NPE	:	National Policy on Education
NPRPD	:	National Programme for Rehabilitation of Persons with Disabilities
NSSO	:	National Sample Survey Organization
NT	:	National Trust
NTP	:	National Tutors Programme
OSD	:	On Special Duty
OBE	:	Open Basic Education
PDA	:	Persons with Disabilities Act
PDF	:	Portable Document Format
PHC	:	Primary Health Centres
PIED	:	Project Integrated Education for Disabled Children
POA	:	Program of Action
PWD	:	Persons With Disabilities
RCI	:	Rehabilitation Council of India
RIAP	:	Remedial Instructional Aides Programme
RMSA	:	Rashtriya Madhyamik Shiksha Abhiyan
RPD	:	Rights of Persons with Disabilities
RPWD Bill:	:	The Rights of Persons with Disabilities Bill
SAIED	:	Special Accredited Institutions for the Education of the Disadvantaged
SCC	:	State Commissioners and State Coordination Committee
SDS	:	Society for Disability Studies
SEC	:	State Executive Committee
SLM	:	Self Learning Material
SMC	:	School Management Committees
SSA	:	Sarva Shiksha Abhiyan
TEPSE	:	Teachers Preparation in Special Education
UDHR	:	Universal Declaration of Human Rights
UGC	:	University Grants Commission
UN	:	United Nations

UNCRPD : UN Convention on the Rights of Persons with Disabilities
UNESCO : United Nations Educational Scientific and Cultural Organization
UNICEF : United Nations International Children's Emergency Fund
UPIAS : Union of the Physically Impaired Against Segregation
VEC : Village Education Committees
W3C : World Wide Web Consortium
WHO : World Health Organization

List of tables

Table 1.1: Types of Disabilities and Their Number (2001)	33
Table 1.2: Disability Population (2011)	34
Table 1.3: Gender-wise Distribution of Disabled Population	35
Table 1.4: Classification of Disabled People by locality	35
Table 1.5: Population and Type of Disability	37
Table 1.6: State-wise status of issuing a disability certificate	39-40
Table 1.7: Age-wise distribution of persons with disabilities	40
Table 1.8: Distribution of disabled population under SC/ST	40
Table 1.9: Work Status of People with Disabilities	41
Table 1.10: Status of non-workers among disabled	41
Table 1.11: Educational level of disabled persons	41
Table 2.1: Difference between Traditional and Inclusive Approach	66
Table 2.2: Disabled population literate and illiterate (2001)	83
Table 2.3: Disabled Population in India: Educational Status (Percentage) 1991- 2002	85
Table 2.4: Literate and Illiterate Disabled Population (2011)	86
Table 3.1: The percentage of Disabled Children from 6 to 13 years not attending any educational institutions at All India Level	121
Table 3.2: The percentage of Disabled Children from 5 to 19 years not attending any educational institutions States/Union Territories in India wise	121-122
Table: 4.1: Secondary Education Schemes and Programmes in India	150
Table 4.2: The status of coverage IEDSS Scheme up to 2013	151

Introduction

The approach and understanding of people with disabilities across the world have been vehemently suffered from social exclusion. It is only in the recent time, disability studies have been received due acknowledgment owing to a few educators' relentless confrontations with the long persisting hegemony of institutionalization and societal segregation, and their myriad hard works to protect and uplift the interests as well future of disability in the arena of mainstream education. Despite such continues efforts to give meaning and character to disability through several fields of education, research, policies and tools or strategies of practice, the sensibility of conceptualization much remains in dubious distinctions.

There have been numerous prospects and attitudes that are looming around the predicament as well as the perceptive on disability. In some approaches, it has been understood as the offshoot of social milieu, which underscores the characterization of disability with intricate sects of inequitable social standards and inflexible cultural practices. Hence, it is widely accepted that disability is socially constructed and culturally exasperated.¹ From this viewpoint, scholars have approached the problem of disability from human rights and socio-political viewpoints.²

Context of the Study

Disability, despite being understood by its strong confinement within impediment, it has also been articulated by its manifold individualities inside its community, its numerous aspects of classification - age, sex, class, economy, education, socio-cultural circumference, religion, race and its geopolitical context, and so on. Therefore the study on disability will remain incomplete, unless these socio-political or socio-cultural inabilities have been aptly juxtaposed; we need to draw a parallel platform of expression consciously.³ Predominantly, there are two crucial socio-political factors

¹ G. N. Karna (2001), *Disability Study in India: Retrospects and Prospects*, New Delhi: Gyan Publication House: 25.

² Raymond Lang (1998), "A Critique of the Disability Movement," *Asian Pacific Disability Rehabilitation Journal*, 9(1): 48.

³ Amartya Sen (2000), "Social Exclusion: Concept, Application and Scrutiny", *Social Development Paper* No. 1, Asian Development Bank.

i.e. discrimination and exclusion, which have collectively propelled the identity of disability as a face to face confirmation with the so-called existing parameters of the society. The practice of right based movements has accentuated this approach, and often to influence the fundamental as well as the human right policies, to draw a reasonable framework for disability.

Having been fortified by the assertion of Universal Declaration of Human Rights, 1948,⁵ the disability community learns to gain the trust that 'all human beings are born free and equal in rights and dignity',⁶ - disability cannot be constructed to social subjugation, and preferably the subject of disability articulates its character within certain uncontested rights. The Act significantly debunks the previous conflicts of social as well political discrimination in disability, and accentuates to incorporate all possible means of inclusiveness, so that it can open relevant vantage points to understand and study disability effectively. Since disability has been largely conceived as a physiological condition of the body and has been confided by the functional impairment, then the whole issue is looming around the axiomatic proposition that the question of disability has always been creating a conflicting confrontation with basic human accreditation. Therefore owing to the assertion of equality and justice, the role of disability comes to the broader debate through human rights. Notwithstanding any sociopolitical discriminations or physiological disadvantages, it is fundamental to consider disability with human values, and it with this intrinsic character, human rights open a clear nexus with the disability to engender a parallel platform. So the fundamental rights owing to equality, culture, or sociopolitical objectivity become more transparent through this 'rights-based approach.' This approach facilitates the opportunity for disability in possible social as well as professional spheres. In the fields of policymaking, health care, education, domestic values disability galvanizes new

⁴This has been a critical concern with regard to women and children and there is a substantial literature that deals with the multiple oppression experienced by these groups. Regarding gender and disability, see for example, M. Snyder (1999), *Issues in Gender-Sensitive and Disability Responsive Policy Research, Training and Action*, <http://www.un.org/esa/socdev/enable/disrpppeg.htm> (accessed on 2 November 2013); Sará-Serrano Mathiason (2000), *Women with Disabilities: Lessons of Reinforcing the Gender Perspective in International Norms and Standards*, <http://wwda.org.au/wp-content/uploads/2013/12/mathiasondoc1.pdf> (accessed on 22 November 2019).

⁵ United Nations (2015), *Universal Declaration of Human Rights-1948*, New York: UNO, http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf (accessed on 7 October 2018).

⁶ *ibid*

orientation towards its understanding and emphasize the behavioral change so that it will open due provisions and opportunities.

The subject of Disability has been taken with modern sensibility; the first world countries like the United States of America, United Kingdom, Canada, Australia have reshaped their social as well as political roles towards nurturing people with disabilities. They have encouraged and given primacies to disability rights in education, citizenship; moreover, these countries have developed numerous scientific technologies to facilitate the needs in different walks of life, so that they can mark their significant roles in the mainstream. These advantages, however, have not been accomplished significantly in the developing countries, and India has an exception from this respect. In the present scenario, the issues and challenges of disability are vehemently demanding global attention to develop special methods, accessibility and outlook.

Disability being a physiological condition or impairment, by and large, is familiar to the people, but it is the rigid spell of socio-cultural discernments that has delimited the scope of disability as a phenomenon. The deviation in this regards occurs with sympathy, only when in a domestic condition concerned member of the family has been affected by any form of disability. The condition becomes more sensible when the concerned family started to consider the vulnerability of disability due to the outlook of the people as an outcome of the social exclusion. The condition has no exception, even in rural regions. So it can be testified that the onus is on the educated intelligential to reorient or correct the unbedding socio-cultural temperaments of the people through precise exposes to modern scientific outlooks. Such corrections are also vehemently essential in the governmental machinery during policy applications as well in welfare scheme makings. The condition of Disability in India in much more dilapidated state, and it is almost an arduous task to figure out the correct percentage of people with disability. It is with some continuous efforts taken by the Non-Governmental Organizations (NGOs) towards drawing assessing catalogue for disability, the country possesses few unofficial demography records, which is just about seven to eight percent. Despite such records, the proximal calculation always varies. Hypothetically the analogical percentile could be if Indian population is around one billion, then seven to eight million are leading the life of disability, and this index is surpassing the entire demography of some nations. After acknowledging the contributions made by several NGOs, the Indian Govt. welcomes

their initiative, and since the 2001 census and including the last census of 2011, governmental comes forward to give due stress on the disability. Owing to these steps, the disability comes to the limelight, and the scope of the subject opens new vistas for a particular study.

The Constitution of India has empowered its citizen to avail education as a fundamental right, but there was no special provision for disability until the mid of 1970. In a later stage, this proposal creates a direct nexus with the mainstream education system. In the initial stage, Govt. introduced vocational educational plans for disability, and eventually, with the help of technologies and accessibility aids, it galvanizes new opportunities programmes in different educational fields. In recent years, Govt. of Indian has revalued the subject of disability and has introduced awareness several plans and policies to deal with the difficulties faced by students with disability explicitly; and accordingly also nurtures and organizes the egalitarian education models with extreme care.

The education awareness programme of disability helped to special schools to grow. In 1883, the school for the deaf was opened for the first time in then Bombay, the school for the blind was established in Amritsar in 1887. Keeping with this same spirit and pace, more schools came to flourish (3,200 special schools throughout India)⁷. Despite all these statistics, the actual outcome and benefits remained confined to small numbers of children, and the children with disability from the rural sector were largely suffered. These schools were set up in urban areas and the cost of education used to be very costly. This difficulty also underlined that the general mainstream school fails to incorporate and adopt the special features to look after the education of children with disability, and therefore this outlook underscores a culture of exclusion in education. Needless to say that this gave birth to a new tag in education called Special.

In the mid-1950s disability education takes a meaning turn with the initiative taken by the Royal Commonwealth Society for the Blind and the Christopher Blind Mission. These organizations started to reorganize the distinctive education system for disability, and the methods were more experimental in nature. Whereas the true Govt. measures took place in 1970s, and a wide range of basic scholarship programmes began to take place to

⁷ Government of India (2015), *Annual Report 2014-15*, New Delhi: Ministry of Social Justice and Empowerment.

promote disability education by the Ministry of Education. At the same time, the understanding and care of disability were way ahead in developed countries. Some international schools successfully came forward to facilitate the disability education within the general mainstream schools, and they effectively sustain satisfactory results. The Planning Commission of 1971 in India also introduced particular programme towards the elimination of exclusion in education system by promoting an integrated approach, and the Integrated Education took this approach good care for Disabled Children (IEDC) scheme in December 1974. The objectives of the scheme were to:

- impart educational opportunities to CWSN within regular educational institutions,
- help them continue with their schooling; and
- include children from particular institutions within mainstream educational establishments.

Other than facilitating the basic educational aids viz. books, furniture, uniforms, accommodation for transportation, and also making arrangements for reader, scribe and escort, the structure also introduced awareness programme to educate parents to understand, deal and work together with disability. This awareness programme motivated the parents to look after preschool education and training and also to reorient the domestic approach and outlook accordingly. Such initiative imparts new skills and training to deal with all sorts of disability. Moreover, the education of disability became more of challenge to surpass the existing drawbacks within the system without showing excuses for their physical deformity or impairment. In 1997, inclusive education was added to the District Primary Education Programme (DPEP). For the realization of inclusive education, children with ability or disability must be imparted knowledge on the same platform, where the curriculum is broad-based and motivating enough to integrate the additional needs of the disabled along with the general requirements of the other students. To make this possible, teachers need to be adequately trained by enlarging the scope of pre-service general teacher preparation programme and making them capable to take up the responsibilities of the disabled children, without depending on specialized resources.

- The central Govt. came to forward to give due attention to the implementation of a universal and egalitarian approach to elementary education. Moreover, it also

strongly suggested the adequate arrangements for the inclusion of disability in the mainstream with following policies and programmes:

- The Integrated Education for Disabled Children Scheme, 1974, advocated the admission of disabled children in regular schools.
- The National Policy on Education, 1986, proposed to assimilate children with mild disabilities into the mainstream.
- The Project Integrated Education for the Disabled, 1987, encouraged all schools in the neighbourhood to enroll children with disabilities.
- The District Primary Education Programme, 1994, insisted on the inclusion of children with disabilities as the only means to attain universalization of education;
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, supported inclusion by suggesting changes in assessment and curriculum, removing architectural barriers and provision of free books and uniform for children with disabilities.
- The National Trust for the Welfare of Persons with Autism, Cerebral Retardation and Multiple Disability, Act, 1999, recommended promotion of inclusive education.
- The Sarva Shiksha Abhiyan (SSA, 2000) pledged that every disabled child, irrespective of the kind, category and degree of disability, would be given education in an environment most conducive for him/her.
- The Constitution was amended in 2001, making education a fundamental right for children between 6–14 years, thereby integrating children with disabilities.
- A Comprehensive Plan of Action for Children and Youth with Disabilities, presented by the Union Minister for Human Resource Development in March 2005, proposed inclusive education and making all schools "disabled-friendly" by 2020.
- The National Policy for Persons with Disabilities, 2006, incorporating a section on education, stressed the need for mainstreaming disabled persons in the general education system through inclusive education as they learn the most amongst peers.
- As defined in the rights of persons with disabilities Act 2016, “inclusive education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

On the same line, the University Grants Commission (UGC) has suggested Teacher's Preparation in Special Education (TEPSE) and Higher Education for the Persons with Special Needs (HEPSN) for the disabled persons (Annual Report, MHRD, 2005–2006).

Irrespective of such setup, in the present scenario, the education value has taken a back seat. More often, students with disabilities struggle to mark their presence. Their representations in public services, education are still not satisfactory. This imbalance continuous to prevail, and for which disability education always remains a strong matter of concern. The education of such children both in mainstream as well as in special schools lacks adequate opportunities and a conducive educational setting. Though enrolment of disabled children has gone up in regular schools at the primary stage (especially classes 1–3), the drop-out rates continue to be high from Class 4 onwards till Class 12. While the debate persists on the inclusion of disabled children in special schools versus inclusive education and home-based education, there are severe problems concerning the curricula, pedagogical practices and training in core skills at different levels of teacher education.

The education of disability owing to its resolution and economic arrangements take a significant turn by Govt. propaganda and policies. The Govt. driven policies with the nexus of the NGOs, both in the rural as well in the urban regions, have open new understanding, scope and jargon beyond any geopolitical limits. Other than the public agencies, the non-state actors are activity engage in socializing the position disability within the mainstream. The initiative is more or less to promote reorientation, consciousness, schooling and teaching, and thus to change the previous perception towards disability with a due rehabilitation programme. This approach has also taken good care for the improvisation of the surroundings and the domestic set up viz. poverty alleviation and income generation, research and documentation, administrative capacity building, social services and health care. National Association for the Blind (NAB), Amar Jyoti Research and Rehabilitation Centre (AJRRC), Tamana Association, National Federation of the Blind (NFB), All India Confederation for the Blind (AICB) are some of the leading NGOs working for the education and employment of different categories of disabled persons in India.

Therefore, the concept 'Right to education' in this study has been pursued with a broader perspective. It is not limited only to school education or based on any age. The features like access, equity and the quality of education being imparted to these sections need to be studied thoroughly. Precisely, the educational opportunities available and the obstacles that exist in this context are analyzed. One of the main objectives of this study is to examine the interface between policy formulation and programme implementation and to understand the politics involved therein.

Review of Literature

The study takes into account numerous policies, acts, programmes, Govt. documents and other non-government reports on disability and its education; and aims to examine and understand them through analogy and review of literature. The study takes into account the relevant secondary sources on the concerned subject, to chart out new observations and significant findings.

In his thought-provoking work on the development and its flared interpretations and definitions, Amartya Sen⁸ Observed that only when individuals are permissible to give fulfillment to their abilities and act certainly surpassing poverty, bigotry and subjugation can freedom be achieved. Accordingly, he describes liberty as an individual's admission to health care and education, thus accentuating on literacy, education, healthcare, and employment as the factors defining the conditions of development.

Michael Oliver⁹ defines disability as a conception that cannot be seen as a social theory, but a social model which should not be institutionalized. Discrimination only gets compounded through welfare provisions. Therefore, Oliver asserts on inclusion rather than integration and Oliver and Ken Davis perceive that by doing so, they 'can elevate the act of walking to an importance higher than engaging in the struggle to create a decent society'.¹⁰ It is not merely the bodily disadvantages that disability needs to be petrified; rather, there are Govt. policies that have delimited the scope of disability by pushing them into the complex peripheries of exclusion. Hence, it is particularly essential to recognize their problems with a systematic and subtle outlook.

⁸ Amartya Sen (1999), *Development as Freedom*, New Delhi: Oxford University Press.

⁹ Michael Oliver (1996), *Understanding Disability*, New York: Pal grave.

¹⁰Ibid.

H.P.S. Ahluwalia and J.P. Singh¹¹ in their edited work have offered an anthology of numerous theoretical papers on the contribution of NGOs, ICT in reintegration, educational services, poverty and disability, and the importance of research, stressing on developing a link between NGOs and government sectors. Ahluwalia and Singh also pointed out that the outlook of the disabled individual's family and community, as well as his/her socio-economic environment and genetic endowment affects his/her well-being. The contribution of NGOs towards the rehabilitation of the disabled is also highlighted. They pointed out that the number of disabled persons served by NGOs is more than those helped by central and state governments. Following the PWD Act 1995 to deal with the issue of disability with human dignity, a few suggestions were laid down at the 'Summit of Mind' (held on May 7–9, 2003):

- For every disabled person, rehabilitation is to be made a fundamental right.
- Amendments to be made so that disability-related concerns are addressed.
- A separate ministry should be formed.
- The government of India should provide grants-in-aid and encourage voluntary organizations to work in the field of disability. NGOs should ensure that the disabled children are included in their provision of 'Education for all'.

Colin Barnes, Geof Mercer and Tom Shakespeare¹² highlighted on the changing perceptions of disability and the more recent social model approach articulated by disability theorists. Pointing out on the relative absence of analysis of social divisions affecting disability persons' lives, including gender, minority ethnic status and race, age and sexuality, they observed that the disabled people have been systematically excluded from the core institutions of contemporary society. According to the authors, a sociological analysis of disability will affect both the disabled and non-disabled.

Colin Barnes, Mike Oliver, Len Barton¹³ in their work emphasized on the importance and role of disability studies in the present society. A disability study examines the

¹¹ H.P.S. Ahluwalia and J. P. Singh (ed.) (2004), *Summit of the Mind: All India Cross-Disability Convention*, New Delhi: RCI & Kanishka Publishers.

¹² Colin Barnes, Geof Mercer and Tom Shakespeare (1999), *Exploring Disability: A Sociological Introduction*, London: Polity Press.

¹³ Colin Barnes, Mike Oliver and Len Barton (ed.), (2002), *Disability Studies Today*, London: Polity Press.

experience of disability and knowledge about people with disabilities. Gary Albrecht argues that the development of disability study should be understood and examined in the context of a common discourse, shared and represented by the disabled people themselves.

G.N. Karna¹⁴ attempted to understand the concept of disability and various problems and issues concerned with it in Indian context. He appeals to demarcate between impairment, disability and to evolve the human rights and socio-political approaches for understanding the problem of disability. He further emphasized on the changing perspectives in policy-making in post-independent India. He holds that disability is no longer considered an individual problem, but shaped by the relationship between a disabled person and his immediate surroundings and the way we react to such relationships. On the magnitude of the problem of disability in developed versus developing societies, he discusses that disability is defined in diverse way according to the purpose, for which the definition is required. Secondly, the lack of comprehensive policies related to the prevention of disabilities and the rehabilitation of disabled persons suggests that the greater percentage of them are resorting to support from their family and public assistance, and this reliance imposes additional burdens on the families and societies. He emphasizes the responsibility of the government to initiate various policies and programmes to ensure human rights to people with disabilities.

Kundu, C.L. Mani, M.N.G., and others¹⁵ in "Status of Disability in India [2000]" have given a picture of various categories of disabled and their status in terms of education, health, employment, parental and community involvement in India. They emphasized on inclusive education and teacher preparation for the disabled. They further discussed various programmes related to education and rehabilitation like IEDC, PIED, etc. The statistical data of each category of disabilities and their position in society have been focused.

¹⁴ G. N. Karna (2001), *Disability Studies in India: Retrospective and Prospects*, New Delhi: Gyan Publishing House.

¹⁵ C. L. Kundu, M. N. G. Mani and others (2000). *Status Report on Disability 2000*, New Delhi: Rehabilitation Council of India.

Stressing that inclusion is an ideology and not a programme,¹⁶ he held that inclusion is highly essential in India because a large number of people with disabilities live in rural areas. Second, one specialized teacher cannot attend several students in an integrated system since the extent of disability ranges from mild to severe in each category. Further, he discussed inclusive education and its role emphasizing that its success involved the participation of three groups with the disabled person—the class teachers, non-disabled children and parents. It has been revealed that interaction of the disabled child with other individuals facilitates child-to-child learning as well as other cooperative learning approaches.

Along with these, he discussed support services and peripheral services. He advocated a few vital factors like capacity building in the general education, adopting need-based instructional strategies, exchange of manpower and material resources, enlisting parents and community's participation, improving child-to-child learning and making the programme for children with disabilities an essential part of the universal educational system for the success of inclusive education in India. Emphasizing on universal education system, he pointed out that though there are formidable inclusion policies in India, their implementation is need-based, flexible and context-specific. The much appreciated goal of education for all disabled children needs to be founded on the fundamental rights-based philosophy of inclusion.

Nidhi Singhal has critically examined different systems of education adopted for the disabled in India.¹⁷ She referred to various policies and programmes like IEDC, DPEP, SSA programmes and various policy issues, including the role of various ministries. Even she raised her voice on the attitude and working of the non-governmental organizations in India. She discussed various dimensions of inclusive education. Moreover, while the idea of inclusiveness is popular, there is a certain lack of clarity in its meaning. DPEP explains that the term also denotes mainstreaming, integration, inclusion and full inclusion as it tends to evolve with time. She urged for building alternative systems of education and distributive notion of social justice and insisted that

¹⁶ M. N. G. Mani (2003), "Inclusive Education in India: Policies and Practices", *The Educator*, January-June, www.icevi.org/publications/educator/June-03/article24.htm (accessed on 15 December 2019).

¹⁷ Nidhi Singal (2005), "Responding to Difference: Policies to Support "Inclusive Education in India, Paper presented at Inclusive and Supportive Education Congress International Special Education Conference Inclusion: Celebrating Diversity?, Glasgo, Scotland, 1-4 August.

societal attitude towards disability needed to change. In her words, 'It is important that we begin to see inclusion as a resolution of dilemmas that extend well beyond the boundaries of traditional special education and are endemic within mass education as a whole. Our response to differences helps us to examine some fundamental issues of values and purposes in our education system. We must engage with dilemmas and tensions arising from a difference. Only then can we begin to develop effective schools for all. Unarguably, these developments cannot take place within the existing structures of thought and practices. Much more needs to be done to develop schools that welcome diversity'¹⁸.

Janet Seeley has explicitly focused on poverty and explained how disability and poverty are both a cause and consequence.¹⁹ Stressing that policy and practice need to stretch beyond welfarism, he brought out the significance of rural development programmes which can offer the disabled livelihoods-based opportunities, thereby enabling them to enhance their access to resources and entitlements. However, most government-sponsored schemes categorize disability concerns as only welfare matters and keep the disabled in exclusion. As most development programmes in the rural region try to involve the villagers as wage workers, the disabled individuals stand out such opportunities and thereby remain outside all activities of planning or decision-making. Hence, livelihood programmes require being more conscious of the needs of the disabled, frame mainstream development activities accordingly, and appointing appropriate implementing agencies to monitor them.

Self-help groups among the disabled influence the policy and practice to some extent. As most disabled individuals are seen as unproductive, NGOs need to step in to provide more inclusive, sustainable and rights-based activities.

Surveying 14 households from 13 developing countries with 1–2 percent of the population suffering from a disability, Deon Filmer has drawn a relationship between

¹⁸ Ibid.

¹⁹ Janet Seeley (2001), "Recognising Diversity: Disability and Rural Livelihoods Approaches in India", *DFID*, No.72, October.

disability and economic status, interpreting it as an association and not necessarily as a cause or consequence.²⁰

Speaking of inclusive education and the role that politics and policies plays in this regard, the works of Ankita Sirvastava who has argued in her respective paper that the disability rights movements has been faced with a binary- the disability and the inconvenience to the disabled persons and their families, and the non disabled and thus desirable has been referred.²¹ This binary differentiation has proven problematic as the policy-makers have ignored the individualistic nature of the medical disorders and the circumstances which may be unique to the people challenged by them. The decision-makers both in the public and the private sphere are able-bodied and for them to analyze the kind of circumstances or conditions appropriate for those who are not able-bodied seems rather exclusive. What is needed is rather the inclusion of the disabled within the bracket of decision making to offer more inclusive policies and frameworks. What is needed is an equal partnership with the able-bodied rather than just acceptance into the society.

Methodology

This study is qualitative research primarily based on the survey of secondary sources and theoretical understanding of the concept of disability, supported by an analysis of intensive open ended interviews and observations.

The findings of the study are based on a deep historical analysis of different policies, programmes and schemes for providing education to the disabled in India. For this purpose, various government and non-government publications, books, reports, newspaper clippings, and relevant journals have been studied and analyzed. Some of these reports include Annual Reports of the Ministry of Social Justice and Empowerment, Reports of the Ministry of Human Resource Development, Reports of different National Institutes of persons with various disabilities, Reports of various NGO's, Five Year Plan documents, Government Gazettes, Policies and Act's of different Ministries related to the Disabled and the Programme documents implemented for the

²⁰Ibid.

²¹ Ankita Srivastava (2018), Disability in India is Still about the Able: Disability in India remains about the able-bodied. Why?. *The Diplomat*, <https://thediplomat.com/2018/08/disability-in-india-is-still-all-about-the-able/> (accessed on 10 December 2018).

Education of the Disabled. The reports of NSSO, Census of India, NCERT, research studies of NUEPA, various studies and reports of Rehabilitation Council of India and National Human Rights Commission were referred.

Various conventions and research studies conducted by different international agencies like UNESCO, UNICEF, WHO, World Bank, DFID have been studied for a comparative understanding and their impact on the policy formulation in India. For an in-depth practical understanding of the implementation of the existing policies and programmes related to the educational needs of persons with disabilities, certain case studies on judicial judgments and judgments of Chief Commissioner of Persons with Disabilities have also been studied and analyzed in the thesis.

Individual interviews, as well as focus group discussions, were conducted at various institutions as part of the field research. Intensive open-ended interviews conducted in this study included various stakeholders of the disability sector like educational institutions, parents of disabled people and students with various disabilities and others. In this context, an attempt has also been made to include some of the selected NGOs working for the education of the disabled. Along with the observations by personal visits, the authorities and different personnel involved in the process were also interviewed. Institutions visited include both private, charitable and government-sponsored.

The organizations and various stakeholders covered in this study were mostly Delhi based. This has been done by considering the fact that most of the institutions including NGOs working for the education of the disabled are situated in Delhi only. At the same time, students with disabilities also mostly come to Delhi for their education. It was helpful to get a comparative perspective on the educational opportunities available all across the country.

Research Question

The Thesis addresses the broad research question: How educational rights can be ensured to persons with disabilities to fulfill their individualized needs?

To reach an answer to the main research question, the study has tried to examine the following subsidiary questions:

1. Are the definitions, models and approaches adopted by the Indian state sufficient and appropriate enough to understand Disability problems?
2. What are the factors that caused the emergence of policies at national and state levels for the disabled in India?
3. How is inclusive education imparted to the disabled at various levels such as schools, colleges, universities and in other educational institutions in India?
4. To what extent “Inclusive Education” is inclusive in nature?
5. What steps have been taken through various educational policies at national and state levels to meet the diversified needs and to ensure better accessibility?
6. What are the loopholes in the educational system due to which the institutions are not capable of addressing the educational needs of the disabled children?
7. Is there any mismatch and politics in the formulation and implementation of different policies and programmes?
8. How have disability movements and other actors in India affected the educational policies and programmes?
9. What is the role of civil society organizations as pressure groups in formulating and implementing the educational policies of the government?
10. In terms of policy analysis methods and policy-making processes, what are the ways in which disability studies in education contribute to the broader educational policy field?

Hypothesis

The Thesis addresses the broad hypothesis: Educational rights of persons with disabilities can be ensured only through inclusive politics, policies and programmes.

Disability curbs the availability of education and employment opportunities, thereby pushing a disabled person towards economic and social exclusion. Internal movements for Disability Rights and international disability consciousness have resulted in various policies and programmes at national and state levels in India. However, education policies in India are neither easily accessible to the disabled, nor are capable enough to remove their social and economic exclusion. This is mainly due to poor implementation of policies and programmes, bureaucratic apathy and negative mind sets towards the problems of disabled. The non-state organizations (NGOs and Other Voluntary Organizations) can emerge as pressure groups to influence the state, in formulation and

implementation of inclusive politics, policies and programmes to ensure quality education for the disabled.

Chapterization

Besides introduction and conclusion, the work has been divided into five chapters.

Introduction introduces the study and its relevance in the present context. Along with the objectives, scope, research questions, hypothesis, methodology and chapterisation, the relevant literature available in this area has also been reviewed.

In the first chapter, “Understanding Disability: Concepts and Approaches”, an attempt has been made to understand various definitions and terminology on disability. It has further studied various approaches and theories, and also has tried to identify various categories under disability. An attempt has also been made to identify various causes of disability and factors including poverty which affect disability to a large extent. In this context, the co-relation among disability, poverty, education and development has also been analyzed.

The second chapter, entitled "Disability and Educational Opportunities in India: Models and Approaches", has been partly conceptual and partly India specific. It has focused on the educational rights of the disabled, the politics and the factors which led to the emergence of policies and programmes. Various national and international factors that affected the disability movements and policy formulation for education have been examined. It has further focused on the importance of education for empowering disabled and has examined the status of education (including technical and professional) in India. It has examined different approaches of education for the disabled adapted in India, i.e., Special, Integrated and Inclusive. The advantages and shortcomings of each have been analyzed. Inclusive education and its inclusiveness in practice have been analyzed. Based on the diversified needs, an attempt has been made to understand whether inclusive education is a suitable approach in comparison to others. In this context, the barriers and gaps in receiving a quality education have also been discussed thoroughly.

In the third chapter, “Educational Policies for the Disabled in India: National and State Levels”, an attempt has been made to study various Government Legislations, Acts and

Policies regarding the education of disabled persons in India based on the current problems and challenges. It has attempted to study the politics and rationale behind the policies and institutionalization. The factors which influence the policy formulation in India have also been analyzed. There are education authorities at the local level who are working for the education of the disabled. Some states have included education for disabled children in legislations and others have not. Even today, state policies for people with disabilities have not been drawn up by several states in India. The national policies for persons with disabilities (2006 and recently 2016) have encouraged state governments to develop comprehensive social security policies. To strengthen this view, some states have been referred to contextually. For example, in Kerala the literacy and education level is higher than that of other states in India and it has also adapted an inclusive approach for the education of the disabled. Many disabled students come to Delhi for their higher education as they do not get adequate facilities in their respective states. Similarly, Orissa is one of the first states in India, which has followed an integrated approach for educating the disabled.

Along with the constitutional provisions and several five-year plan documents, the following policies and acts have been examined. The policies are: The National Policy on Education 1986, Rehabilitation Council of India (RCI) Act 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Retardation and Multiple Disabilities Act 1999, The National Policy for Persons with Disabilities and A Comprehensive Plan of Action for Children and Youth with Disabilities 2005, National disability policy 2006, Right to education Act 2009, Rights of the persons with disabilities Act 2016 and the state policy documents, Acts and Circulars from different states have also been analyzed. An attempt has been made to identify various loopholes, shortcomings, lacunas and their possible solutions for effective policy-making in the future.

The fourth chapter, “Policy-Programme Interface: An Indian Experience”, has focused on some of the programmes implemented for the education of the disabled at national and state level. It has examined the implementation and working of the programmes, targets set and achieved, and also has identified the causes and their possible solutions. The role of national and state governments in the implementation of these policies and

programmes has been analyzed. An attempt has been made to understand the interface and link between policies and programmes. The programmes such as: Project Integrated Education for the Disabled (PIED), The Sarva Shiksha Abhiyan (SSA, 2000), Teacher's preparation in special education (TEPSE) and Higher education for the persons with special needs (HEPSN) for the disabled persons have been analyzed along with integrated education for the disabled children (IEDC) and district primary education programme(DPEP). In this context, the role of judicial intervention towards promoting inclusive education has been discussed. The responses from different stakeholders have also been analyzed based on the field experience.

The fifth chapter, "Politics of Disability in India: Role of Movements and Non State Actors", has focused on the evolution of disability movement and its impact in India for the formulation and implementation of different programmes and policies. In this context, the role and importance of voluntary organizations and other institutions working for the education of the disabled or the people with special needs has been analyzed. An attempt has been made to identify the problems these institutions are facing and the areas which need to be strengthened. This has further analyzed their role in policy-making and programme implementation. It has tried to understand the organizations as lobby groups and the activities they are initiating of their own for the education of the disabled. Whether these organizations act as pressure groups for effective policy formulation has also been one of the focus areas of this chapter. National Association for the Blind (NAB), Amar Jyoti Research and Rehabilitation Centre (AJRRC), Tamana Association, National federation of the Blind (NFB), and All India Confederation for the Blind (AICB) along with some of the other leading organizations working in this field have been referred for the study in this chapter.

After having discussed various relevant issues related to the education of students with disabilities in detail in the previous chapters, In the concluding part, an attempt has been made to summarise the issues and discuss some measures for providing them the need-based services. It is a summary of the findings of the whole study. An attempt has been made to suggest some measures for effective policy formulation and programme implementation to ensure better facilities for the education of the disabled.

Limitations of the Study

This study has certain limitations due to some practical constraints. Firstly, various stakeholders (various ministries, NSSO, Census reports, NGOs, international agencies, etc.), who have been engaged in studying different aspects of people with disabilities have maintained inconsistency in terms of data. Hence, it was difficult to rely on any particular source for using data in the Thesis. Secondly, various stakeholders such as, educational institutions, NGOs, beneficiaries, etc. selected for this study were mostly Delhi based, which may seem to be region-specific. The initial stage of collecting data was encountered with a lack of cooperation in conducting interviews and focus group discussions, unwilling to share information and data, etc. Thirdly, due to non co-operation of maximum private educational institutions, it was challenging to get access to the facilities available there. Lastly, the study is confined to the educational rights of persons with disabilities. Although other rights of persons with disabilities have also been partially referred to, however, such reference may not be adequate to talk about their rights in other spheres.

Chapter One

Understanding Disability: A Conceptual Framework

Deprivation and marginalization emanate from the interactions of power and socio-political involvement in mainstream society. Owing to their attributes, the disabled exposed to social inequality, political marginalization, and economic deprivation. Crucial to the issue of marginalization is a rapport of difference; so, the disabled are obliged to suffer from political and economic structural hegemonies and segregations.

Disability is primarily studied from the background of it is a product of social phenomena related to a specific social structure and its related historicity, social practice and social life. As Karna summarizes, disability is socially constructed and culturally exasperated.¹ Understanding disability as not merely a physical, mental or sensory hindrance but also as the cumulative outcome of situations, activities, and relationships.² This chapter begins with understanding the concept of disability and explores various approaches and theories associated therein. This further outlines the causes and factors affecting disability, particularly the part played by poverty. It also analyzes the correlation between disability, poverty, exclusion, development, and education.

Understanding Disability

The concept of disability is a complex phenomenon. Disabilities are multi-dimensional, so as the causes and factors of disabilities. While some people have a disability since birth, for others, it might occur later in life. While some experienced a disability for a short period, others might suffer throughout life; for some, it might be hidden as in the case of patients who have epilepsy or hemophilia (impairment of blood clotting mechanism). There might be disabilities for which there is no treatment. Again, few disabilities might lead to physiological impairment or intellectual incapacity. Hence, there is no unilinear explanation to define disability.

¹ G. N. Karna (2001), *Disability Studies in India: Retrospects and Prospects*, New Delhi: Gyan Publication House: 25.

² Raymond Lang (1998), "A Critique of the Disability Movement", *Asian Pacific Disability Rehabilitation Journal*, 9(1): 48.

Disability is seen as a 'bio-medical phenomenon' when owing to certain physical and social obstacles an individual is unable to integrate with the community, maintain employment or commission service on his/her account.³ Zinkin and McConachie (1995) clarify further between impairment and disability, explaining that while the former relates to an individual limitation, the latter refers to a social restriction.⁴ 'Impairment' is defined by the World Health Organisation (WHO) (1980a) as 'any loss or abnormality of a psychological, physiological, or anatomical structure or function'.⁵ Impairment implies that individuals are unable to participate in mainstream activities that are laid down by society.⁶ Disability, as a generic term, may be understood as 'not being able to do something' or inability to carry on normal activities owing to certain abnormalities.

Disability studies in Britain opposed conventional understanding of disability and suggested that the disabled are unable to undertake normal activities owing to the restrictions imposed by the non-disabled majority. Taking this further, disability is seen as the outcome of social oppression; hence, like sexism or racism, disablism is considered to be a discriminatory practice.⁷

The WHO (1980) has defined the terms impairment, handicap, and disability from time to time in the following manner.⁸

A structural or functional abnormality in physiological, anatomical or psychological terms is denoted as *impairment*. Lack of ability to perform tasks considered normal for a human being is termed as *a disability*. Inability to fulfill the part assigned (taking into consideration sex, age, cultural, social and environmental factors) to a person owing to impairment is referred to as *handicap*.

³ Jones and Docking, (1992) Understanding disability pp124

⁴ P. Zinkin and H. McConachie (eds.) (1995), *Disabled Children and Developing Countries*, Lavenham, Suffolk: McKeith Press.

⁵ WHO (1980), *International Classification of Impairments, Disabilities, and Handicaps*, Geneva: WHO.

⁶ UPIAS (1976), *Fundamental Principles of Disability*, London: Union of the Physically Impaired Against Segregation. Also see V. Finkelstein (1993), "Disability, Impairment or Something in Between", in John Swain, Sally French, Colin Barnes and Carol Thomas (eds.) *Disability Barriers- Enabling Environments*, London: Sage Publication: xi.

⁷ C. Thomas (2002), "Disability Theory: Key Ideas, Issues and Thinkers", in M. Oliver, C. Barnes and L. Barton (eds.) *Disability Studies Today*, USA: Blackwell Publishers Ltd: 38.

⁸ WHO (1980), *International Classification of Impairments, Disabilities, and Handicaps*, Geneva: WHO.

As ‘handicap’ is no longer the preferred word, scholars now opt to use the terms impairment and disability more frequently. The WHO (2000) defines *impairments* as ‘problems in body function or structure as a significant deviation or loss’. Emphasizing the negative connotation of the word, *disability* refers to a condition that limits human activity, minimizes the capability of participation, and thereby creates obstacles in the ability of interaction with others. According to the UN, a disabled individual is one who can carry out a limited number of activities because of ongoing difficulties caused by ‘long-term physical condition, mental condition or health problem’.⁹

A disabled person is often presented as a social outcast. Ironically, often this factor is so much emphasized that it becomes a social and economic hindrance for the disabled, overlooking their basic human rights and demotivating them from interacting with society.

Different Approaches and Models of Disability

Scholars have approached disability from individual and socio-political perspectives as suggested by the Union of the Physically Impaired against Segregation in the United Kingdom (1976).¹⁰ Taking into account medicalization or the medical model of disability, the individual theory looks into the medical and psychological aspects. Oliver looks at both facets of the individual model of disability—¹¹ one, related to the individual and two, the operative ability corresponding to disability. However, the socio-economic paradigm of disability identifies it as emerging within society owing to its inability to cater to the needs of disabled individuals. But academics and advocates of disabled studies have stressed the medical hypothesis of disability negating the social impact.

Moral Model

Considering disability as a punishment that an individual is subjected to owing to his/her past karma, the moral angle has caused the social alienation of the disabled. Hence, the disabled have been denied the rights for education and employment and access to society, thereby looked at with contempt and ostracized by family.

⁹ United Nations (1998), *Principles and Recommendations for Population and Housing Censuses. Series No. E 98.XVII.8*, New York: United Nations.

¹⁰ M. Oliver (1990), *The Politics of Disablement*, London: Macmillan.

¹¹ Ibid.

Charity Model

This model looks at the disabled as one who cannot be treated at par with other members of society and needs protection through charity. Rights and entitlements are assigned in the form of relief, as provided by the state or individuals and voluntary organizations, thereby depriving them of any voice to negotiate directly.

Medical Model

Identifying ‘disability’ as a drawback within a person and stressing on related biological dissimilarities from others, the medical model of disability is based on four assumptions.¹²

- Disability is a disease where paramedical and medical practitioners are held accountable to ameliorate or cure such problems and enable the disabled to lead a normal life as far as possible.
- The medical practitioner plays a critical professional role within a conventional model to cure the disabled. This leaves the parochial scope for the disabled and their acquaintances to be involved in the decision-making activity.
- The disabled persons are psychologically and biologically subservient to their able-bodied peers, thus unable to make decisions.
- Disability is placed within the disabled individual’s body or mind so that it remains under his/her control. ‘As a form of organic determinism, the locus of disability is on a behavioral, physical, sensory, cognitive, and psychological tragedy. Thus, the aim to recognize the disability services is located within the disabled person.’¹³ The medical profession aims to cure them of their impairment and integrate them within society along with the other members.

Social Model

Condemning the conventional theory, the focus is on incorporating the disabled within the folds of society. Based on the premise that the term disability not only refers to a medical condition but also refers to a combination of social limitations that upholds discrimination, the concept of disability is interpreted in the manner society understands.

¹² Raymond Lang (1998), “A Critique of the Disability Movement”, *Asian Pacific Disability Rehabilitation Journal*, 9(1): 5.

¹³ T. Shakespeare and N. Watson (1997), “Defending the Social Model”, *Disability and Society*, 12(2): 293-300.

In the decade of 1970, UK underscores the growth of an influential organization called DPI (Disabled People International), and in the subsequent years it came to be known as UPIAS (Union of the Physically Impaired against Segregation). In 1975 this organization nourished the new paradigm for disability – the ‘social model of disability’ by debunking the existing standards of ‘medical model of disability.’ The UPIAS model induces the two-tier approach i.e. an approach defines the stands of impairment and disability. This model shows that officially disability has been perceived as a state of ‘disadvantage or restriction of an activity’¹⁴, where the mainstream social inclusion has been denied to physically disabled.¹⁵

The members of UPIAS also opposed the model proposed by WHO—ICIDH (International Classification of Impairments, Disabilities, and Handicaps) which referred to the causal and direct link between impairment, disability, and handicap, thereby making the impaired responsible for their reduced integration into society. UPIAS attempted to negate the causal relation between impairment, disability, and handicap and explained that ‘disabled’ connotes to an impaired individual being deprived (by the environment) of the ability or opportunity to undertake daily tasks.

According to the societal model of disability, there are three kinds of discrimination-attitudinal, ecological and institutional. The institutional model exists, for example, where there is no legal or other stipulation to assure that the disabled individuals can take note of educational establishment. Ecological discrimination exists when a disabled individual is unable to perform owing to physical barriers like unapproachable public transport or improperly planned buildings. Attitudinal discrimination is often cited through the embarrassment and fear on the side of ‘non-disabled’ individuals while dealing with an individual having a disability.

Community-based Rehabilitation Approach

Community-based rehabilitation (CBR) is a rehabilitation process that combines physical rehabilitation through medicinal care with empowerment and social inclusion through the use of the minimal resources available.

¹⁴ National Disability Arts Collection & Archive(2018) ‘Fundamental Principles of Disability’, UPIAS.

¹⁵ *ibid*: 14.

Economic Model

This model proposes that the disabled suffer from limited employment opportunities owing to the faulty economic system and inadequate measures undertaken for disabled individuals. In the economic prototype, it accentuates the implications of the reintegration project and economic security with several ventures of technological skills, employment opportunity without making any explicit adjustments with the environments of the people with disabilities. This model engenders the most effective method for the subjugated disable class to deal with the adverse conditions of the social as well as the economic environment.

Human Rights Model

The devastation and the trauma of the Second World War II have accentuated that the life of every individual is valuable and unique, and therefore all life should be secured and appreciated. This outlook marks a significant shift from the charity-driven model to UDHR model (Universal Declaration of Human Rights) in 1948.¹⁶ This model denotes that ‘all human beings are born free and equal in rights and dignity’. Hence, the stress is on considering the disabled not as objects but as subjects whose needs are to be recognized with justice and equality and addressed in an inclusive society.

The recently adopted ‘rights-based approach’ asserts that each person has equal economic, cultural and social rights. Rather than charitable trust, the emphasis is on equitable rights. Accordingly, the government and policymakers must redefine their services, resources, and programs and impose fines upon those who resist co-operating towards such practices.¹⁷

Scholars differ widely in their opinion on the rights-based approach. While some are skeptical that such an approach might overlook the voice of the poor who have limited means to fight for their rights,¹⁸ others believe that the social model overpowers the more general human rights approach.

¹⁶ United Nations (2015), *Universal Declaration of Human Rights-1948*, New York: UNO, http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf (accessed on 7 October 2018).

¹⁷ Albert Bill and Rachel Hurst (2005), *Disability and a Human Rights Approach to Development*, <https://pdfs.semanticscholar.org/bd51/f5ecf571cf152b45c8cf6195eaa66242eb89.pdf> (accessed on 12 July 2017).

¹⁸ Sam Hikey and Sarah Braking (2005), “Exploring the Politics of Chronic Poverty: From Representation to a Politics of Justice?”, *World Development*, 33(6): 851-865.

From the human rights perspective, disability reveals the obstacles faced by impaired persons to attain equality and justice. (Albert and Hurst, 2005:2)¹⁹ Following the UN Charter's program of action on disability, thereby, the focus is on equalization of opportunities facilitating a general system of society, housing and transportation, social and health services, educational and work opportunities suitable and accessible to all including the disabled persons.²⁰

Understanding Disability in India: An Overview

Traditionally, a disabled person has been variously named as 'lame', 'crippled', 'dumb and deaf' (addressing those suffering from auditory disability) and 'mad' (referring to persons with psychological disabilities and mental illness), and they have been defined in many other ways as they are different from the other members of society in terms of their appearance, outward behavior, and learning ability.

Rehabilitation Council of India Act, 1992

In India, disability has been interpreted by the Rehabilitation Council of India Act, 1992, along the following lines:

- *Auditory handicap* — auditory impairment of 70 decibels and above in the finer ear/total hearing loss in both ears.
- *Locomotors disability* — it describes a physiological condition, where the person is unable to move himself or any object from one direction to the other. Here the joints, muscles, bones and nerve system have been affected with the condition of impairment.
- *Mental retardation* — This describes the inadequate or derailed fundamental intellectual capacity, where the functions of the mind often adversely affected.
- *Visually Challenged* — have been bearing one the following conditions:
 - Absolute loss of vision
 - Visual intensity not more than 6/60 or 20/200 (Snellen), denotes good
 - vision with the correction of lens
 - Restricted Vision subtending vision with the twenty-degree angle or
 - Sometimes less angle.

¹⁹ Albert Bill and Rachel Hurst (2005), *Disability and a Human Rights Approach to Development*, <https://pdfs.semanticscholar.org/bd51/f5ecf571cf152b45c8cf6195eaa66242eb89.pdf> (accessed on 12 July 2017).

²⁰ UN (1945), *United Nations Charter- 1945*, New York: UNO. Also see United Nations (1994), *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities*, New York: UNO.

Planning Commission

According to the Planning Commission, a disabled individual is one 'who is blind; deaf; having an orthopedic disability, or having the neurological disorder; or mentally retarded'. It further clarifies that an individual's unable to meet himself/herself, wholly or partly, the necessities of the individual or social life including work, as a result in his/her physical or mental capability' is referred to as being disabled.²¹ Accordingly, *deafness* relates to hearing ability of 60 decibels or more; *neurological disorder* means having orthopedic or neurological problems leading to disability of muscles, bones or joints thereby limiting limbs movement or suffering from cerebral palsy; *retardation* denotes sub-normality of intelligence during the development period, and *blindness* relates to complete loss of sight or restricted field of vision subtending an angle of 20 degrees or worse.

The Persons with Disabilities Act, 1995 (Section 2)

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (Section 2) promulgates²² seven classes of disabilities:

- *Blindness* denotes any of the following conditions namely:
 - A total absence of sight; or
 - Visual acuity not more than 6/60 or 20/200 (Snellen test) in the better eye with correcting lenses; or
 - Limitation of the field of vision subtending an angle of 200 or worse.

- *Cerebral palsy* underscores the condition of locomotor impairment and its subsections. A condition that has been identified with an irregular motor controlling due to cerebral damage or injury. The condition grows either in the infant stage or arises in the pre-natal stage.

- *Hearing impairment* refers to a loss of 60 decibels or more in the better ear in the conversational range of frequencies.

²¹ Government of India (2002), *A Handbook for Parents of Children with Disabilities*, New Delhi: Planning Commission.

²² Government of India (1995), *Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*, New Delhi: Ministry of Law, Justice and Company Affairs, <http://niepmd.tn.nic.in/documents/PWD%20ACT.pdf> (accessed on 14 October 2018).

- *Leprosy-cured* means an individual cured of leprosy though still suffering from:
 - Loss of sensation in hands or feet and paresis in the eye and eyelid, with no manifest deformity;
 - Manifest deformity and paresis but having sufficient mobility in hands and feet to undertake the normal economic activity;
 - Extreme physical deformity as well as advanced age leading to inability in being engaged in any gainful occupation.
- *Locomotor disability* refers to the disability of the bones, joints or muscles, causing considerable movement restriction of the limbs, or any form of cerebral palsy.
- *Mental illness* denotes any mental disorder but not mental retardation.
- *Mental retardation* means incomplete development of the mind along with the subnormality of intelligence.
- *A person with low-vision* refers to vision impairment, which cannot be rectified by standard refractive correction though the person can manage to plan and execute certain tasks with the help of an appropriate device.

However, in many cases, the impairment can be in one of the eyes/ears, hence the disability partial. However, in India, such differences are not dealt with sensitively owing to a lack of awareness.

National Trust Act (1999)

To protect the mental illness and multiple disabilities, the National Trust Act (1999) has added more categories:²³

- *Learning disabilities* hinder understanding of the use of spoken or written language, e.g., brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia.
- *Multiple disabilities* are referring to a combination of two or more disabilities as mentioned in the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 clause (i) of Section 2.²⁴

²³ Government of India (1999), *The National Trust Act-1999*, New Delhi: Ministry of Law, Justice and Company Affairs, http://disabilityaffairs.gov.in/upload/uploadfiles/files/National_Trust_act-englsih.pdf (accessed on 12 December 2017).

²⁴ Government of India (1996), *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act-1995*, New Delhi: Ministry of Law, Justice and Company Affairs.

The Rights of Persons with Disabilities Act, 2016

To bring into practice the UN Convention on the Rights of Persons with Disabilities²⁵ The Rights of Persons with Disabilities Act, 2016 was recently launched on 27 December 2016. The UN General Assembly had adopted the Convention on the Rights of Persons with Disabilities earlier on 13 December 2006, which was ratified by India on 1 October 2007. The Rights of Persons with Disabilities Act, 2016, explained that a person suffering from a long-term physical, mental, intellectual or sensory impairment which hampers his participation in society, is termed as being disabled. A person with benchmark disability is one having not less than 40 percent of a particular disability. Various disabilities have been specified in the Schedule clause (zc) of Section 2 as follows:

- *Physical Disability*
 - Locomotor disability: It includes 'leprosy-cured person', 'cerebral palsy', 'dwarfism' (medical/genetic condition owing to which height of an individual is stunted) and 'muscular dystrophy' (weakness in muscle disease and progressive skeletal muscle weakness), and 'acid attack victims' (individuals disfigured owing to throwing of acid or similar corrosive substance).
 - Visual Impairment: It refers to 'blindness' (where a person experiences any of the following conditions: complete loss of sight; or visual acuity less than 3/60 or less than 10/200; or limited field of vision subtending an angle of fewer than 10 degrees); 'low-vision', that is a person might suffer from either visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye with best possible corrections; or limited field of vision subtending an angle of fewer than 40 degrees up to 10 degree.
 - Hearing Impairment: Being deaf has been identified with 70DB loss of hearing, a rate of recurrence in both the ears. The 'Hard of Hearing' remains with the range of 60DB – 70DB, and the loss in speech recurrence in both the ears.
 - Speech and Language Disability: This denotes a state of permanent disability with laryngectomy or aphasia. This condition involves one or more speech owing to language elements on account of neurological issues.

²⁵ United Nations (2006), *Convention on the Rights of Persons with Disabilities*, New York: UNO.

- ***Intellectual Disability***

This describes the intellectual faculty (reasoning, learning, problem-solving) and social and practical skills that involve 'specific learning disabilities' which in turn include a lack in language processing, spoken or written, or mathematical calculations and includes conditions as dyslexia, perceptual disabilities, dysgraphia, dyscalculia, dyspraxia, and developmental aphasia; 'autism spectrum disorder', that is, a neuro-developmental condition affecting communication, and frequently associated with unusual or stereotypical rituals or behaviors.

- ***Mental Behaviour***

"Mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behavior, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, especially characterized by subnormality of intelligence.

- ***Other Disabilities***

- Impairment caused by chronic neurological conditions, like 'multiple sclerosis' that is, an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged; 'Parkinson's disease' marked by tremor, muscular rigidity
- Blood disorders such as 'hemophilia', affecting the only male but transmitted by females to male children
- 'thalassemia', a type of inherited disorders characterized by low hemoglobin level
- 'sickle cell disease', a hemolytic disorder, marked by chronic anemia.

- **Multiple Disabilities:**

An individual may suffer from a combination of hearing and visual impairments, causing severe communication, developmental and educational problems.

Disability Certificate

In the Indian context, a disabled individual can ask for benefits provided by the government by showing this certificate. They are assigned to individuals having a valid

medical certificate, which states and explains the disability that a person might have²⁶ and by following the government's definitions of the listed impairments in the disabilities Acts.²⁷

As the extent of a definition is limited, the National Human Rights Commission (NHRC) of India has provided a wider meaning of disability defining people with disability 'temporarily or permanently, experience physical, intellectual or psychological impairment of varying degrees and their lives are handicapped by social, cultural, attitudinal and structural barriers, which hamper their freedom of participation, access to opportunities and enjoyment of rights on equal terms'.²⁸

Unlike the 2016 model, it is not out of place to nurture a new perception to articulate the functional definitions of disability along with its myriad characteristics and categories, and more prominently to decipher the hypothesis on intellectual disability. Across worldwide, a standardized definition of disability vehemently required to develop all-inclusive ease of access.

Disability and Statistics in India

Next to China, India is the second most densely populated country in the world, and with 1.3 billion population, it is contributing almost the eighteen percent of the whole world demography.²⁹ The startling fact of this juggernaut volume of the population very clearly underlines its irony, the noticeable absence of the correct demographic index of the disabled population. Despite numerous projects taken by several NGOs to accumulate the correct sampling of the disabled population, the exact number often becomes implausible or vague. An NGO named National Centre for Promotion of Employment for Disabled People (NCPEDP) has observed that whole disable demography is proximal to seven to eight person in India. The 'House Register' of the 1872 Census, describes the conditions of disability i.e. physical, mental and leprosy-affected persons. The decadal censuses from the period of 1881 to 1931 have shown the facts and findings of the

²⁶ Disability India Network (not dated), "Definition and Certification", <http://www.disabilityindia.org> (accessed on 12 November 2017).

²⁷ Ibid.

²⁸ Anuradha Mohit (2004), *Special Report on Disability*, Delhi: National Human Rights Commission.

²⁹ United Nations (2017), *World Population Prospects: The 2007 Revision*, New York: UNO, https://esa.un.org/unpd/wpp/Publications/Files/WPP2017_KeyFindings.pdf (accessed on 2 October 2108).

statistical data on two types of disability forms viz. intellectual as well physical. However, the reports of the 1941 census on the physical disability got sacked, and never approved with legitimacy. Sometimes due to the so-called social subjugation, and the social misnomers, the society never comes forward to give valid details on disability. The issue on disability data was raised once again by the report of 1981 census, and this concern makes a consensus with the pronouncements of the United Nation's declarations. Subsequently, the year got earmarked as the International Year for Disabled Persons.³⁰ The 1981 Census categorized disability primarily into three: 'totally blind', 'totally crippled' and 'totally dumb'. As the term 'totally' was difficult to explain and had uncertain connotations and as the definitions on disability unclear, having excluded a major chunk of the population having moderate or mild disabilities and individuals with auditory and mental disabilities, the 1981 Census seemed to have underestimated the number of physically disabled as it was difficult to share such data with the enumerator, who usually was a local government official.³¹

Moreover, with no publicity on disability, low awareness levels amongst people, weak administrative and political milieu and without any support from the NGOs data collection on disability was difficult and the disability question was not mentioned in the 1991 Census as well.

Both the PWD Act, 1995 as well as Census of India 2001 highlighted that defining and measuring disability is a complex issue and even in normal circumstances, people refrained from sharing related data. Therefore, while initially the question on disability was consciously evaded in the 2001 Census, with pressure from NGOs, international agencies and insisted upon by the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, coupled with the Ministry of Social Justice and Empowerment request, the question on disability was finally incorporated in Census of India 2001.³²

³⁰ UN Economic and Social Commission for Asia and Pacific (UNESCAP) (not dated), "Country Paper, Sources of National Disability Data", <http://www.worldenable.net/escapstats/paperindia.htm> (accessed on 12 April 2017).

³¹ National Centre for Promotion of Employment for Disabled People (NCPEDP), "Disability Advocates Win the right to be Counted", http://www.disabilityworld.Org/01-02_01/news/census.htm, (accessed on 12 May 2017).

³² Ibid.

Moreover, even though the Equal Opportunities Act 1995, classified disability under seven categories, data were collected for only five categories of disability in the 2001 Census—mental, visual, movement, hearing, and speech. For the ease of collecting information, the Census Commissioner defined each disability. For instance, accordingly, a visually impaired individual defined as one who ‘cannot see at all (has no perception of light) or has blurred vision even with the help of spectacle’; individual with hearing disability is one who cannot hear at all (deaf) or can hear only loud sounds’.³³ The appropriate compilation of sampling in disability, along with all processes and practice has been nurtured by the incessant proposal of the Registrar General. The concerned office develops a social understanding of disability through several endorsements and promotional agendas.

The number of disabled people as classified under the Census of India 2001 in each type of disability is depicted in Table 1.1. It shows that the total number of disabled people in India as 21,906,769 which constitute more than 2% of the population.

Table 1.1: Types of Disabilities and Their Number (2001)

Types of disability	Number of disability	Percentage
Seeing disability	10634881	48.55
Speech disability	1640868	7.49
Hearing disability	1261722	5.76
Movement disability	6105477	27.87
Mental disability	2263821	10.33
Total	21906769	100.00

Source: Government of India (2001), *Census of India -2001*, New Delhi: Ministry of Home Affairs.

According to Table 1.1, 48.55%, 7.49%, 5.76%, 27.87% and 10.33% of the totally disabled people suffer from seeing, speech, hearing, movement and mental disabilities, respectively. Nevertheless, in due course of time, the PWD Act was criticized due to its narrow understanding of the concept of disability and its definition confined to just seven categories. After great demand from civil society organizations and persons with disabilities, it was decided to include more categories under disability. Therefore in 2011

³³ Abidi Javed, V. M. Tamhan, Census Commissioner (not dated), <http://www.cdc.gov/nchs/ppt/citygroup/tamhane.ppt> (accessed on 19 July 2017).

census,³⁴ the data about disability were collected on eight categories instead of five as was in the last Census, which included multiple disabilities, mental illness, and mental retardation and any other. But despite raising the number of categories, due to improper method of data collection and lack of awareness and training for the people who were engaged in the process of data collection, the correct number of persons with disabilities could not be collected properly. In terms of percentage, the disable population was found less than that recorded in the 2001 census. As per 2011 census, the disability population is depicted in Table 1.2.

Table 1.2: Disability Population (2011)

Types of disability	Number of disability	Percentage
Seeing disability	5,032,463	18.77
Speech disability	1,998,535	7.45
Hearing disability	5,071,007	18.91
Movement disability	5,436,604	20.28
Mental Retardation	1,505,624	5.62
Mental Illness	722,826	2.70
Any Other	4,927,011	18.38
Multiple Disability	2,116,487	7.89
Total	26,810,557	100.00

Source: Census 2011.

Table 1.2 indicates that 18.77%, 7.45%, 18.91%, 20.28%, 5.62%, 2.70%, 18.38% and 7.89% people had seeing, speech, hearing, movement, mental retardation, mental illness, any other and multiple disabilities, respectively. Therefore, it can be said that the Indian state is yet to adopt a more inclusive and standard approach towards its classification of disabled people while including or excluding their numbers in different census.

However, the data collected by the Census 2011 is the only official data available on disability, which makes it an essential source of information for the formulation and implementation of any policies and programs towards persons with disabilities. In this context, the data in terms of gender and locality of people with different kinds of disabilities is very significant to understand the specific needs of the target groups.

³⁴ Government of India (2011), *Census of India-2011*, Office of the Registrar General & Census Commissioner, New Delhi: Ministry of Home Affairs.

From the Census data 2011, as shown in Table 1.3 on the gender distribution of the disabled population, one important observation is that the number of male population across disability is significantly larger than the female population. Moreover, in the category of locomotor disability, the difference in number between males and females is much higher than all other categories. This significant gender gap calls for further research.

Table 1.3: Gender-wise Distribution of Disabled Population

Types of disabilities	Male	Male (in%)	Female	Female (in %)	Total
Visual disability	2,638,516	52	2,393,947	48	5,032,463
Speech disability	1,122,896	56	875,639	44	1,998,535
Hearing disability	2,677,544	53	2,393,463	47	5,071,007
Locomotor disability	3,370,374	62	2,066,230	38	5,436,604
Mental Retardation	870,708	58	634,916	42	1,505,624
Mental illness	415,732	58	307,094	42	722,826
Any other	2,727,828	55	2,199,183	45	4,927,011
Multiple Disability	1,162,604	55	953,883	45	2,116,487
Total	14,986,202	56	11,824,355	44	26,810,557

Source: Census Report 2011, Government of India.

Similarly, the Census data of 2011 on disabled people as per its distribution in the rural and urban locality is vital as disability across all the categories is more than double in the rural areas as compared to the urban areas. These calls for serious targeted policy intervention in the rural areas, as most policies, as of now, are concentrated in the urban areas.

Table 1.4: Classification of Disabled People by locality

Types of disabilities	Rural	Rural %	Urban	Urban %	Total
Visual disability	3,502,590	70	1,529,873	30	5,032,463
Speech disability	1,303,783	65	694,752	35	1,998,535
Hearing disability	3,391,821	67	1,679,186	33	5,071,007
Locomotor disability	4,035,519	74	1,401,085	26	5,436,604
Mental retardation	1,025,560	68	480,064	32	1,505,624
Mental illness	495,826	69	227,000	31	722,826
Any other	3,292,529	67	1,634,482	33	4,927,011
Multiple disability	1,584,293	75	532,194	25	2,116,487
Total	18,631,921	69	8,178,636	31	26,810,557

Source: Census Report 2011, Government of India.

Similarly, the National Sample Survey Organisation (NSSO), using its own means of definition to identify the physically disabled people, made the first attempt to obtain data on the number of physically disabled individuals in the country.

NSSO conducted a comprehensive survey of people with disabilities in its 36th round³⁵ during the second half of 1981, the International Year of Disabled Persons. This survey shows the statistics of the existing disability within its myriad affecting factors in consort with its classification in the thirty-sixth round. It helps to define and evaluate disability with new insights and findings. The analysis has been done with multiple samplings from one or more of three dissimilar varieties of physical disability viz. visual, communication and locomotors. Apart from the socioeconomic dimensions, the statics depicts other structures of disability viz. the influencing parameters of age, sex, degree, diversity of support and substance services.

After a gap of 10 years, in the 47th round,³⁶ a second survey was conducted between July–December 1991. Even if the acquired conceptions and understanding from the executive process of thirty-sixth round, the scrutiny got revised with the findings of the thirty-sixth round. A non-medical survey denotes that disability can be defined as the constraint or absence of abilities, where the performing featuring remain seized unlike an average human being.³⁷ These are the variations through which disability can be mapped:

- Visual disability— This stage denotes a condition of no insight for light or unable to do the visual counting. The using of glasses, if it remains confined to the application of regular glasses, then with both open eyes, 3m can be covered.
- Hearing disability— this condition describes a person is unable to hear or could merely here the sound or only able to identify the voice if the addresser speaking very closely.
- Locomotor disability—a loss or lack of normal ability of an individual to move her or himself and/or objects from one place to another caused by one of the

³⁵ Government of India (1981), *NSSO 36th Round*, New Delhi: Ministry of Statistics and Programme Implementation.

³⁶ Government of India (1991), *NSSO 47th Round*, New Delhi: Ministry of Statistics and Programme Implementation.

³⁷ Government of India (1992), *A Report on Disabled Persons, 47th Round (July-December, 1991)* NSSO Report No 393, New Delhi: Department of Statistics: 1-2.

reasons: paralysis of limb or body, deformity in the limb(s), loss of limb(s), dysfunction of joints of the limb(s) and deformity in the body other than limb (example: deformity in the spine or the neck or dwarfing or stunting).³⁸

This survey only includes the observations and analogies of the physical as well as communication disabilities. This observation does not comprise the complicating factors of employment, service or any policy or right based movements and organizations.

The total figure of disabled people including the figures of each individual category has been shown in Table 1.5.

Table 1.5: Population and Type of Disability

Type of Disability	NSSO 2002 (Lakhs)
Locomotor disability	106.34
Visually Impaired	28.26
Hearing-impaired	30.62
Speech impairment	21.55
Mentally retarded	20.96

Source: Government of India (2002), *NSSO 58th Round*, New Delhi: Ministry of Statistics and Programme Implementation.

Analyzing the Census report and NSSO data, a difference in the total number could be identified. Also, the definition of different categories varied from time to time and government agencies and the personal who engaged in the data collection process had no clarity in understanding, hence, the information about the person with disabilities could not be collected properly. With incorrect information and data, it was difficult to design policies and programs for the masses. The government needs to take pro-active measures to train the individuals engaged in such a data collection process. If this cannot be done during census reports, the process of data collection can be carried out separately through the Department of Disability Affairs under the Ministry of Social Justice and Empowerment.

Status of Disability Certificates

As per census report 2001, 40.19% and only around 33% of individuals with disabilities, according to the 2011 census report, have been issued disability certificates by 2012. The

³⁸ Ibid.

process remained a time-consuming procedure causing hardships and delays in obtaining the disability certificate. This back matter has been resolved and being streamlined by the initiatives taken by the Ministry of Social Justice and Empowerment. In December 2009, the Persons with Disabilities Rules, 1996 have been amended. The amended rules enable a simplified and decentralized procedure for the issue of disability certificates; the 'medical board' has been replaced by 'medical authorities', notified by appropriate governments, for the issue of disability certificates. The duration between the application and allocation of disability certificate has been fixed with one week, and no deviation or irregularities can be encouraged beyond one month. The state government also advised to reshape and arrange its PWD models with the standards of disability, and consequently to upgrade all medical health centres. This revision also recommended granting disability certificates from multiple authorized medical centres. Now the certificate can be obtained by a single authorized doctor at all PHCs³⁹ and CHCs⁴⁰, and the sub-divisional hospitals also have been permitted to confer all help in this regard. The certificate of the people with partial disabilities only need to be approved by the specialist doctor, but for multiple disable condition, a specialized board with concerned doctors are required to issuing a certificate. In this regard, the Ministry of Health and Family Welfare has notified medical authorities concerning hospitals under the jurisdiction of the Central Government. Despite these simplifications, the situation is still very gloomy and alarming.

Table 1.6 depicts the state-wise status of issuing disability certificates in terms of the total disabled population. It also shows the percentage as per 2001 and 2011 census data.

³⁹ Primary Health Centres

⁴⁰ Community Health Centres

Table 1.6: State-wise status of issuing a disability certificate

Sl. No.	Name of the State/UT	No. of persons issued Disability Certificate till 2013	The total disabled population as per Census 2011	%	Total disabled population as per Census 2001	%
1	Andhra Pradesh	935810	2266607	41.29	1364981	68.56
2	Arunachal Pradesh	1994	26734	7.46	33315	5.99
3	Assam	118233	480065	24.63	530300	22.3
4	Bihar	323000	2331009	13.86	1887611	17.11
5	Chhattisgarh	202543	624937	32.41	419887	48.24
6	Delhi	24035	234882	10.23	235886	10.19
7	Goa	14009	33012	42.44	15749	88.95
8	Gujarat	265279	1092302	24.29	1045465	25.37
9	Haryana	290942	546374	53.25	455040	63.94
10	Himachal Pradesh	60343	155316	38.85	66932	90.16
11	J&K	117676	361153	32.58	302670	38.88
12	Jharkhand	332822	769980	43.22	260916	127.56
13	Karnataka	604136	1324205	45.62	940643	64.23
14	Kerala	188451	761843	24.74	860794	21.89
15	Madhya Pradesh	477921	1551931	30.80	1408528	33.93
16	Maharashtra	691538	2963392	23.34	1569582	44.06
17	Manipur	16269	54110	30.07	28376	57.33
18	Mizoram	7205	15160	47.53	16011	45
19	Meghalaya	20758	44317	46.84	28803	72.07
20	Nagaland	1532	29631	5.17	26499	5.78
21	Odisha	380000	1244402	30.54	1021335	37.21
22	Punjab	297000	654063	45.41	424523	69.96
23	Rajasthan	463925	1563694	29.67	1411979	32.86
24	Sikkim	8052	18187	44.27	20367	39.53
25	Tamil Nadu	852555	1179963	72.25	1642497	51.91
26	Tripura	56583	64346	87.94	58940	96
27	Uttar Pradesh	1253134	4157514	30.14	3453369	36.29
28	Uttarakhand	43303	185272	23.37	194769	22.23
29	West Bengal	605933	2017406	30.04	1847174	32.8
30	Andaman & Nicobar Islands	6081	6660	91.31	7057	86.17
31	Chandigarh	8941	14796	60.43	15538	57.54
32	Daman & Diu	36	2196	1.64	3174	1.13
33	Dadar & Nagar Haveli	537	3294	16.30	4048	13.27

34	Lakshadweep	680	1615	42.11	1678	40.52
35	Puducherry	22528	30189	74.62	25857	87.13
	TOTAL	8693784	26810557	32.43	21630293	40.19

Source: Census Report 2011 and Status of Disability in India RCI, 2012, Government of India.

Table 1.7: Age-wise distribution of persons with disabilities

S.No.	Age-group	Total number of disabled persons	%
1	0-4	12,91,332	5
2	5-9	19,55,539	7
3	10-19	46,16,050	17
4	20-29	41,89,839	16
5	30-39	36,35,722	14
6	40-49	31,15,651	12
7	50-59	24,92,429	9
8	60-69	26,57,679	10
9	70-79	17,69,370	7
10	80-89	7,23,585	3
11	90+	2,25,571	1
12	Age Not Stated	1,37,790	1
	Total	2,68,10,557	100

Source: Census Report 2011, Government of India.

Table 1.8: Distribution of disabled population under SC/ST

	%	Total	Male	Female
	100.00	2,68,10,557	1,49,86,202	1,18,24,355
Rural	69.49	1,86,31,921	1,04,08,168	82,23,753
Urban	30.51	81,78,636	45,78,034	36,00,602
SC	18.38	49,27,431	27,70,591	21,56,840
Rural	77.09	37,98,623	21,36,871	16,61,752
Urban	22.91	11,28,808	6,33,720	4,95,088
ST	7.97	21,36,678	11,42,434	9,94,244
Rural	90.01	19,23,234	10,25,847	8,97,387
Urban	9.99	2,13,444	1,16,587	96,857

Source: Census Report 2011, Government of India.

Table 1.9: Work Status of People with Disabilities

Disability	Total			Main worker		Marginal worker Less than 3 months		Marginal worker 3-6 months		Non-worker	
	Persons	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
In-Seeing	5033431	2639028	2394403	1045667	301121	60091	56796	240276	187968	1292994	1848518
In-Hearing	5072914	2678584	2394330	1117992	339030	59007	56661	267084	222284	1234501	1776355
In-Speech	1998692	1122987	875705	487333	155868	21187	16637	91659	66574	522808	636626
In-Movement	5436826	3370501	2066325	1248012	257546	81022	45692	272101	130503	1769366	1632584
Mental-Retardation	1505964	870898	635066	163123	47157	17336	10616	51839	32214	638600	545079
Mental-Illness	722880	415758	307122	74464	20589	10954	6372	26455	15700	303885	264461
Any-Other	4927589	2728125	2199464	1130328	339782	58980	49156	267405	201335	1271412	1609191
Multiple-Disability	2116698	1162712	953986	197938	56059	22422	16932	60150	38969	882202	842026
Total	26814994	14988593	11826401	5464857	1517152	330999	258862	1276969	895547	7915768	9154840

Source: Census Report 2011

Table 1.10: Status of non-workers among disabled

	Total Disabled non-worker	%
Total	17070608	100.00
Student	4638653	27.17
Household duties	2618327	15.34
Dependent	7807540	45.74
Pensioner	947169	5.55
Rentier	37492	0.22
Beggar, Vagrants, etc.	70506	0.41
Others	950921	5.57

Source: Census Report 2011, Government of India.

Table 1.11: Educational level of disabled persons (India)

Educational level Persons	Toal	%	Males	Females
	26814994	100.00	14988593	11826401
Illiterate	12196641	45.48	5640240	6556401
Literate	14618353	54.52	9348353	5270000
Literate but below the primary	2840345	10.59	1706441	1133904
Primary but below middle	3554858	13.26	2195933	1358925
Middle but below matric/secondary	2448070	9.13	1616539	831531
Matric/Secondary but below graduate	3448650	12.86	2330080	1118570
Graduate and above	1246857	4.65	839702	407155
Not Reported	1079573	4.03	659658	419915

Source: Census Report 2011, Government of India.

Disability and Development

The phenomenon of disability is as old as human civilization. From pre-historical times through the ancient civilizations of Mesopotamia, Greeks, Roman, and India, social

perception towards persons with disabilities was characterized by diversities. Social perception ranged from kindness to cruelty. During the medieval ages, characterized by the pivotal role of the church in society, the fate of the disabled persons significantly varied. Living conditions were harsh for disabled persons. However, following the advent of the renaissance, radical changes started ushering in society. Both scientific understanding and humane treatment of persons with disabilities progressed rapidly in the early phase of the Roman Empire. Religion in India reinforced the moral and spiritual importance of compassion, charity, and mutual assistance. During the early phase of British imperialism and in the 19th century, various voluntary organizations and individual reformers took an active part in this regard.

Amartya Sen in his *Development as Freedom*,⁴¹ deciphers development within the complex factors of fundamental life-sustaining resources⁴², the ease of access to resources and services. This confers ensuring freedom and development paradigms. Unless the ensuring freedom has been free from all social subjugations and marginalization, the due social position of a person cannot be sustained, and the development of the economy will remain inadequate. This outlook pressures to fathom out the convoluted factors of awareness and exploitation. It is the same line we need to draw an analogy between the marginalized and the mainstream between disability and exclusion. The last two decades have accentuated noticeable factors within the sectors of education and job opportunity for disability. The actual integration of disability within this timeline has remained equivocal with vague factors of reality and rhetoric – the incessant debate among disability, education and employment.

While mainstream programs and policies much concentrate on the young people ignoring the requirements of those with disabilities. The most conspicuous observation is that the actions are taken for the development of disability much remain restricted to the requirements of the adult groups or children, and the functional and the emotional aspects of the young mass have been neglected. So, it can be said that such an outlook gives minimal scope to enter the life and sustenance of the young disabled people. Sometimes their self-perspectives take back seat in statistical data, and the real insight

⁴¹ Amartya Sen (1999), *Development as Freedom*, New Delhi, Oxford University Press.

⁴² the basic needs of human beings in terms of food, shelter, clothing, education, and health, as well as ensuring freedom from disease, illiteracy, poverty, unemployment, ignorance, and malnutrition.

regarding their necessity becomes unnoticed. At times even the existing policies on disability are unable to achieve their marks, and most of the time, the tangible representation of the youth in the plans, policies and government agenda are vehemently missing. The research literature has also given very little space to understand the problems of the disabled youth, and it is with the same line that the formation and enforcement of policies have never become effective.

Since the 1990s, the human rights approach to development adopted by bi-lateral and multi-lateral agencies ensures that everyone has an equal right to dignity, freedom, safety and is not discriminated against. This can be possible only by empowering all people. As outlined by the 24th Special Session of the UN World Summit for Social Development and Beyond (June 2000) declared, ‘The ultimate goals of development are to improve living conditions for people and to empower them to participate fully in the economic, political and social arenas.’

Several governments and international agencies have voiced the urge to mainstream disability in development. Also, the need to establish the rights of the disabled at the grass-root level. The invisibility of disability in development has been strongly criticized and demands for change have been made by the international disability movement since its formation in the early 1980s. However, it is only recently disability is considered a fundamental human rights issue and this cause has received considerable support from governments and international development agencies.⁴³ Unfortunately, disability has remained rapt, in fulfilling the ‘special needs’ projects that have been identified as being the most important, related to health, education, and welfare. It has not found a home in the development policy and practices mainstream.⁴⁴

Though disability needs to be considered by governments and agencies in developing countries as a cross-cutting issue, no national development agency has undertaken the responsibility. It is equally important to understand that disability is a socially

⁴³ The arguments for why disability is a human rights issue, the extent, and links between poverty and disability and why mainstreaming is necessary will not be addressed in this paper, as there is an extensive literature on the subject. For one of the best and most succinct treatments, see EDF (2002).

⁴⁴ Bill Albert (2004b), “Is Disability really on the Development Agenda? A Review of Official Disability Policies of the Major Governmental and International Development Agencies”, Disability KaR Programme, September 2004, https://assets.publishing.service.gov.uk/media/57a08caded915d622c0014c9/RedPov_disability_on_the_agenda.pdf (accessed 15 April 2018).

constructed phenomenon; it needs to be seen from a human rights perspective; that the disabled needs to empower themselves actively by being actors rather than subjects; and that from policy to practice—across the entire spectrum of development work—the power relationships have remained unequal. These were very much the starting points for the movement in the 1980s.⁴⁵

The idea and outlook on disability, equally in the popular culture and society in despite have always been equivocal; and therefore by and large, the due approach of perception constantly is being questioned. The longstanding provenance of disability as subjugation or offspring of social construction,⁴⁶ not merely denigrates the people with impairments as undesirable to the mainstream society, also but also delimiting their all fundamental prospects as a human being. Disability has an explicit rapport with the accelerated economic growth, so their wholesome nexus upholds larger prospects for the amelioration of the disabled life and livelihood.⁴⁷ The most relatable prerequisite is to galvanize the modern orientation of the society towards the understanding of disability, through a vehement elimination of the sociocultural subjugation, and by improvising the conducive ambiance within the standard of human rights. This will not only look after the equal opportunities but also impart a new vista for the future of disability. The most considerable approach would be to strike a discrepancy between the so-called social outlook and the conceptualization of the human rights approach on disability.

In recent times, organizations and NGOs have come further to approve and exercise the human rights model, but this framework has mostly remained restricted to the practice of looking after the health and medical care of the people with disabilities. So, here reintegration of disability denotes mostly to deal with the physiological functionalities in the world of medicine, and a course the outlook has been led by the insight of

⁴⁵ Disabled Peoples' International (1985), *Proceeding of the First World Congress, Sweden.*, Sweden: Disabled Peoples' International.

⁴⁶ Bill Albert (2004a), “*Briefing Note: The Social Model of Disability, Human Rights, and Development*”, Disability KaR Research Project, Enabling Disabled People to Reduce Poverty, September 2004, www.disabilitykar.net/resources/karprogreports.html (accessed 10 April 2018).

⁴⁷ Comparable statistical data is lacking, but it appears that in general, the proportion of disabled people in the developed world is many times that in the developing world. For example, in the 1980s, the UK reported 14.2% of the population over 16 as disabled, while in Nepal and the Philippines it was (for all ages) 3% and 4.4%, respectively. However, this is based on entirely unreliable data that is useless to any serious analysis. See UN, 1990.

impediment or anomalies. The substance of meaningful space in the mainstream for disability remains delimited by the model of medical care. This model, even though it outlines the individualistic outlook, yet it stands apart from the necessity of sociopolitical integration. Society needs to appreciate the significance of the human rights standard for disability. At times the regular practice medication on the people sometimes leads to a more vulnerable condition of disability. Enforcing immunization to eliminate diseases at some point also not useful, and it may also cause impairments. The absence of adequate caring during the time of childbirth also leading to the condition of disability at the primal age. Such statics remains very crucial for the human rights model. Apart from health care, the perpetual social subjugation of disability has accentuated the fundamental necessity of the modern education system. Perspectives need to change in the direction of making the integration of disability into the mainstream in every possible sociopolitical development. In recent times, World Bank has given scope to open opportunities for disabled people in the development projects. Although it has not outlined the agenda of inclusive growth, it is more concern to prevent the impairment.⁴⁸

In regular intervals, Govt. has been introducing several announcements, plans and policies to look after the improvements in the disability issue, but the effective implementation to facilitate mainstream sustenance has always remained incomplete. Conceivably the effective approach to disability has been developed by the European Disability Forum.^{49 50} The existing scholarly work has been analyzing disability from several vantage points and underscoring the roles of different organizations in this regard.⁵¹ The organizations are carrying numerous plans forwards viz. promoting human resource model to uphold conducive environment for disability, encouraging the distribution of roles and tasks, organizing program to raise training and awareness

⁴⁸ EDF (2002), *EDF Policy Paper: Development cooperation and disability*, Document 02/16 EN, EDF, Brussels: 11, www.iddc.org.uk/dis_dev/mainstreaming/edf_policy.pdf (accessed on 25 April 2018).

⁴⁹ Ibid.

⁵⁰ The EDF Policy Paper fed into the European Commission, DG Development, *Guidance Note on Disability and Development for EU Delegations and Services*, 2003.

⁵¹ This paper's analysis of the recommendations/ideas about disability mainstreaming draws primarily on Ortiz (2004), which is DFID specific, the NCD Report (2003) and the EDF Report (2002), which looks more broadly at development cooperation in the European Union. It also draws on insights emerging from Thomas (2004), which includes a SWOT analysis of DFID and disability that highlights gaps across the organization consistent with some of the main areas identified for disability mainstreaming by the other papers – though the suggestions for taking disability mainstreaming forward provided by the paper focus mainly on work in the Policy Division.

towards disability, supporting the disable friendly associations, induce collective learning and practice, and also to regulate suitable resource allocation.

Conceivably the major barrier in the enforcement of disability inclusion is the absence of correct outlook, understanding and awareness to acquire the skill to deal with disability. As Rebecca denotes, this knowledge-based approach is applicable both in national as well as international organizations.⁵² The best method to structure and analyze the unconsolidated statics of disability demography can be streamlined, only when the mainstream projects join hands with DFID models. Such development interventions will explore more appropriate plans, policies and legislations for the further development of disability. A more comprehensive approach must be encouraged to find out the stumbling blocks again the inclusion of disability in the mainstream. The predicaments need to be understood, how the adverse factors have been persisting in the education set up for the disability development process; and sometimes due to lack of conducive atmosphere, it often triggers conflicting situations.

There must be provisions for the application of the accumulated data on disability; and they should be analyzed with correct research aptitude and temperament, otherwise the research reports will never contribute towards the elimination the predicaments within disability. The most appropriate prerequisite is a strong nexus between representative organization for disabilities and the Govt. bureaucratic machinery. Such a joint venture will give several action plans, agendas and policies to work for social inclusion and will draw a promising framework for disability within the mainstream. This participation needs to be executed in every possible sphere with the mainstream so that it will nurture the effective nexus between the disabled representation and the state policy-making.

Poverty and Disability

‘Realizing the sociopolitical positions of disability, DFID denotes that it has been a common practice among people that they are not able to apply prevailing social standards on who they are or how they live or what social position they are bearing up

⁵² Rebecca Yeo, (2003), “To what extent are disabled people included in international development work? How can the barriers to inclusion be overcome?” A paper delivered at Staying Poor: Chronic poverty and development policy. 7– 9 April 2003, Manchester: 7, www.devstud.org.uk/publications/reports/disability_and_development.pdf (accessed 12 March 2017).

with.⁵³ Taking this debate further, Lee states that since poverty and the condition of disability often goes hand in hand, this has been a sizeable necessity that the fundamental rights and relevant preconditions must be guaranteed for the general citizens to meet the challenges against poverty or even towards its riddance.⁵⁴ Harriss White observes that prolonged illness and disability have been inducing the factors of poverty, both in the short term as well in the long term surroundings. Rebecca and Karen have been pointed that poverty as a concept can not be bracketed with a singular theory, while the understanding of disability baring a tendency to be related with a singular character within the perimeters of long-term poverty, issues allied with age, how a person goes into the different conditions of impairment with his or her domestic spheres.⁵⁵

Till recently, the disability debated pivoted around two points—medicinal ‘cures’ or cures based on charitable donations and pity. In both approaches, the disabled person was considered a 'problem'. With the growing popularity of the societal model, it is increasingly believed that the root problem lay in the arrangement of society.⁵⁶ This perspective, in turn, has been able to lessen poverty endeavours. If social forces lay stress on a more equity-based development and accommodative methods, then both exclusion of disabled people and poverty could be addressed.

The DFID (Department for International Development) Issues paper⁵⁷ explains the relationship between poverty and disability. As disability is eliminated, the rates of poverty can be reduced. Moore and Yeo observe that the following traits mark disability:⁵⁸

- barring from informal/formal employment and education
- restricted social interactions

⁵³ Department for International Development (2000e), *Realising Human Rights for Poor People: Strategies for Achieving the International Development Targets*, London: Department for International Development.

⁵⁴ Helen Lee (1999), *Discussion Paper for Oxfam: Disability as a Development Issue and How to Integrate a Disability Perspective into the SCO*, Oxford: Oxfam.

⁵⁵ B. Harriss-White (2003), “*Staying Poor: Chronic Poverty and Development Policy*.” Paper Presented at the International Conference, IDPM, University of Manchester, 7- 9 April 2003.

⁵⁶ For details, see Bill Albert (2004a), “*Briefing Note: The Social Model of Disability, Human Rights, and Development*”, Disability KaR Research Project, Enabling Disabled People to Reduce Poverty, September 2004, www.disabilitykar.net/resources/karprogreports.html (accessed 10 April 2018).

⁵⁷ DFID (2000a), *Disability, Poverty and Development*, Issue Paper.

⁵⁸ Rebecca Yeo and Karen Moore (2003), “Including Disabled People in Poverty Reduction Work: ‘Nothing About Us, Without Us’”, *World Development*, 31(3): 571-590.

- limited anticipation from self and community
- barring from legal/ political processes
- barring from even basic health care
- the least priority for any limited resources, e.g., food/clean water/inheritance/land
- negligible support towards high costs directly associated with impairment
- dangerous working conditions
- limited accessibility to shelter and land
- insanitary, congested living conditions
- deprived sanitation
- lack of capacity to assert rights
- limited access to health care
- unhealthy or insufficient food
- malnutrition, physical weakness, and poor health

These peculiar characteristics signify the underlying relationship between disability and poverty. However, they also develop certain commonalities. As Philippa Thomas observed, 'disabled people share the general profile of the non-disabled poor'⁵⁹ As noted in the KaR report, *Are Disabled Peoples' Voices being Heard?: Poverty is not merely a matter of income that is too low to meet basic subsistence needs. It is above all, a symptom of imbedded structural imbalances, which manifest themselves in all domains of human existence. As such, poverty is highly correlated with social exclusion, marginalization, vulnerability, powerlessness, isolation and other economic, political, social and cultural dimensions of deprivation...It results from limited or no access to basic infrastructure and services and is further compounded by people's lack of access to land, credit, technology, and institutions and to other productive assets and resources needed to ensure sustainable livelihoods.⁶⁰*

The accord between longstanding poverty and disability bears individual characters in different cultures. One thing stays constant in all cultures that, in most of the cases,

⁵⁹ P. Thomas (2005), "Mainstreaming Disability in Development: India Country Report" <https://www.gov.uk/dfid-research-outputs/dfid-policy-project-mainstreaming-disability-in-development-india-country-report> (accessed on 12 April 2017).

⁶⁰ Dube and Charowa (2005), "1995 Poverty Assessment Study Report" cited in Rebecca Yeo, *Disability, Poverty and the 'New' Development Agenda: A Report to the KaR Programme*, <https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/yeo-Disability-poverty-and-the-new-development-agenda.-Final-draft-12th-september.pdf> (accessed on 12 May 2018).

disability deals with explicitly poverty and social subjugation. However, there are always exceptions in this regard, where the domestic temperament towards disability guided by a sensitive educational approach or the vantage point of economic advantage. Poverty cannot be defined in fixed economic characteristics of consumption or income, rather it accentuates the ubiquitous presence of ineffectiveness and social subjugation. Simon Maxwell (1998) notes that people are pitied when they face social exclusion premised on gender, privilege, status, and race. Exclusion is associated with a shortage of possessions, limited expectations, feeble health, and poor education.⁶¹ For these reasons, this study looks at those disabled individuals who experience chronic poverty in terms of income and education, as well as wider social exclusion.

Disabled individuals face discrimination from the time of becoming disabled. The birth of a disabled person is habitually considered a misfortune. In an economically weak society, already suffering from chronic poverty, disabled individuals are neglected. The narrow outlook of the society has always delimited the future of a disabled child, and such observation merely assumes that his/her adulthood as a problem for the mainstream. In fact, the non-existence of inclusion in disability in the early stage is nothing but underscores the lack of the right outlook. In poverty stridden condition, the condition is more vulnerable.⁶²

In most of the case, disable child has been deprived of the necessities of living, even when they fall into some chronic illness, they mercilessly thrown at the mercy of God. Usually they have declined the rudimentary education with a strong apprehension that they will not be able to navigate their spaces in the mainstream. Even their rooting in the domestics or family prospects has been ridiculed as social defame. Their exposure to the mainstream often being considered as a liability and trouble. According to a report made by the International Disability and Development Consortium, in a devolving country, ninety percent of primary education has been denied to the children with disabilities.⁶³ As there are low expectations from children with disabilities, there are fewer demands

⁶¹ Simon Maxwell (1998), "The Guardian, cited in Rebecca Yeo", *Chronic Poverty and Disability*, http://www.chronicpoverty.org/uploads/publication_files/WP04_Yeo.pdf (accessed on 10 July 2018).

⁶² Beverly Ashton (1999), *Promoting the Rights of Disabled Children Globally Disabled Children Become Adults: Some Implications*, Action on Disability & Development.

⁶³ International Disability and Development Consortium (IDDC) (1999), *Seen and Heard: Promoting the Rights of Disabled Children Globally*, Brington: IDDC.

placed on them, and therefore may learn less than non-disabled siblings, even in an informal setting. As disability seeks more attention and is primarily considered a specialist issue, the program designed for the welfare of street children does not involve and meet the needs and/or problems of the disabled children who are often left for begging purposes.

People with disabilities often are gifted with extraordinary talent. Yet they are denied opportunities. Disabled people are often excluded from school or the workplace and are compelled to depend on others in the family and community for physical and economic support. In addition to being acutely vulnerable to such exclusion, disabled people are disproportionately poor, and poor people are disproportionately disabled.

Like other developed and developing countries, India also upholds and promotes social inclusion through numerous disable associations. Some special organizations also work along with the Govt. to safeguard the interests of disability in the mainstream. NGOs are also working to rescue the disabled child from their vicious circles of poverty, illiteracy and social subjugation.

Correlation between Disability, Education and Social Exclusion

Amartya Sen deciphers that economic conditions owing to the disposition of poverty, should be examined in the line of social exclusion; so that all the policies and plans can be streamlines accordingly. Since at every point of society, social exclusion denotes its ubiquitous presence, therefore its cause, character and variations need to be analyzed. This approach will underscore new findings and intuitions towards fathoming the index of poverty and will also accentuate due social actions and policies for its mitigation.⁶⁴ The understanding of social exclusion can also be marked from India's longstanding practice of such sociopolitical subjugation at several points of history. The hegemony of the domination and subjugation are always ubiquitous - be it the potent political class, affluent economic class, the priest by the advantage of birth have always been taken the undue advantage of the Dalits, minorities, people in destitution or working class, etc. in the nuance of exclusion. The minorities are segregated with severe denial of their identity, livelihood, education and anticipated status of citizenship in the mainstream. It

⁶⁴ Amartya Sen (2000), "Social Exclusion: Concept, Application and Scrutiny", Social Development Paper No. 1, Asian Development Bank.

is in this same line; we need to place the issue of disability as an offshoot of social exclusion. This exclusion has marginalized them from the fundamental resources of sociopolitical life, and adequate integrate into the mainstream.⁶⁵

Notwithstanding initiatives taken by the Govt. and Non-Governmental groups, people with disabilities are still being segregated, mortified with the denial of fundamental education, sociopolitical sharing in everyday life.⁶⁶ Touraine explains that this social exclusion is not about the model of upper section or the down section, rather it is about the predicament of being in or out. It can be said that social exclusion of disability is to realize a sordid fact that people with disability have often been considered as second-grade citizens.⁶⁷

The case for the inclusive education of children with disabilities is often framed in terms of human rights or justice. Lack of adequate education remains the key risk factor for poverty and exclusion of all children, both the disabled and non-disabled though generally higher for children with disabilities. Children with disabilities almost inevitably become an economic burden on society and their families. Most national and international development goals refer to the rights of disabled people to share educational opportunities equally with their peers.⁶⁸ For all practical purposes, enrollment rates and educational attainment of disabled children remain much lower than their non-disabled peers.⁶⁹ The incremental benefits of educating a child with disabilities far outweigh the incremental costs which provide the baseline information, policy perspectives and frameworks need to be analyzed to understand the status of children with disabilities in the educational sector.⁷⁰

⁶⁵ H. Silver (1994), "Social Exclusion and Social Solidarity: Three Paradigms", *International Labour Review*, 133(5-6): 531-577.

⁶⁶ H. Silver 1994. "Social Exclusion and Social Solidarity: Three Paradigms", *International Labour Review*, 133(5-6): 531-577.

⁶⁷ Alain Touraine (1991), "Face an' Exclusion", *Esprit*, 169: 7-13.

⁶⁸ Ture Jonsson and Ronald Wiman (2001), *Education, Poverty and Disability in Developing Countries*, Sponsored by the Thematic Group on Disability Issues and Financed by the Finnish Consultant Trust Fund.

⁶⁹ Ann Elwan (1999), *Poverty and Disability: A Survey of the Literature*, Washington: The World Bank Group.

⁷⁰ Ture Jonsson and Ronald Wiman (2001), *Education, Poverty and Disability in Developing Countries*, Sponsored by the Thematic Group on Disability Issues and Financed by the Finnish Consultant Trust Fund.

The idea and understanding of social exclusion in India have been perceived in the line of underlining the absence of the vital resources viz. life and livelihood, food and sustenance, cloth and housing, security and health care, education and employment.⁷¹ In the early decades of the 1960s, Govt. of India took a step to reshape its mainstream structure owing to an inspiring model of USA. The aim was to create a conducive set up for the growth of 'Least Restrictive Environment in Education', along with which Children with Special Needs⁷² will be benefited from the support of the UNESCO project named EFA (Education for All). This project helped the Govt to streamline its existing plans and policies with special requirements in the education system.

Since the role of education induces a pivotal role in the expansion of political development, the thinkers of all ages have been acknowledged and argued for the salubrious nexus between the educational and political systems.⁷³ Paulo Freire observes that unless the society has been build up with a strong political acumen, it will always be oppressed by the so-called suppressor's political order.⁷⁴

The most important necessity is a diverse educational system for uplifting the education of people with disabilities. In most of the cases, the scope of fair representation of the disabled people in the mainstream platforms have always been delimited or denied. Across the world, each phase of history and all political regimes have never been given adequate social position to a disability, preferably people with disabilities have been treated as the largest minority or subjugated social group. This segregation and subjugation underline a long history of poverty, indignity, rejection, neglect and denial. In India, the condition of disability also vulnerable due to ineffective understanding and support of the political plans, economic substance, and proactive mass media. In this regard, Mishra and Gupta are suggesting the Indian Govt. to adopt and implement painstaking rehabilitation and social inclusion programs, and to encourage the NGOs to

⁷¹ R.R Singh (2003), "Reducing Social Exclusion Through Social Intervention", A.K. Lal. (ed.), *Social Exclusion Essays in Honor of Dr. Bindeshwar Pathak*, New Delhi: Concept Publishing Company: 118-127.

⁷² Jayanthi Narayana (1999), *School Readiness for Children with Special Needs*, Secunderabad: National Institute of Mentally Handicapped.

⁷³ Carolyn C. Wise and Stephanie Hauser (2007), *The College Buzz Book*, Northridge USA: California State University Publishers: 61.

⁷⁴ (Merrill et. al: 2001; 115).

work in this direction.⁷⁵ Madan further denotes that Indian needs to support the equal opportunity of access, and for which it need to look after and fairly need to promote its democratic political order.⁷⁶

The idea and understanding of disability sustain an important dimension only after the Second World War with the sensible theories of the egalitarian perspective of education, integration, social inclusion, opportunity, and normalization. These significant propositions have accentuated the increasing acknowledgment and understanding of the strength of disability by mainstream society.⁷⁷ So the role of the State becomes more accountable in the process of rehabilitation and development of the people with disabilities notwithstanding all socioeconomic and sociopolitical circumstances.⁷⁸ As Amita Sharam (2003) observes that at the rudimentary level, the role of education explicitly reliable on the resources of opportunities, accessibility, maintenance and integration; and the strong nexus of these properties have remained crucial in the efficient development in all segments of history. Most significantly, the outlook of the modern-day school accentuates the relation between 'access and retention and achievement'.

The mainstream social exclusion of disability has been adversely inducing their crucial access to education. Minow (1990: 20) denotes that social exclusion of disability accentuates the tradition of discrimination, where the misnomer has been reconstructed, both by ignoring and accepting the tradition of difference. This whole notion needs to be problematized, to decipher how the idea of difference has been social structured. Although at one premise, the idea of difference can be encouraged as diversity, it draws attention to stimulate the social subjugation, deprivation and humiliation. This is an exclusive saga of mainstream marginalization of disability.

⁷⁵ A. K. Mishra and Ruchika Gupta (2006), "Disability Index: A Measure of Deprivation among Disabled", *Economic and Political Weekly*, 41(38): 4026-4029

⁷⁶ Amman Madan (2005), "Perspectives on Education, Review on Education and Democracy in India", *Economic and Political Weekly*, 40(31)7: 3382-3383+3385.

⁷⁷ Asha Sethi (2005), "Inclusion at the Family Level", *NIMH Newsletter*, 17&18(4&5): 18-21.

⁷⁸ Sheilaja V.H.P. Rao (2003), "Inclusive Early Childhood Special Education", *NIMH Newsletter*, 16: 3-7.

Conclusion

Disability is both a consequence and a cause of poverty. Abolishing global poverty is unsure of being attained unless the needs and rights of people with disabilities are accounted for and taken into consideration. As per the United Nations, one out of every 20 people has a disability. More than three out of four of these live in a developing country. Disability inhibits accessibility to employment and education and promulgates social and economic exclusion. People living in poverty along with disabilities are surmounted in a perpetual cycle of disability and poverty, each being both a consequence and a cause of the latter. Their rights and needs cannot be completely tackled unless the original reason for poverty is corrected unless they are allowed to gain access to health services, education, and livelihood and participate fully in social life. More awareness needs to be generated about the problems associated with disability and society needs to be more vigilant, liberal and actively involved in the inclusion of the disabled within its folds, recognizing their rights and providing them with equal opportunities.

Chapter Two

Disability and Educational Opportunities in India: Models and Approaches

Education liberates the human mind and transforms from ignorance to emancipation. In words of Heinrich Pestalozzi, “education is a constant process of development of innate powers of man which are natural, harmonious and progressive”.¹ Twenty-first century is going to be seen as the century of knowledge, for a nation primarily can change its knowledge into social product and wealth with the use of innovation that will shape its future. “It is estimated that more than one billion people around the world are living with some kind of disability”, out of which 80 percent are living in the developing world,² and “93 million of them are children under the age of 14 living with ‘moderate or severe disability’”.³ These are approximate figures to show the scale of the problem, and despite this data, there is a significant lacuna of accurate and concrete data both at the worldwide and national level to highlight the true scale of discrimination. This is also true when applied in the case of education as far as data is concerned. The situation reveals itself to be quite worrying with figures approximating “about 62 million children at primary school level as having disabilities around the world and approximately 186 million children with disabilities who have not finished their primary school education.”⁴

For the exercise of human rights, the right to education is deemed as a central right and is considered itself as a human rights. The fundamental human right to education is protected by several international standard setting instruments. People with disabilities have minimal access to mainstream education and this puts a challenge in the pursuit of

¹ Kammy Chibueze (2014), *Matriculate to Your Perfect Degree Course: A Guide to Finding the Right Education, the Right Environment in School and Life*, Bloomington: USA: 18.

² International labour Organisation (2007), http://www.ilo.org/wcmsp5/groups/public/dgreports/dcomm/documents/publication/wcms_087707.pdf (accessed on 5th October 2018).

³ The World bank (2011), World Bank Report on Disability, p. 29, http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf?ua=1 (accessed on 5 October 2018).

⁴ UNESCO (2009), *Empowering Persons with Disabilities through ICTs*, Geneva, <http://unesdoc.unesco.org/images/0018/001847/184704e.pdf> (accessed on 21 April 2019).

their right to education. Specific provisions can “ensure the right to education and encourage countries to adopt an approach that is inclusive for all, including those with disabilities.”⁵

Against this backdrop, the chapter explores various dynamics and complexities associated with disability education in India. It begins with the discussions on various models and approaches associated with disability education, then engages with the contemporary discourse on myriad issues that are critical to the relationship between people with disabilities and education. This chapter also discusses the trajectory of disability education at the international level and its influence on the Indian context. Finally, it traces various challenges encountered while promoting inclusive education in India.

Approaches and Models

The differentiated and integrated approach are the two types of approaches for children with special educational needs within the special education system. Within the differentiated system, one takes into account the particular character of the disability and the stages of the psycho-physical growth of the children and uses it in accordance to design the module for the training and education of the children.

L.S Vigotsky introduced the disability structure, which allows for a psycho-pedagogical categorization of a given group of children. It gives scope for “the teacher to have a clear conception of the systemic character and the hierarchical organizations of the higher mental functions and their influence on the general development of the child”.⁶ Within the differentiated approach, the primary disability is taken as a requirement for the malfunction of the mingling of the child and its environment. Primary disability is also a cause of diversion in its mental development, which is not inevitable. These difficulties, to a greater extent, could be overcome through some organized special training and

⁵ United Nation (2015), *The Right to Education for Persons with Disabilities: Overview of the Measures Supporting the Right to Education for Persons with Disabilities Reported on by Member States*, France: The United Nations Educational, Scientific and Cultural Organisation.

⁶ School of Psychological International (1995), “Disable Child in the Sociocultural Milieu: Vygotsky’s Quest”, *School Psychology International*, 16 (2): 155-166.

education. The differentiated approach allows for strengthening the role that special education plays in the development of children with special educational needs. L.S. Vigotsky theories of cultural and education are used in order to carry out the study on the development and educational processes of disabled children.⁷ This fact that a primary disability can be the cause of the mental deviation, conditions the approach wherein psycho-pedagogical categorization of disabled children and also recommends the requirement for making provision in the educational systems for such children.

Some of the merits of a differentiated approach may be, the laying of correctional tasks and preparing specific sections within the educational modules that are not usually found in the programme in the typical structure of education. The formation of ‘detours’ and the utilization of specific educational resources are other merits. “The individualization of education, the specific organization of the educational environment, the extension of the educational space outside the limits of the educational institutions, and the need for interaction between various professionals who participate in the educational process also strengthen the approach”.⁸ The “establishment of a theoretical base for this approach is based on the data about the role of sensory deprivation in a child's mental development, the time periods with the intensive formation of the higher mental functions, and the leading role of education in the child's development”.⁹

The differentiated approach is related to separation, whereas the integrated approach is socio-ecological as it analysis human being in their surrounding socio-cultural relations. Integrated education is where children with special needs and the others who go to normal regular schools are taught together without any segregation. This contributes to building up relationships that are influential and beneficial. The integrated approach helps in the maximum development of a child's personality.

⁷ Louise Bottchera and Jesper Dammeyerb (2012), “Disability as a Dialectical Concept: Building on Vygotsky’s Defectology”, *European Journal of Special Needs Education*, 27(4): 433-446.

⁸ Evgeniya Minkova Topolska (2008), “Aspects of Integrated Education of Preschool Children with Special Educational Needs”, *Pedagogija*, LXIII (3): 410-416.

⁹ Ibid

While following the integrated approach, an account of various internal and external conditions must be taken into consideration while educating children with special needs. The external conditions include detecting disabilities during the first few months of a child's life and implementing corrective measures. There should be a willingness on the part of the parents of the children with special education needs for giving them education in regular schools with regular children and they should be willing to help the child in its educational needs. The child who is integrated would need professional and effective corrective aids. Variable models can be applied for integrated education. The child should be psychologically ready for an education that is integrated into its approach is one of the most effective conditions for integration. The child's level of speech and psychophysical development should be equal to or close to the norm for the child's age. The child must be able to cope up with the standard education within the time period that is found to be viable for children within that age norm.

Integrated Education

One of the leading trends in education is the integration of children with special educational needs within the regular scheme. It takes into account the necessary and possible approaches towards the education of such special needs of the children together with the other approaches that may be applied. Integration is an alternative form of education that tends to bridge the gap between the general and special systems and bring them closer. Several models of integrated education are being followed for the education of children with special needs. They are as follows:

1. "By combined integration one means that children with psychophysical and speech development equal or close to the norm are educated in regular groups (with 1-2 children with special educational needs) and they receive constant corrective assistance from a special needs teacher.
2. By partial integration, one implies that children with special educational needs are included in the activities of a regular school for part of the day (e.g. in the afternoon).
3. Temporary integration means that children with special educational needs would take part in activities with children in a regular school from time to time (e.g. twice a month).

4. Complete integration would imply that children with special educational needs are educated together with the children in a regular school. Their level of psychophysical and speech development must correspond to the age norm, and they must be psychologically ready to be educated together with children within the norm and must also be open to corrective assistance.”¹⁰

Inclusive Education

The broad definition of inclusion would imply an educational set up within which there is an availability of infrastructural support for the disabled and non-disabled young learners to be provided with appropriate support networks. Inclusion helps students to take part in the working of the important institutions according to their abilities and their needs. To put it alternatively, it is an approach that supports equal education to all children without discrimination irrespective of their race, caste, creed, gender, colour, disability or ability. UNESCO defines inclusive education as “a process of addressing and responding to the diverse need of all learners by increasing participation in learning and reducing exclusion within and from education”.¹¹ Inclusive education aims to give education to everyone that mainly focuses on deleting the barriers to learning and participation of the disadvantaged groups, women and girls, children out of school and with disabilities. The ultimate objective is to have schools where every child is treated equally and actively participating in school. The notion of inclusive education is different from the former ideas of mainstreaming and integration that was concerned predominantly with the ‘special educational needs’ and disability and gradually the learners were ‘ready for’ or deserving to be accommodated in the mainstream educational system. Inclusion now implies the right of a child to get involved and the responsibility of the school to ensure that inclusion. The idea of inclusion at the offset discredits the segregation of students with disabilities from those without disabilities and the creation of separate schools and classrooms for the two. Significance is now regarding the maximum participation by the disabled students and regard for their social, civil, and educational rights. Inclusion in education is an approach to educating students

¹⁰ Evgeniya Minkova Topolska (2008), “Aspects of Integrated Education of Preschool Children with Special Educational Needs”, *Pedagogija*, LXIII (3): 410-416.

¹¹ UNESCO (2009), *Policy Guidelines on Inclusion in Education*, France: UNESCO, <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> (accessed on 12 September 2018).

with special educational needs. It enhances the skills which disabled students can utilize inside and outside of their classroom. Within this framework, the students with special needs spend most of their time with non-disabled students. Depending on the institutional structures, the working of these practices differs. Most frequently, schools use them for students with mild to severe special needs.

Inclusive Education consists of two sub-divisions: first, partial or regular inclusion and the second is called full inclusion. Inclusive education is not always inclusive but is a form of integration of education among the students. For example, students with special needs are educated in regular classrooms for the whole day or at least more than half the day. Extra support and special instruction in the classroom are provided to students and they are treated like other members of the class. However, many specialized services are given beyond a regular classroom, especially if they need other specific types of equipment and not be that useful to the class as a whole, for instance, speech therapy. In such cases, children can sometimes leave the regular class and attend other smaller and a more intensive instructive session in a special classroom which is designed for such a purpose, or perhaps to get other services, like the language and speech therapy, social work, physical therapy and occupational therapy. In a setting that calls for full inclusion, “the students with special needs are first and foremost educated along with students without these needs, all the while providing full and appropriate support and services, which works more effectively for students with special needs.”¹² Within the framework of the fully inclusive education, there is an integration of all students, even those who need substantial educational and behavioural support and services to be accomplished in regular classes and thereby, in essence, eliminating the special and segregated education classes.

A key component of enabling inclusive education would be accessible curricula. It would mean without affecting the contents and standards, the material that is fully accessible

¹² Chadha Anupriya (2003), *Perspectives in Special Needs Education in India: A Journey from Isolation to Inclusion*, New Delhi: Government of India, cited in Chavan Kalpana Swamirao, Sanjeev Sonawane and Valve Nisha Jitendra (2013-2014), “Reflective Practice for Pre-Service Teacher Related to Inclusive Practice”, *Scholarly Research Journal For Interdisciplinary Studies*, <http://www.srjis.com/pages/pdfFiles/14692650353.1Chavan-Kalpana-Dr.-Sanjeev-Sonawane-Nisha-Valvi.pdf> (accessed on 11 May 2018).

and barrier-free (fully accessible by all). If the course contents are designed well, then the disabled students gain access to them in a better manner and this enables them to receive the same learning experience as their contemporaries. Inclusive education looks outside the mere physical presence of a child in the classroom space; going by the similar curricula would also enable inclusion, together with appearing for the same examinations and acquiring similar certificates, which would further enhance the inclusive learning space.¹³

Open Learning

Distance education, in a way, can be viewed as one which provides the necessary education at any time, anywhere to anyone with the use of innovation and multiple media. Many distance learning institutions provide a high-quality education that is need-based at reasonable prices and is very flexible. Open educational institutions are providing an education based on individual and much helpful to children with special needs. With introducing a few modifications, this very format can be used for making it disabled-friendly. Quality education can be assured to those sections that access multimedia technology such as E-text with video and audio clippings, daisy format, interactive radio counseling, use of EduSat.)

The use of multimedia technology has emerged with the possibility of making education an effective tool for democratization and social justice. It has ushered in democracy by removing restrictions, exclusions, and special privileges concerning accessibility. A few other characteristics are the certification of student's experience before, easy management of time and significant changes in the relationship that is quite different from that of traditional one between the students and teachers. Freeing access from the constraints of time, space and the rigidity of curricula, this module offers unique educational opportunities. Various platforms have been initiated by the National Institute of Open Schooling (NIOS) for promoting inclusive education such as the Accredited Institutions (AI), Open Basic Education (OBE), Special Accredited Institutions for the education of the Disadvantaged (SAIED), and Special Accredited Vocational Institutions (AVI). Few of the disabled learners would be comfortable in studying at their work spaces and home. Open schooling provides flexibility for large groups to access

¹³ Ibid.

learning within differing circumstances, by making provisions of materials such as audio-video cassettes and learning kits to reach the doorsteps of the learners.¹⁴

Distance learning is emerging as an option for people with disabilities to access learning where they are unable to access regular campus classes. The diverse demographic patterns emerging in India suggest that several people with disabilities are trying to join the work force. Distance learning has successfully plugged into the process of life-long learning, which, as a concept, has been steadily expanding for many years. Change has become the new norm, and educational services are steadily moving out of the framework of regular classrooms informal institutions of higher education to sites within businesses and community agencies and have also moved beyond sites using electronic technology. The higher education institutions are transforming as well as learners. Several students today view learning as a lifelong process and are attending on a part-time basis together with working and managing their projects on the side. Several disabled students express their desire to pursue higher education through the means of distance learning. Multiple reasons explain the desire of disabled students to access distance learning, key being, the inability to leave home or work space, or sometimes to have a better hold over the surroundings in which they carry on their academic work or to exercise more flexibility with regards to schedules. Distance learning provides an opportunity as it allows students with alternative options for education to carry on their studies and achieve their various educational or professional aims.

Institutions offer different kinds of distance learning programmes and the students are thereby advised to investigate the options. It is a common desire to make education accessible by making the system come to students where they are unable to access it. There is an urgent necessity to make open-access learning break the barriers and make access possible to those that cannot come to it of their own accord. This, in essence, lays thrust on the competence of the distance teaching institutions in their ability to adapt study contents to the needs of the disadvantaged students. The institutions modeled on the regular mode also have the potential to augment their regular courses/models on offer

¹⁴ J.T.E. Richardson (2000), *Researching Student Learning: Approaches to Studying in Campus Based and Distance Education*, Buckingham: Open University Press.

to the needs of the disadvantaged groups in general and specifically to the needs of the disabled. A system of services and aids can be put in place in order for this group to be able to realize independent forms of studying and living. The educational needs must address the need for an alternative reliable support system in education and taking into account the individual needs by hinging the focus on open and distance learning process to a large extent.

Contemporary Debate on Various Models and Approaches

Rights argument contributing to the placement of disabled children in regular schools do not get a confirmation by some who use the same argument for separate school placement. For example, Cohen (1994) argues that the placement of disabled children in special schools may contribute to some positive developments.¹⁵ In fact, instead of using the term segregation or special, he “wants to use ‘alternative settings’, and observes that complete placement of the disabled in regular schools may amount to denying them *right* ‘to attend school in alternative settings’ and he further states that ‘to treat all children as though they are the same is not democracy; it is injustice’”.¹⁶ The danger against ‘sameness’ to achieve equality has been cautioned by Daniel and Garner (1994) as well.¹⁷ They observe that the sameness in treatment may be detrimental to the interests of the disabled and those who have special needs in education. Therefore, they do not dismiss the role of the special schools in the inclusion process entirely. Making a fine distinction between the “‘equality through difference’ as opposed to ‘the equality through sameness’”, they refer to the concept of Evans (2000),¹⁸ and argue that “treating people equally does not necessarily mean that they should be treated exactly the same way”. The policies and practices should be based on ‘promoting equity through difference.’ Similarly, Farrell (2000) postulates other situation and asks “What if a child with (disability) seriously disrupts the education of other pupils in a mainstream

¹⁵ Oscar Cohen (1994), “Inclusion Should Not Include Deaf Students”, *Education Week*, <https://www.edweek.org/ew/articles/1994/04/20/30cohen.h13.html> (accessed on 25December 2019).

¹⁶ Ibid.

¹⁷ H. Daniels and P. Garner (1999), “Inclusive Education: Challenges for the New Millennium” in H. Daniels and P. Garner (eds.), *World Yearbook of Education 1999: Inclusive Education*. London: Kogan Page.

¹⁸ J. Evans (2000), “From Warnock to the Market Place: the Development of Special Education Policy in England and Wales: 1978 – 1998”, in C. Brock and R. Griffin (eds.), *International Perspectives in Special Educational Needs*, Suffolk: John Catt.

school?"¹⁹ "For certain they have a right to a good education as well".²⁰ He has also raised the issue of choice, and argued that parents should have choice to keep their child in a regular or special school, and he fears that non-existence of special schools would limit such choice.

On contrast, according to MGN Mani (2003), "Inclusive education is an ideology and not a programme. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information."²¹ In developing nations, inclusion is the general goal in and there are many modes of facilitating inclusion. Ainscow (1999) has explained, "different perspectives on inclusive education on the basis of the understanding of educational difficulties."²² First, educational difficulties experienced by a child could be attributed to the disabilities within the child. Second, it might be construed as due to a 'mismatch' between the characteristics of a child and the organizational and curricular arrangements available in the school. Third, the difficulties could also be on account of the limitations of the curriculum referred to in a broader sense to include all the planned and the unplanned experiences offered by schools.²³

It is also argued that during their educational years, there may be children who may require special needs (UNESCO). Few children feel that they are 'left-outs' for various reasons and may take up education for few years and the ones who have failed become 'drop-outs' or often considered as 'pushed-outs' where the schools have failed to fulfill their needs. These children should be treated as resources for the school rather than the obstacle or the problems.

¹⁹ P. Farrell (2000), "The Impact of Research on Developments in Inclusive Education", *International Journal of Inclusive Education*, 4(2): 155.

²⁰ Ibid.

²¹ M. N. G. Mani (2003), "Inclusive Education in India: Policies and Practices", *The Educator*, January-June, www.icevi.org/publications/educator/June-03/article24.htm (accessed on 15 December 2019).

²² M. Ainscow (1999), *Understanding the Development of Inclusive Schools*. London: Falmer.

²³ Ibid.

Inclusive Education as “a system should be flexible; its principle should be education in the regular classroom whenever possible”.²⁴ The necessity for change must be seen in the material and methods that are used to provide the maximum possible access to the regular curriculum. With regard to the discourse on the various forms of services needed, the major basic point of focus should always be regarding what is best for a particular child. Emphasizing inclusive education does not mean that that special schools or centres should be left out; they are still very much crucial for children with profound and complex difficulties who require extensive and specialized help. This alternative, however, can be considered only in the case the education system meets such needs.

Special schools are likely to function as resource centres and may be involved in outreach programmes, as a result of the emergence of new policies of inclusive education. They are likely to draw from their immense knowledge and experience and connect their activities with the normal schools, families and the society at large. Inclusive education provides for services wherein children are allowed to remain at home with their families and access the nearby schools, much like the other students. The availability of these conditions allows for personal development. Interrupting the normal development of a disabled child may spawn far more brutal results than the disability itself.

In this context, the role of parents becomes vital. Parents play a crucial role and an essential source for schools and teachers when seen as partners in the education process, by taking a keen initiative and involving themselves in all the decisions concerning the child. Many practical problems need to be resolved before a child with special education needs to go to school or take part in any activities in the school. They involve straightforward arrangements that need certain unconventional and local initiatives that need to be well coordinated. Note should be taken care of that the schoolmates of such children constitute as valuable potential partners who should be prepared and able to support in addressing the various problems. The EFA Framework recognizes that “the main delivery system for the basic education of children outside the family is that of primary schooling.” This framework recognizes the alternative and supplementary

²⁴ Indumati Rao (2003), *Inclusive Education in the Indian Context*, New Delhi: CBR Network South Asia, NCERT.

programmes that can support and meet the educational needs of children who have limited or no access to regular schooling. This has, in fact, resulted in the emergence of multiple education systems in different parts of the country.

Thus, it can be said that inclusive education is different from integrated education in two ways. Firstly, it expands the scope for the education of all children in regular schools, which also includes children with disabilities. It also deals with the improvement of the education system so that they could include all children. However, it leaves enough scope for interpretations and manipulations. For example, by putting the clause 'unless there are compelling reasons for doing otherwise', while advocating for the changes in law or policy to make education inclusive, it leaves the possibility for segregating children, and thereby continue special schools regarding the education of disabled children. Secondly, it introduces the term 'special educational needs' and also suggests a pedagogy that would be 'child-centered'.

Table 2.1: Difference between Traditional and Inclusive Approach

Traditional Approach	Inclusive Approach
Education for Some	Education for All
Static	Flexible
Collective teaching	Individualized Teaching
Learning in segregated areas	Learning in Integrated areas
Emphasis on teaching subject-orientated	Emphasis on learning child-centred
Diagnostic / prescriptive	Holistic
Opportunities limited by exclusion	Equalisation of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labeling

Source: Indumati Rao (2003), "Inclusive Education in the Indian Context", New Delhi: CBR Network South Asia, NCERT.

From the above distinction, it can be argued that in the special school concept, the component of special education exists apart from the already included general education system, whereas in an integrated approach, it is a part of the general education. Inclusive

education goes a step further. In this approach, “the special education is an integral part of the general education system”.²⁵

Therefore, inclusion has much more ramifications, as it is the apparent opposite of exclusion. A school may not be called inclusive if it excludes children because of its organizational, cultural or curricular limitations, which deprive children of full participation either due to disabilities or due to economic, social, and cultural disadvantages. The process of exclusion and inclusion are inter-related. While increasing the participation of students in school curricula and culture, the process should reduce exclusion. It should aim at making the school responsible to all students.²⁶

According to the UNESCO Director-General, “*We raise the flag for education as a universal human right -- no one must be denied access because of disability.*”²⁷ is a kind of rationale. In order to empower people as agents of change, UNESCO has made it a priority to break barriers for people with disabilities and acts across the world to enforce its mandate. This requires at the start, transforming schools and learning spaces by addressing the need to cater to all and modulating the teaching practices accordingly. This is why the then Director-General of UNESCO urged “all governments and development partners, parents and private sector providers to remove the barriers to and in learning to realize the full and equal participation of all persons with disabilities in society.”²⁸

“Varied dimensions of the Right to Education are covered under the international standard setting instruments.”²⁹ There are series of Conventions under the United

²⁵ M. N. G. Mani (2003), “Inclusive Education in India: Policies and Practices”, *The Educator*, January-June, www.icevi.org/publications/educator/June-03/article24.htm (accessed on 15 December 2019).

²⁶ T. Booth (1996), “A Perspective of Inclusion from England”, *Cambridge Journal of Education*, 26(1): 87-99. Also see, J. Sebba and M. Ainscow (1996), “International Development in Inclusive Schooling: Mapping the Issues”, *Cambridge Journal of Education*, 26(1): 5-18.

²⁷ Irina Bokova, Director-General of UNESCO, on the occasion of the *Global Action Week 2014*, <http://en.unesco.org/events/2014-global-action-week-education-all#sthash.CFdfSIcW.dpuf> (accessed on 5 October 2018).

²⁸ Ibid.

²⁹ Specific dimensions of the right to education are covered notably by the Convention on the Elimination of All Forms of Discrimination against Women: Fundamental Principles (1979) (Article 10), and the

Nations which address the human rights and rights of children to education. "Among the United Nations Human Rights treaties, Article 13 of the International Covenant on Economic, Social and Cultural rights (1966) draws extensively on UNESCO's Convention against discrimination in education and much like the Convention covers the Right to Education comprehensively. The United Nations Conventions on the rights of the child does enshrine the right to education as a prominent right of the child (Article 28-30) and does address specifically the education of children with disabilities (Article 23)".³⁰ According to Article 23(3) "State parties shall encourage and ensure extended assistance that must be designed in a way to ensure effective access by the disabled child and gains education and training amongst others".

"Under the Universal Declaration of Human Rights (1949), the Right to Education is seen as an important human right".³¹ Article 2 of the Convention on the Right of the Child (UN 1989) deals with the right of the child against any discrimination.³² As a logical consequence of this right, is that all children have an inherent right to an education "without any discrimination based on issues such as disability, ethnicity, religion, language, gender, capabilities and so on".³³ Although there are various reasons like social, economic, political, and human for carrying on the policy and approach of inclusive education, it also is a means of shaping personal development and developing relationships amongst individuals, groups and nations.

Introduction to Article 26 as per the UN Standard Rules on Persons with Disability (1993) states that within the ordinary structure of the education, health, employment and

International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families (1990) (Articles 12, 30 and 45).

³⁰ UNESCO (1989), *The United Nations Convention on the Rights of the Child*, Paris: UNESCO, <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> (accessed on 12 July 2018).

³¹ UNESCO (2003), "Overcoming Exclusion through Inclusive Approaches in Education: a Challenge and a Vision", *Conceptual Paper*, New York: United Nations.

³² UN Convention on the Rights of the Child (1989), Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (accessed on 8 December 2019).

³³ Ibid.

social services should receive the support as per their needs.³⁴ Under Rule 6, it is mandated by the State to provide for an integrated education for disabled persons by ensuring and recognizing “the principle of equal primary, secondary and tertiary education for children, youth and adults”.³⁵

The Salamanca Statement and Framework for Action (1994) asserts that “the regular schools with inclusive orientation are the most effective means of combating discrimination”.³⁶ Salamanca Statement (Art 2) states that schools can achieve education for all by creating welcoming communities and building an inclusive society. The Salamanca Conference on Special Needs Education (UNESCO, 2004) had taken into consideration the results of the pledge taken by the world community in 1990 to include disabled children and other marginalized groups of learners in education. The Salamanca Statement and Framework for Action “was signed by the 92 participating countries and some have argued that it is the most influential document in recent times in the field of inclusive education.”³⁷

“The Statement has a strong focus on the ‘development of inclusive schools’ in relation to the international goal of achieving education for all”. “Schools are mandated to accommodate all children regardless of their physical, intellectual, social, linguistic and other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic and cultural minorities children from other disadvantaged and marginalized areas or groups.”³⁸ Dakar World educational forum held in 2000, similarly addressed the needs of

³⁴ The United Nations (1993), *The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities*, New York: UNO, <http://www.un.org/disabilities/documents/gadocs/standardrules.pdf> (accessed on 12 June 2017).

³⁵ Ibid.

³⁶ UNESCO (1994), *The Salamanca Statement and Framework for Action on Special Needs Education*, Spain: UNESCO, http://www.unesco.org/education/pdf/SALAMA_E.PDF (accessed on 10 July 2017).

³⁷ M. Ainscow (1999), *Understanding the Development of Inclusive Schools*, London: Falmer Press.

³⁸ UNESCO (1994), *The Salamanca Statement and Framework for Action on Special Needs Education*, Spain: UNESCO: 6, http://www.unesco.org/education/pdf/SALAMA_E.PDF (accessed on 10 July 2017).

learners who are vulnerable to marginalization and exclusion through providing responsive educational opportunities.³⁹

Paragraph 19 of the Dakar Framework for action states in its expanded commentary that, “The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning need.”⁴⁰

United Nations Human Rights protects the rights of disabled persons amongst which the right to education is foremost. The Human rights instrument (UNCRPD) is significant in this case and protects the dignity of disabled persons. “The adoption of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006)⁴¹ is important as disabled people are often discriminated and are often denied equal opportunities”. Article 24 which is mainly devoted to education has been elaborated upon by UNESCO.

Article 24 of the Convention on the Rights of Persons with Disabilities guarantees the right to education of persons with disabilities. For recognizing this right without discrimination and based on equal opportunities and for making learning a lifelong process and ensuring an inclusive education, State parties provide in Para 2 of Article 24 of the Convention that:⁴²

- (a) “Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

³⁹ Dakar World Educational Forum (2000), *Final Report*, <http://unesdoc.unesco.org/images/0012/001211/121117e.pdf> (access 11 July 2017).

⁴⁰ Ibid.

⁴¹ United Nations (2006), *Convention of Rights for Persons with Disabilities*, New York: United Nations, http://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf (accessed on 12 June 2018).

⁴² Ibid.

- (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary⁴³ education on an equal basis with others in the communities in which they live.”

While mentioning inclusive education, the Convention “wants States to go beyond a liberal mixing of students from different backgrounds within the education system and further the Convention seeks to incorporate difference into the education system so that persons with disabilities can learn the skills to participate effectively in a free society which at the same time enables learners without disabilities to gain from the experiences of fellow students from diverse backgrounds”. Within the fold of gaining experience from fellow learners, the individual differences must be seen as an enriching experience leading to growth in the learning curve and not as a problem to be fixed. "To provide for an enriching environment, the Convention requires States to employ teachers with the required skills to provide inclusive education and to provide adequate and effective training of teachers who would be able to teach persons with learning disabilities. The school environment is required to be accessible for making the environment of learning disabled-friendly amongst other things, it requires constructing ramp access, providing educational material in accessible formats, facilitating the learning of Braille and sign language and so on.”⁴⁴ UNESCO thereby calls for inclusivity in education through acknowledging the different necessities of learners and by maximizing the involvement in learning and reducing the exclusion from and within education. Such desired requirements at the international level have put demands on the regular school system whereby the schools have opened their doors to the disabled without fully taking into account the necessary changes required within the framework for the system for it to be easily accessible to the disabled. They have expected the disabled students to ‘fit in’ or get integrated without in any way making changes to their policy or curriculum.

⁴³ UNESCO (2015), “Monitoring of the Implementation of the Convention and Recommendation against Discrimination in Education (8th Consultation)”, https://slidelegend.com/the-right-to-education-for-persons-with-disabilities-unesdoc-unesco_59b639791723dd6c7341ff9d.html (accessed on 9 December 2019).

⁴⁴ UNESCO (2015), *The Right to Education for Persons with Disabilities: Overview of the Measures Supporting the Right to Education for Persons with Disabilities Reported on by Member States*, France: UNESCO.

Evolution of Inclusive Education in India

“In ancient India, the Buddhist philosophy and the teachings of Buddha greatly influenced the education system and gave rise to Viharas and Maths replacing the older Gurukuls of the Vedic period.”⁴⁵ Within the Vedic philosophy, the idea of Karma held sway and it was believed that doing something for the disabled person often led to a better life in the next lifespan. Even as far back as 187 B.C there is mention of mental retardation (Garba Upanishad). There are mentions of Patanjali including with disability for yoga therapy. “In the 4th and 5th century, under the Mauryan empire, Kautilya had passed an edict ensuring the rights of disabled persons to employment and opportunity and thereby had in effect banned verbal and behavioral abuse.”⁴⁶

When Muhammad bin Kasim (An Arab) invaded India in 712 A.D, he ushered in the Islamic influence and led to the beginning of the period of Muslim rulers. Various Madrasas (schools) and maktabas (attached to mosques) were instituted basically to disseminate Islam, however, they eventually came to replace the learning institutions of ancient India. Crumbling of the Mughal empire and successive weak political administration led to anarchy. The prevalent political instability that existed then eventually led to the Indian invasion by the Europeans largely for trade. Amongst the many Europeans who came for trade it was the dominance of British, which left a deep imprint. The British as all other European nations had first come for trade, but they had soon established the East India Company and through military interventions, established its supremacy. Soon they were in a position to exploit the prevailing political situation to their advantage and established themselves as rulers. “An essay by Charles Grant called "observations" soon raised a furore amongst those concerned with education, as it pitched the old Indian system of education with the occidental vie. It tended to dismiss the Indian system, its literature and languages and called for reforms in the system as it prevailed.”⁴⁷ He was “robustly opposed by Britishers who were more understanding and sympathetic towards the learning modules that already prevailed such as Warren

⁴⁵These Gurukuls were the seats of learning, and students were required to live with their "guru" or teacher and learn by precept as much as by actual study and debates.

⁴⁶ Pramila Balasundaram (2005), *The Journey Towards Inclusive Education In India*, Japan: SEISA University.

⁴⁷ Ibid.

Hastings and Lord Minto, however he found his supporters amongst Lord Macaulay who passed the East India Company Charter which was passed in 1813 and subsequently led the way for British system of education.”⁴⁸ In 1909 there was the first attempt made to make legislation on inclusive education in India. Gopal Krishna Gokhale, an eminent personality in the field of education, introduced a bill to make primary education compulsory under the Indian Council Act of 1909. “This bill had it been voted to power would have paved the way for provision of funding for education of all.”⁴⁹

The Central Advisory Board of Education (CABE) had been entrusted with the task of preparing a report on the development of education in India in the post-Second World War period in 1944, just three years before Indian independence. The CABE report, written by the British chief educational advisor John Sargent observed that the Indian government had not done much for the education of the disabled,⁵⁰ “what had been done was due to voluntary effort and the country could ‘profitably borrow’ from the experiences and achievements of those countries, which have been active in this field.”⁵¹

“The Sargent Report of 1944 also referred to the 1936 CABE recommendations, where it had asked the provincial governments to not neglect the education of the disabled person at any cost. The provinces, however, preferred to spend the available funds on the education of the ‘normal’ children. The report did not accept the ‘excuse for neglecting the needs of the disabled’ when a scheme of education on ‘really comprehensive lines [was] in contemplation”.⁵²

“The report had inklings of the development that was taking effect in England at that point of time. The 1944 Education Act had made it mandatory for the LEAs to ascertain the children suffering from a ‘disability of mind and body’ and that they be provided with ‘special educational treatment’ in special schools or elsewhere. The act is regarded as significant because of the attempt of moving as many ‘defective’ children as possible

⁴⁸ Ibid.

⁴⁹ Aruna, K. Singh and M. Lal (2016), “Inclusive Education in India”, *The International Journal of Indian Psychology*, 4(1): 22-30.

⁵⁰ Sargent Report on Education (1944).

⁵¹ CABE, 1944:111.

⁵² Ibid: 119.

out of the medical domination⁵³ and allowing for them to access special education in ordinary schools.”⁵⁴

The report has contributed immensely to 'integration' into the general schools of children with disabilities. It proceeded with its recommendation for special schools only when the nature and extent of their defaults [made] it necessary. The report is known for two reasons. First, it suggested that the provisions should be made for disabled students to be part of a national system of education and should be administered by the department of education and secondly, a part of the budget that is 10 percent should be kept aside for the disabled students for their basic and higher education.

There was a remarkable contradiction in the actions and policies of the Indian Government. The Sargent report by the Central Advisory board of education in 1944 proposed that disabled Children should be completely mainstreamed. Sargent Report did not go into debating the validity of inclusion and saw it as the only way of providing an education. However, in the 1940s, the action or inaction of the Government of India, however one may choose to look at it, contradicted this suggestion. Throughout the 1940s, there were trade schools and segregated workshops which were set up by the Government of India for the training of disabled children to enable them to enter the workforce, which was quite distinct from the schools that enrolled students without disabilities. This decade saw a growing rise in the monetary support given to various voluntary organizations to set up schools for children with special needs. One feature that marks these special schools was that they were located in urban areas and quite expensive, thus effectively leading to further marginalization of disabled students in rural areas.

During the first three decades of the 19th century, there were many initiatives that were taking place with regard to the education of the disabled. There are several documented initiatives, which prove that in the beginning of three decades of the 19th century as far as education of the disabled was concerned was finally realized and also the efforts for the

⁵³ Sally Tomlinson (2011), *A Sociology of Special Education*, London and New York: Routledge.

⁵⁴ Len Barton and Sally Tomlinson (1981) (eds.), *Special Education: Policy, Practices and Social Issues*, London: Harper and Row.

upliftment of the intellectually disabled along with those disabled in other ways was achieved. In 1826 Raja Kali Shankar Ghosal initiated the first school for special education for visually impaired students at Varanasi. Some other institutions were established in different parts of India like a special school that was started at Ambala, Punjab for the visually impaired. Braille was first introduced in India in an institution for the deaf and blind in Mumbai in 1886. A special school was established in Kurseong in Bengal for the intellectually impaired and a similar institution was formed in Travancore in Kerala in 1931. Two cities in establishing clear distinctions between the intellectually disabled from those who are mentally ill, established separate schools for 'idiots', in Chennai in 1936 and in Ranchi in 1939. "As a consequence of The Childrens' Act, in 1941 a school for the intellectually disabled was built. Another school for the intellectually disabled was started in 1944, by Mrs. Jai Vakil from her own apartment in Mumbai."⁵⁵

On the eve of the Indian Independence from British colonizers in 1947, there emerged the task of social reconstruction. The government that got formally formed involved in the policy decisions at a national level. The Central Social Welfare Board was formed in 1953, which recognized that disabled people have similar educational rights like the rest of the citizens. It was also recognized that for a nation grappling with graver issues ranging from poverty to sheer survival problems, the ability to sustain center on the development of services for disabled students was far-fetched. To mainly focus on the needs of children from low socio-economic areas, many committees to frame a national policy were appointed between 1960 and 1975.

The Indian government formed the Kothari Commission named after its chairman, P.S Kothari, to address the need to frame a plan of action for the improvement of the education system. This plan that was formulated included people with disabilities; however, the Government of India never implemented it. It says that the country should address the education of disabled children not only on humanitarian grounds but that social justice also demands it as it provides an overall view of the problem. Experimentation with integrated programmes by bringing in as many children within the

⁵⁵ Ibid.

fold of these programmes and initiating the processes of education enabled the children to overcome their disability and make them useful citizens.

The Commission addressed the section on 'disabled children', under the chapter, 'Towards Equalization of Educational Opportunities'. The report was similar in tone as manifested in the 1944 Post Second World War Sargent Report. Although the Commission observed that under the Constitutional directive disabled children were already included under compulsory education, however on seeing the disappointing results, it recommended that by 1986 about ten percent of the total number of disabled children should be provided educational facilities. Against this, the CAGE (1944) had recommended setting aside ten percent of expenditure on basic and secondary education for the disabled to be spent on really comprehensive lines. Secondly, although the Commission had recommended for 'integrated education', it found that many disabled children found it psychologically detrimental to be placed within the orbit of an ordinary school, which could easily be read as a statement against the spirit of integrated education.

National Education Policy formed in 1968, following the recommendations laid down by the Commission. It suggested the expansion of educational facilities, which further developed integrated programmes to enable disabled children to access regular schools. "This further translated into forming the National Policy for Children in 1974 as also the National Children's Board. As part of India's five-year plan (1974-78), the Integrated Child Development Scheme (ICDS) was launched and was considered one of the major achievements."⁵⁶ Bringing down infant mortality rates and training women in healthcare and nutrition were laid down as the primary objectives of the scheme. It was only in 1975 that the scope of the Scheme was broadened by including a psychological component on non-formal early childhood education.

The 1960s saw a fundamental transformation in special education in India in terms of its organization and funding. The Ministry of Social Welfare was formed by splitting the Ministry of Education. The responsibility for the "weak and vulnerable" sections of

⁵⁶ Planning Commission of India, *Fifth Year Plan 1974-79*, <http://planningcommission.nic.in/plans/planrel/fiveyr/5th/welcome.html> (accessed on 18 July 2018).

society was given to the Ministry of Social Welfare. Their main focus was on rehabilitation and not on education. It is rather giving support to the existing education system the Ministry of Social Welfare gave grants to non-profitable organizations that give education for disabled children, inadvertently preventing the inclusion of these children within the public or mainstream sector. Special education in India is given by the welfare ministry known as the Ministry of Social Justice and Empowerment and has no mandate of the conventional system. In contrast, the UNESCO report of 1995 has revealed that over 95 per cent countries have transferred the responsibility of special education to the more mainstream ministries like the Ministry of Education. An accurate estimate of expenditure on education of the disabled as compared to that of the regular school education cannot be made, but it is estimated to be much less than ten percent.”⁵⁷

Eight years later, in 1974, a scheme of the Integrated Education for Disabled Children (IEDC) began in the ministry of welfare. The Ministry of Social Welfare created the IEDC Scheme, not to be mistaken for the Integrated Child Development Scheme of 1974. “The program provided children with disabilities the financial support for special equipment and aids, books, school uniforms, transportation, to use these types of equipment to facilitate the inclusion of children in mainstream classrooms. Under the scheme, the aim was to provide children with moderate disabilities with both facilities and financial support. This was implemented in 15,000 schools in 26 States and Union Territories and reportedly covered 65,000 children with disabilities in mainstream schools.”⁵⁸

“After India’s independence, education continued to be with the Ministry of Education. The recommendations of the visionary Kothari Commission, claiming an exhaustive inclusion of disabled children in mainstream schools, was unequivocally included in their plan of action.”⁵⁹ “As a result, in 1986, the Parliament of India adopted the National Policy on Education (NPE) and for the first time, “Equality of Opportunity” was formally stated as a goal of education and the phrase “education for the disabled” was

⁵⁷ UNESCO (1995), *World Education Report-1995*, <http://unesdoc.unesco.org/images/0010/001017/101731Eb.pdf> (accessed on 12 April 2018).

⁵⁸ Pramila Balasundaram (2005), *The Journey Toward Inclusive Education in India*, Hokkaido (Japan): SEISA University.

⁵⁹ N. K. Jangira (1995), “Rethinking Teacher Education”, *Prospects*, 25(2): 261-272.

used”.⁶⁰ The first National Policy on Education framed for independent India was passed in 1968 but was reformulated in 1985 as it lacked the detailing of the financial and organizational support within the draft. “Continuing in the spirit of the 1974 IEDC, the NPE stated that children with “mild” disabilities should be included in mainstream classrooms, whereas children with “moderate to severe” disabilities should be placed in segregated schools.”⁶¹

The 1992 Program of Action (POA) was formulated to enforce the NPE 1986 that widens the definition as to who is to be accommodated in the mainstream schooling and further elaborated that “a child with a disability who could be educated in the general school should not be in the special school.”⁶² The requisite condition laid for mainstreaming disabled children was that they gain basic skills for life that could be taught to them through special schools or resource rooms. “The District Primary Education Program (DPEP) also focused on integration in the areas of provision of appropriate aids, teacher training and in removing architectural barriers which did fare better but was unable to include a vast majority of children with disabilities in mainstream education.”⁶³

“The Rehabilitation Council of India (RCI) Act, 1992, provided standards for rehabilitation professionals. For example, one type of rehabilitation professional is a special education teacher. This Act is important because it addresses the complexities and difficulties of teaching without receiving formal training. Teachers without a formal training certificate could face imprisonment for up to one year or may be fined upto Rs 1000, or both.”⁶⁴ Meanwhile, National Council of Educational Research and Training (NCERT) joined hands with United Nations International Children’s Emergency Fund (UNICEF) and launched Project Integrated Education for Disabled Children (PIED) in

⁶⁰Government of India (1986), *National Policy on Education*, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf (accessed on 11 February 2018).

⁶¹ Ibid.

⁶² MHRD (1992), Programme of Action (NPE), http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf (accessed on 12 February 2018).

⁶³ R. S. Pandey and L. Advani (1995), *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.

⁶⁴ Government of India (1992), *The Rehabilitation Council of India Act 1992*, <https://indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf> (accessed on 16 March 2018).

1987 to facilitate the incorporation of disabled children into regular schools. “In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but all students who may be affected by some form of disadvantage. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005)”⁶⁵ that “reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.”⁶⁶

India is a party to the 1990 United Nations World Declaration on Education for All (EFA). It affirmed once again the rights of all children, including disabled children, to gain access to regular schools. "It advocates the Biwako Millenium Framework for Action towards an inclusive, barrier-free and rights-based society for persons with disabilities and also emphasized the Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific Region."⁶⁷ India adopted the doctrine of the 1993 UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the Salamanca Statement and Framework for Action (1994). Possibly this set out in concise terms for the first time the concept of inclusive education and pressed all governments to the enforcement of the principle of inclusive education as a matter of law and policy and underlined the accessibility of regular schools to children with special needs. The Normalization Principle of Wolfensberger had placed the focus much before on the disabled person with the slogan "change the environment to suit the child not the child to suit the environment" that was a well-known quote.⁶⁸

⁶⁵ NCERT (2005), *National Curriculum Framewiork-2005*, <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf> (accessed on 12 April 2018).

⁶⁶ J. D. Singh (2106), “Inclusive Education in India: Concept, Need and Challenges”, *Scholarly Research Journal for Humanity Science and English Language*, 3(13): 3222-3232.

⁶⁷ UNESCAP (2011), *Biwako Millennium Framework for Action towards an Inclusive, Barrier-Free and Rights-Based Society for Persons with Disabilities in Asia and the Pacific*, <https://www.unescap.org/resources/biwako-millennium-framework-action-towards-inclusive-barrier-free-and-rights-based-society> (accessed on 28 October 2018).

⁶⁸ Wolf P. Wolfensberger (1972), *The Principle of Normalization In Human Services*, Toronto: National Institute on Mental Retardation.

Constitutional Provisions in India

The Constitution of India does not explicitly include disabled children under the provisions made for education, but Article 41 refers to disabled people and states in part “the State shall within the limits of its economic development make effective provisions for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness, disablement and in other cases of undesired want.”⁶⁹ It does make free and compulsory education as a fundamental right but is considered as a directive principle to guide state policy. This, however, has been rectified by Article 45, which states that “free and compulsory education should be provided for all children until they complete the age of 14 years”. However, the term ‘all’ is, not clearly specified. The importance of Article 45 was again affirmed in 1993 in the Unnikrishnan judgment of the Supreme Court. In this case, the court ruled that Article 45 must be read in conjunction with Article 21 of the constitution that states, "No person shall be deprived of his life or personal liberty except according to procedure established by law". Subsequently, the 93rd amendment to the Indian Constitution passed in December 2001, affirms the Government’s commitment towards the Education of All.

Right To Education Act 2009: A Step Towards Inclusive Education

Historically, the Right to Education has deduced its legal ground from Article 26 (1) of the Universal Declaration of Human Rights (UDHR) that notes, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory." “The International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted by the United Nations in 1966, has also recognized the right to education for all.”⁷⁰ The attempts at universalization of education at the primary level, led to several initiatives, ever since India attained independence. In the attempt to transform Right to Education from a Directive Principle to a Fundamental Right, the legislation has gone through many ups and down historically. In 1950, the Constitution, through its Directive Principles of State Policy, declared its commitment towards education. “The 86th Constitutional Amendment was followed by multiple rounds of discussions which made education a fundamental right for children in the age

⁶⁹ Please see Constitution of India, Part-4, Articles 41 and 45.

⁷⁰ UNHR (1966), *International Covenant on Economic, Social and Cultural Rights*, <https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx> (accessed on 15 August 2017).

group of 6–14 years. The Act was introduced in Rajya Sabha in December 2008. It was passed in the Lok Sabha on 4 August 2009 and the President gave his assent to it on 26 August 2009. The Act came into force on 1 April 2010 as a fundamental right in India.”⁷¹

Main Provisions

“Section 3 of Chapter II of this Act states that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.”⁷² “Section 26 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, states that the appropriate governments and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years. Section 27 of this Act makes provisions for enabling the integration of students with disabilities in regular schools. Further, Section 28 promotes setting up special schools in the government and private sector so that children with disabilities living in any part of the country can have easy access to such schools. Similarly, Section 29 of the Act attempts to equip the special schools for disabled children with vocational training facilities.”⁷³

“After the amendment in the Right to Education Act in 2012, it constitutes, under Section 3, a new sub-section which explicitly refers to the right of children with disabilities to free and compulsory elementary education in a neighbourhood school till the completion of his or her elementary education. It also notes that children with multiple disabilities may also opt for home based education.”⁷⁴

⁷¹ Government of India (2009), Right to Education Act, 2009, New Delhi: Ministry of Human Resource Development, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf (accessed on 12 October 2018).

⁷² Ibid.

⁷³ Government of India (1995), *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*, <http://niepmd.tn.nic.in/documents/PWD%20ACT.pdf> (accessed on 12 February 2018).

⁷⁴ Mudita Sharma (2016), “Right to Education and Inclusive Education: Some Theoretical Perspectives”, *International Journal of Advanced Scientific Research*, 1(2): 33-35.

Thus, the journey of Persons with Disabilities to get/achieve their right to education in India has gone through various stages that clearly reflect a lot of ambiguity in terms of institutional attitudes and financial liabilities. "India currently stands as the 4th largest economy in terms of purchasing power parity, and has made remarkable gains in the last decade, yet it has more than 260 million people living under abject poverty. There are unique challenges that accost the integrated education movement in India due to a cyclical quagmire where poverty produces disability and disability in turn results in poverty."⁷⁵

Though the Indian government has signed almost all the international covenants and treaties, it took almost six decades to adopt the Right to Education as a fundamental right to all persons, including those with disabilities. As one gathers from the discussions above, there still lie huge lacunae, and confusions abound on the approach to be adopted for the education of the disabled children. For example, in some of the reports and schemes, importance is given on a special/segreated system of education, whereas the programmes like IEDC, DPEP etc., were designed to promote integration and inclusion of children with disabilities within the mainstream. It is thereby useful to analyze the different models and approaches that are available for the education of children with special needs.

Educational Status of Persons with Disabilities in India

"Let us think of education as the means of developing our greatest activities, because in each of us there is a private hope and dream which fulfilled, can be translated into benefit for everyone and greater strength for our nation." (John F. Kennedy)⁷⁶

Education is deemed important for all but more so for the disabled as it guarantees them selfhood and does offer opportunities for employment and all-round development. The current educational system in India could not be designed appropriately to address the most vital educational needs of the disabled. In fact, it is seen as creating roadblocks and

⁷⁵ U. Sharma (2001), *The Attitudes and Concerns of School Principals and Teachers Regarding the Integration of Students with Disabilities into Regular Schools in India*. Unpublished Ph.D. Thesis, Melbourne: University of Melbourne.

⁷⁶ Please see Former American President's speech on Education, <https://www.goodreads.com/quotes/170800-let-us-think-of-education-as-the-means-of-developing> (accessed on 1 November 2018).

inducing exclusion of the children with disability from the system, as availability and even the methods of teaching in schools is unfavourable towards them. Even reaching the schools is often deemed risky due to the unfriendly communications and lack of accessibility facilities in schools. The various stakeholders involved in providing education to the disabled students have often not been appropriately trained. There is an urgent need to take specific measures to attract and retain disabled students in the schools by providing enabling conditions for promoting inclusive education. The literacy level among different categories of disabilities, as per the Census Report (2001), is depicted in the table below.

Table 2.2: Disabled population literate and illiterate (2001)

Disabled Population	Literate	Illiterate
Visual	5,301,316	5,333,565
Speech	594,431	1,046,437
Hearing	544,748	716,974
Locomotor	3,502,924	2,602,553
Mental	857,813	1,406,008

Source: Census Report 2001.

“As per Census 2001, the literacy level of the disabled population was only 49 per cent. Literacy rates for the disabled female population were around 37 per cent as compared to the national average of over 54 per cent for the female population. Literacy rate for the disabled male population was 58.14 per cent as compared to 75.85 per cent for males.”⁷⁷

At the same time, the National Sample Survey Organization (NSSO) depicts different figures regarding the educational status of the disabled. The NSSO determined the distribution of persons with disabilities (aged five years and above) by the level of general education (including illiteracy) reports in 1991 and 2002. Illiteracy was found to be gaping, with around 59 per cent in rural areas and at 40 percent in urban areas. However, a decrease in the rate of illiteracy among the disabled was found to be satisfying with figures falling from 70.1 percent 59 per cent in rural areas, and from 46.2

⁷⁷ Government of India (2001), *Census of India, 2001*, Office of the Registrar General and Census Commissioner, India, http://www.censusindia.gov.in/2011-common/census_data_2001.htmls (accessed on 12 July 2017).

per cent to 40 per cent in urban areas during 1991-2002. Despite this recorded fall, the overall picture is still depressing and needs prompt steps at promoting inclusive education by starting specialized schools by looking upon the intensity and nature of the impairment. Amongst the disabled literates, only nominal proportions were educated up to the primary or middle level in rural and urban areas. Around 7 per cent in rural and 17 per cent in urban areas respectively were educated up to secondary or above secondary levels by 2002. “The proportion of disabled persons educated up to secondary or above secondary level was very low in 1991 compared to 2002.”⁷⁸ This is an indication of positive changes have taken place for improving the secondary and higher education levels for persons with disabilities during 1991-2002 but also hints at strengthening it further.

Imparting vocational education is single surest ways of ensuring a livelihood for disabled persons. “Despite several measures taken like the opening of vocational rehabilitation centres by the Ministry of Labour through the development of VRCs, only 1.5 per cent and 3.6 per cent of the disabled population in rural and urban areas respectively were benefited by 2002. During 1991 to 2002, a very insignificant increase in the proportion was recorded. The proportion was more or less similar in 1991 and 2002 both for rural and urban areas. The nature of education received by a majority of the disabled people (80 per cent in rural and 75 per cent in urban areas) was of non-engineering background which may be seen as a low profile vocational education, and thus a multitude of them despite gaining education lacked earning capacity. Only nominal numbers of vocationally trained disabled persons had respectively received proper education (20 percent in rural areas and 25 percent in urban areas).

The educational scenario depicts that the majority of the disabled persons have been deprived of getting an education and those few who are enrolled in schools are not being provided equal opportunities for middle, secondary and higher education. At best, they can be seen as educated illiterates, without any capacity for earning their livelihoods. The present education system has provided little incentive for their social and economic development. The following table shows the educational status of disabled persons from 1991 to 2002, as depicted by the NSSO.

⁷⁸ NSSO 47th and 58th Rounds, Report Nos. 393 and 485 respectively, in 1991 and 2002.

Table 2.3: Disabled Population in India: Educational Status (Percentage) 1991-2002

Educational Status	2002		1991	
	Rural	Urban	Rural	Urban
Non-literate	59.0	40.0	70.1	46.2
Primary	24.4	28.8	20.3	29.8
Middle	9.7	13.7	5.3	11.0
Secondary	3.8	7.8	2.3	6.4
Higher-secondary	2.1	5.1	0.8	2.8
Graduation and above	1.0	4.6	0.4	3.1
Not Reported	0.1	0.1	0.8	0.8
Vocational Training received	1.5	3.6	1.2	3.1
Engineering	20	25	20.2	26.6
Non-Engineering	80	75	79.8	73.4
ALL	14,085,000	4,406,000	12,652,000	3,502,000

Source: NSSO Rounds 47th and 58th in 1991 and 2002.

Official figures within India about the educational participation of children with disabilities in primary education are very low, ranging from less than 1 per cent⁷⁹ and not more than 4 per cent.”⁸⁰

“Despite efforts over the past three decades by the government and the non-government sector, educational facilities need to be still made available to a substantial proportion of persons with disabilities,” As published by the Department of Higher education(2005)”.⁸¹ According to the figures given by NSSO in 2002, of the literate disabled population, only 9 percent completed secondary and above education and only 49 percentage of literacy level was attained by the disabled population in comparison to the national literacy figure of 65 percent.”⁸²

⁷⁹ S. Mukhopadhyay and M. N. G. Mani (2002), “Education of Children with Special Needs”, in R. Govinda (ed.) *India Education Report: A Profile of Basic Education*, New Delhi: Oxford University Press.

⁸⁰ NCERT (2005), *The National Focus Group on Education of Children with Special Needs*, Position paper, http://www.ncert.nic.in/sites/publication/schoolcurriculum/Position_Papers/Special%20Needs%20Education%20Final%20.pdf (accessed on 12 July 2018).

⁸¹ Department of Higher Education (2005), *Inclusive Education: Action Plan for Inclusive Education of Children and Youth with Disabilities*, [http://education.nic.in/INCLUSIVE.asp#II.%20%20%20%20EDUCATION%20OF%20CHILDREN%20AND%20YOUTH%20WITH%20DISABILITIES%](http://education.nic.in/INCLUSIVE.asp#II.%20%20%20%20EDUCATION%20OF%20CHILDREN%20AND%20YOUTH%20WITH%20DISABILITIES%20) (accessed on 12 March 2017).

⁸² Nidhi Singal (2007), *Conceptualising Disability and Education in the South: Challenges for Research*, Cambridge: University of Cambridge.

Despite several attempts by the government in developing the overall condition of the disabled in general and their educational level, in particular, the accomplishments so far in the educational field have been unsatisfactory. A study carried on by the National Centre for Promotion of Employment for Disabled People (NCPEDP) disclosed facts of several forms of discrimination practiced against those with disabilities.”⁸³ “Although there is a recommendation laid down under the Persons with Disabilities Act, that a reservation of 3 percent seats be made for disabled children under all institutions funded by the government, a sample survey of 89 schools across the country found that a mere 0.5 per cent of the total number of students admitted were those with disabilities. Eighteen of the schools surveyed openly acknowledged to discrimination and said that they did not admit students with disabilities. Twenty per cent of the schools polled were not even aware of the 1995 Disability Act. Similarly, another study from NCPEDP (2004) shows that only 0.1 per cent (1635) of disabled persons have been enrolled in higher educational institutions.”⁸⁴ A lot of disabled students still face discriminatory policies and practices concerning equal access and reasonable accommodation in institutions of higher learning even though these spaces purport to be inclusive across the world, including India. To compound the situation, not much is available on policy and inclusive pedagogy on education at a higher level.

Table 2.4: Literate and Illiterate Disabled Population (2011)

Disabled Population	Literate	Illiterate	% Literate	% Illiterate
Visual	2,655,609	2,377,822	52.76	47.24
Speech	1,164,981	833,711	58.29	41.71
Hearing	2,888,577	2,184,337	56.94	43.06
Locomotor	3,272,514	2,164,312	60.19	39.81
Mental Retardation	622,184	883,780	41.31	58.69
Mental illness	352,551	370,329	48.77	51.23
Any other	2,957,692	1,969,897	60.02	39.98
Multiple Disability	704,245	1,412,453	33.27	66.73
Total	14,618,353	12,196,641	54.52	45.48

Source: Census Report 2011.

⁸³ <http://www.ncpedp.org/eductn/ed-resrch.htm> (access on 10 April 2018).

⁸⁴ <http://www.ncpedp.org/eductn/ed-resrch.htm> (accessed on 10 April 2018).

As per Table 2.4 given above, the percentages of literacy, as well as illiteracy for each category, have been reflected. The total literacy among persons with disabilities is 54.52 per cent which is very less in comparison to that of national literacy in 2011. This clearly indicates that despite the formulation and implementation of several policies and programmes during this period, no remarkable achievement has been made even in terms of literacy among the disabled.

Barriers and Challenges for Inclusive Education in India

The education system in India has compromised itself at many levels. The children have not been seen as a priority. Although the parents have taken a great interest in the education of their children, the motivations leading to it are hardly academic and have a pecuniary interest guiding them. As far as inclusive education is concerned, there is a visible positive shift in the mind set of the government and the general public at large.

The questions that continue to haunt are not whether inclusive education is useful to India, but the various problems relate to its effective execution given the various loopholes. A significant lacuna, however, has been the lack of data on the existing disability. “Surveys conducted by the NSSO (National Sample Survey) in 2002 and the Census in 2001 show varying figures and are contradictory in effect, with the NSSO quoting 1.8% (1.85 crore of the country’s population) and the census quoting 2.19% of the population (2.19 crore). With an estimated 1,027 million people, India is the world’s second most populated country. It has 17 percent of the global population and 20 percent of the world’s out-of-school children. Despite impressive gains in the last few decades (11th largest industrial power, 4th largest economy in terms of purchasing power parity) India still has more than 260 million people living in abject poverty (Canadian International Development Agency [CIDA] 2003).”⁸⁵ Many disabled children stay in families with low income level that is much below the poverty level. Rao (1990) rightly argues that “while disability causes poverty, it is also possible that in a country like India, poverty causes disability.”⁸⁶ “The combination of poverty and disability results in a condition of concurrent deprivation”. Harriss-White (1996), notes that “this is a

⁸⁵ Canadian International Development Agency (CIDA) (2003), *India Country Program Framework (2002-2007)*, www.acdi-cida.gc.ca (accessed on 10 June 2017).

⁸⁶ M. Narsing Rao (1990) “Integrating the Disabled: Reality?”, *Indian Journal of Social Work*, 51(1): 149-157.

syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling.”⁸⁷ “Recently, the Ministry of Rural Development, Government of India, has allocated 3 percent funds in poverty alleviation programs targeting families of children with disabilities.”⁸⁸ However, the biggest challenge that lies ahead is encouraging poor families to send their children to school.

The full intent of the recent legislations passed by the Indian Parliament is mostly not known by the people, both by parents and the school personnel. “A large number of school personnel are not even aware of the funding available to include students with disabilities in regular schools. There is evidence to show that educators who are in the know of government policies and laws concerning integrated education tend to have a positive attitude towards implementing such programs.”⁸⁹ “Evidence proves that when parents are knowledgeable and supportive of integrated education; they tend to have a positive effect on school personnel. Thus, unless people, especially parents of children with disabilities and school personnel, are made knowledgeable about the various provisions enshrined in the Acts, the Central and State governments' commitment to providing integrated education will be in vain.”⁹⁰ Though there were “some attempts made to disseminate information about the Persons with Disabilities Act to parents, to government officials and non-government organizations, they have unfortunately not been exhaustive.”⁹¹

“Majority of school personnel in India are not trained to design and execute educational programs for students with disabilities in regular schools. Most teacher training programs

⁸⁷ B. Harriss-White (1996), *Onto a Loser: Disability in India*, mimeo, Queen Elizabeth House, Oxford.

⁸⁸ B. L. Sharma (2001), *United Nations Expert Group Meeting on Disability-Sensitive Policy and Programme Monitoring and Evaluation: Country Paper-India*, New York: UNHQ.

⁸⁹ U. Sharma (2001), *The Attitudes and Concerns of School Principals and Teachers Regarding the Integration of Students with Disabilities into Regular Schools in India*. Unpublished Ph.D. Thesis, Melbourne: University of Melbourne.

⁹⁰ Ibid.

⁹¹ G. Chatterjee (2003), *The Global Movement for Inclusive Education*, <http://www.indiatogether.org/2003/apr/edu-inclusive.htm> (accessed on 10 July 2013).

in India do not have a unit on Disability Studies.”⁹² A majority of schools are ill-equipped and designed poorly to fulfill the various needs of disabled students. Even till date, the majority of schools are inaccessible physically. "The lack of disability-friendly transportation services and accessible buildings are considered by some to be a far greater problem than social prejudice and negative attitudes towards disabled people.”⁹³ A number of the educational institutions are located in the urban areas, thereby making them physically inaccessible by those living in the rural parts. The administration too has not been successful in bringing awareness among the rural people to send their disabled children to educational institutions.

Education in India comes under the Ministry of Human Resource Development India, whereas education for disabled persons is dealt with by the Ministry of Social Justice and Empowerment. Imparting education for disabled people is mostly considered as an act of charity. Until recently, disabled people were not given any special attention in the realm of higher education. Apart from that, the lack of reading materials, study contents, effective use of assistive technology, and individual need-based support proved a considerable deterrent to enable effective assimilation of disabled persons. Although it is often rallied that the society is making strides because of information technology, the institutions as they exist are insufficient in enabling the disabled population from coming into the mainstream and competing with their counterparts in India. At the same time, disabled people are prevented from gaining access or benefits from vocational training, mainstream educational, employment and self-employment, and income generation programmes because of the myriad barriers like communication, physical, transportation and attitudinal barriers. Even in vocational education, there are many problems such as rigidity in the existing training programmes and continuance of obsolete training programmes which are leading to a lack of proper rehabilitation of disabled persons.

Some severe challenges that India faces along with other developing countries make the implementation of educational reforms a tedious task. India is a vastly multicultural, multilingual, multi-religious country, and the people are stratified manifold based on

⁹² V. Myreddi and J. Narayan (2000), "Preparation of Special Education Teachers: Present Status and Future Trends", *Asia Pacific Disability Rehabilitation Journal*, 10(1): 1-8.

⁹³ G. Chatterjee (2003), *The Global Movement for Inclusive Education*, <http://www.indiatogether.org/2003/apr/edu-inclusive.htm> (accessed on 10 July 2013).

socio-economic and caste lines. Across the nation, it is the regular schools that ought to play a crucial role in making provisions for disabled children with special educational needs. Adopting an approach that is inclusive and making the school system more flexible are two of the most urgent challenges to address. One has to engage with fundamental questions like what is the overall role of education in one's life and what is it that we want the children to learn in the school. There is an urgent need to overhaul the existing school system and reform it as a whole from an examination-oriented approach to an inclusive, child-oriented approach. Unless the challenges are carefully identified and addressed, the much-acclaimed dream of inclusion will remain a mere policy on paper.

Conclusion

Although the essential responsibility of inclusion of children with special needs lies with the regular education system, however, to make it truly effective special education professionals, parents of disabled children, students without disabilities, parents of non-disabled children, and the entire community has to be empowered for making inclusive education a success. To a greater extent, there is a necessity to address the infrastructural lacks and have a conducive environment without any barriers and comfortable mode of transport to reach the school. Moreover, the sensitization of administrators, evaluation procedures, adaptations in the curriculum, and teacher readiness to improve their competence in teaching children with special needs are significant for the effective inclusion of children with special needs. There is a necessity for merging special education with general education. Management and planning education for children with special needs should aspire to bring such transformation in the educational system. Ensuring the implementation of the Right to Education is by getting the needful transformation in the structure of society.

Chapter Three
Educational Policies for the Disabled in India:
National and State Levels

Chapter three is an attempt to study various Government Legislations, Acts and Policies regarding the education for disabled persons in India based on the current problems and challenges. It has made an attempt to study the politics and rationale behind the policies and institutionalization. The factors which influence the policy formulation in India have also been analyzed.

Every nation of the world has been facing the problem of rehabilitation of persons with disabilities since time immemorial. The problem is as old as civilization itself. It is so gigantic and varied that no nation has succeeded in tackling the issues and concerns of disabled people with sensitivity and effectiveness. Despite rapid scientific and technological developments, even the most advanced countries have failed to rehabilitate all the persons with disabilities and the latter remained unrecognized in terms of useful, productive and equal contributing members of the community. Hence, their proper rehabilitation is a major socio-economic responsibility of every nation. In this direction, various agendas and schemes have been embraced occasionally for mitigating their hardships.

One of the most significant developments in the field of social welfare administration in the last four decades is the growing awareness and acknowledgment of the rights and responsibilities of people with disabilities across the world. They constitute around 15% of the population in the world.¹ Social and economic prejudices have entrenched in human society to the extent that they have prevented a large number of disabled persons from occupying a rightful place in the community and are rather being gradually eliminated. It is wrong to believe that they constitute a special group having special characteristics and a special pattern of behaviour. They are individuals with physical and mental abilities and limitations like anyone else. They are capable of living a full, independent and dignified life if given an opportunity to develop their residual capacity.

¹WHO (2018), *Disability information*, <https://www.who.int/disabilities/en/> (accessed 10 April 2018).

By and large, the new approach towards disability was evolved in 1955 by the United Nations Working Party on the Rehabilitation of the Physically Disabled in association with the British Medical Association. There was a time when persons with disabilities were deemed as subjects for commercial exploitation.² They were conventionally trained to become beggars but were also often considered as objects of pity. Since then, modern science and modern sociological perspectives have opened up new horizons for such unfortunate individuals. Nevertheless, to further the promise and ensure that disabled persons have a dignified life, there must be a new manner of evaluation of physical disabilities that are based on some guiding principles:³

Firstly, the disabled person needs to be recognized as a human being endowed with all human rights, which he has in common with other able-bodied individuals and is thus entitled to receive all possible kinds of assistance and opportunities for reintegration and rehabilitation from his country. Secondly, because of the very nature of the physical disability, the person has the right to claim from society for sympathy and rehabilitation since he/she is exposed to various emotional and psychological distresses that results from a deep sense of deprivation. Thirdly, a disabled person should be given the right opportunities that allow him/her to develop his/her residual resources to whatever degree he is capable of. For example, a disabled person can be of immense economic value to their country instead of being assumed to be a liability on his own self, on his family or on the state. Fourthly, a person with a disability should be capable of contributing to his country's economic welfare after he has been suitably rehabilitated and received training. Fifthly, the main desire of a physically disabled person is to be seen as an individual within his own community instead of spending his life in a segregated institution. Lastly, only a combination of educational, medical, social and vocational services can completely rehabilitate disabled persons.

In India, the ancient Vedic understanding was that the right to happiness was the basic right that a human deserved. The above fundamental rights represent an extension of these basic values that have been valued by people since the Vedic period; these value systems are intended to look after the dignity of individuals in creating environments that allow every human being to develop his/her personality to his fullest possible extent. The

²UPIAS and the Disability Alliance (1976), *Fundamental Principles of Disability*, London: The Union of the Physically Impaired against Segregation.

³L. Prasad (1994), *Rehabilitation of the Physically Handicapped*, New Delhi: Konark Publisher Pvt.Ltd.: 2.

essence of human rights is the collective aspiration to achieve justice and realize the full potential of being a human. Therefore, in most developing countries, beliefs about disability and impairment are for the most part partially socially constructed. The understanding of physical or mental impairments and disability varies across different cultures, but societies are also complicit in many ways in the creation, maintenance and intensification of disabilities, and in their interpretation into the experience of disablement.⁴ Since then, international awareness chapters like the declaration of 1981 as the International Year of Disabled Persons by the United Nations General Assembly, then the announcement of 1983-1992 by UN as the Decade of the Disabled which was then followed up by the UNESCO Decade of the Disabled Persons from 1993-2002, and consequently the World Conference on Special Needs Education in Salamanca in 1994 have performed a significant role in rounding attention towards people with disabilities.⁵

Social justice and equity provide some of the strongest reasons for providing basic education for all. Education is known to improve the level of well-being of humans; studies have shown that there has been significant improvement in infant mortality, life expectancy, nutritional status of children, etc. wherever access to education has been made possible. Many studies have also proven that universal basic education significantly contributes to economic growth.⁶ To bring equity in society, Nelson Mandela believes that "all countries today need to apply affirmative action to ensure that the women and the disabled are equal to all of us".

It is against this background that one understands some of the factors that have pushed disability up the development agenda. In December 2002, James D. Wolfensohn, the director of the World Bank, furthers this point when he writes,⁷

⁴ Carolyn Baylies (2002), "Disability and the Notion of Human Development: Questions of Rights and Capabilities", *Disability and Society*, 17(7): 725-773.

⁵ Nidhi Singal (2009), *Education of Children with Disabilities in India*, London: University of Cambridge: 8.

⁶ Sarva Shiksha Abhiyan, <http://www.educationforallindia.com/ssa> (accessed 11 September 2019).

⁷ Quoted in Albert Bill (2004), Bill Albert (2004b), "Is Disability really on the Development Agenda? A Review of Official Disability Policies of the Major Governmental and International Development Agencies", Disability KaR Programme, September 2004, https://assets.publishing.service.gov.uk/media/57a08caded915d622c0014c9/RedPov_disability_on_the_agenda.pdf (accessed 15 April 2018).

“Addressing disability is a significant part of reducing poverty. Bringing disabled people out of the corners and back alleys of society and empowering them to thrive in the bustling center of national life, will do much to improve the lives of many from among the poorest of the poor around the world.”

In this context, Singal argues that "While some have argued that India has one of the most progressive disability policy frameworks amongst the developing economies, I would note that there remains a huge challenge in operationalizing this vision, which is in itself marked by contradictory and conflicting messages. Thus, there is a need to critically re-examine some of the assumptions that have underpinned these frameworks. For example, while the PWD Act attempts purporting a rights-based approach, the guidance in achieving the vision it offers is very weak, and there remain too many caveats. Additionally, the Act lacks any strong enforcement mechanisms."⁸In recent years, the perception towards persons with disabilities has seen some considerable and constructive changes in society. Many have begun to realize that many disabled people lead a vastly superior quality of life once they are given access to equivalent prospects and efficient rehabilitation provisions.

Constitutional Provisions in India: A Legal Framework for Realization of Rights of Persons with Disabilities

The 21st century has been seen as the mark of democracy, equality and justice. Democracy is a system where everyone has a share. This system has been enacted from the very beginning in India. Guided by this principle, the Constitution of India has committed to achieving this goal to bring equitable and just society. In the preamble itself, it has expressed the commitment to achieve certain human values like equality of status and opportunity; economic, social and political justice, fraternity, and liberty.⁹ Six decades have already been passed so far. Now the time has come to ask some very pertinent questions, for example, whether such values have really so far been achieved and do all the citizens are being given equal share in the system or not. These are certain issues that need to be addressed in terms of inclusive policies and welfare measures

⁸ Nidhi Singal (2009), *Education of Children with Disabilities in India*, London: University of Cambridge: 8-9.

⁹ See Preamble of the Indian Constitution.

initiated by the state for some of the most mistreated and marginalized sections of the Indian society i.e., people with various disabilities.

The legal frame that governs the rights of people with disabilities requires understanding in terms of the formulation and application of several legislations that cover this particular group and section. The Indian Constitution is the primary legal framework that guarantees basic rights to everyone, including persons with disabilities. The disabled people find mention only in one place in the list of items delineating the legislative competence of the States and the Union as stipulated in the Indian Constitution, and that is at entry nine List 2 in Seventh Schedule, which reads “Relief of the disabled and unemployable.”¹⁰ That means it is the concerned State Governments’ obligation as per the division of responsibility between the State and the Union. Rehabilitation of the disabled as an item has not been indicated either as a responsibility of the State or of the Union. This is perhaps reflective of the perception of disability that prevailed at the time of enactment and adoption of the Constitution in 1949. Not providing separately for rehabilitation and clubbing the disabled people along with unemployable clearly indicates that the disabled were considered generally unemployable and worthy of receiving relief. The following general entries must, however, be mentioned: ¹¹

Entry 23 of List 3 which reads, “social security and social insurance; employment and unemployment;”

Entry 25 of List 3 which reads, “education, including technical education, vocational and technical training of labour;”

Entry 16 of List 3 which reads, “lunacy and mental deficiency, including places for reception or treatment of mental deficiencies and lunatics;”

Entry 20 of List 3 which reads, “economic and social planning;”

Aid and assistance to the disabled by the State is decided because of entry No. 09 of II list of the Indian Constitution. Other such provisions for people with disabilities in the Constitution are:¹²

¹⁰ Constitution of India, Seventh Schedule, List 2 (State List), Entry 9.

¹¹ P M Bakshi (2001), *The Constitution of India*, <https://pramesh.in/tag/pm-bakshi-book/> (accessed on 21 October 2019).

¹² S.K. Rungta (2004), *Training and Employment of People with Disabilities: India 2002*, Bangkok: International Labour Office.

Eleventh Schedule to Article 243-G: “Social welfare, including welfare of the handicapped and mentally retarded” (Entry No. 26),

Twelfth Schedule to Article 243-W: “Safeguarding the interests of weaker sections of society, including the handicapped and mentally retarded” (Entry 09).

These entries are for everyone – disabled as well as non-disabled – and, by implication, mean that certain aspects of rehabilitation such as education, employment, social security, social uplift and mental retardation are the responsibility of the State as well as the Union, although it is doubtful if, while making the aforesaid general entries, the intention was to cover people with disabilities.¹³

However, the rights related to disabled persons have been broadly discussed under chapter four of the Directive Principles of State Policy (DPSP)¹⁴ which also talks decides the objectives for the states to achieve in terms of effective policy formulations. As per Article 38 of DPSP, State policy should be aimed towards sufficient means of livelihood, reduce inequalities, and also allow access to a legal system that enables justice. Article 41 mentions that the State shall ensure the right to education, work and public aid for persons in case of sickness, agedness, unemployment and disability. Here once again, one is made aware that subject to the economic capacity of the State one has the right to avail public assistance in cases of disablement.

There have been some visible changes over the years in society's attitude regarding people with disabilities. Previously, the disabled used to be classed with the unemployable and were thus entitled to public assistance under the Constitution; they have now been favoured for providing educational facilities, job-reservation in the state sector and all-round promotion of rehabilitation through government providing grants, setting up of institutions and infrastructure, etc. This significant change needs to be reflected in the Constitution through suitable amendments.¹⁵

¹³R. S. Pandey and Advani Lal (1995), *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Publishing House Pvt. Ltd.

¹⁴ Please see Constitution of India.

¹⁵R. S. Pandey and AdvaniLal, (1995), *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Publishing House Pvt. Ltd.

Articles 15 (3), 15 (4), 16 (4), 46 of the Constitution provide for enabling the State for making specialized provisions for distinctive and marginalized groups such as children, women, Scheduled Tribes and Scheduled Castes. Disabled persons do not find a mention in such Articles. Along with the special groups already mentioned, physically and mentally disabled persons should also be included. This would make the State policy explicit in the matter and also enable the State to make specific policies and provisions for providing appropriate education, reservation in appointments and other welfare programmes for the disabled. For this purpose, a constitutional amendment is essential in order to include people with disabilities with other special groups. The amended Articles would read as follows:¹⁶

Article 15 (3): Nothing in this Article shall prevent the State from making any special provision for women, children, and physically and mentally disabled persons.

Article 15 (4): Nothing in this Article or in clause (2) of Article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes or physically and mentally disabled persons.

Article 16 (4): Nothing in this Article shall prevent the State from making any provision for the reservation of appointment or posts in favour of any backward class of citizens or physically and mentally disabled section of citizens, which, in the opinion of the State, is not adequately represented in the services under the State.

Article 46: The State shall provide with special care, the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes, the Scheduled Tribes, and physically and mentally disabled persons, and shall protect them from social injustice and all forms of exploitation.

Under chapter 3 on fundamental rights, Article 21 of the Indian Constitution, it promises the right to life to all people. India's apex court, the Supreme Court has inferred this article and broadly emphasized the right to live with dignity, the right to livelihood, and

¹⁶ S. K. Rungta (2004), *Training and Employment of People with Disabilities: India 2002*, Bangkok: International Labour Office.

the right to education within its ambit. Right to education became a basic human right with the 86th Constitutional Amendment,¹⁷ which has since been added under Article 21A. This Article guarantees the right to accessible, free and obligatory education for all children between the ages of 6-14 years.¹⁸

To ensure this right, under Article 51A, a clause has been included that says that the “parent or guardian to provide opportunities for education to his child or, as the case may be ward, between the ages of 6 and 14 years”. In addition, Article 45 was amended to include education for children up to the age of 6 years apart from early childhood care. These revisions have directly impacted children with disabilities since they involve early intervention, education and parental involvement.¹⁹

People with disabilities constitute one of the most marginalized groups in Indian society. The distinct characteristics of disability have become the ground of social discrimination, political marginalization and economic deprivation. Deprivation and marginalization arise out of particular relations of power and socio-political participation in mainstream society. Central to the issue of marginalization is a relationship of difference in which persons with disabilities are subjected to political and economic structural domination and isolation. These ideas and their applications are central to marginalization and deprivation of people with disabilities. The history of persons with disabilities is a reflection of discrimination, marginalization and deprivation. Within this backdrop, the 'accommodative framework' of the Indian state needs to be analyzed in terms of the relationship between democracy and disable people and the nature of rights that have been granted to them from time to time through different legal instruments in India. To put it differently, the 'inclusive' character of the Indian state has to be discussed by critically looking at different welfare/accommodative policies towards disabled people in different spheres, particularly in the field of education. The response of this group towards these welfare policies also becomes significant in this context.

¹⁷ The Office of the Chief Commissioner for Persons with Disabilities, Department of Disability Affairs (2014), *National Compendium of Laws, Policies and Programmes for Persons with Disabilities*, Government of India: Ministry of Social Justice and Empowerment.

¹⁸ Ibid.

¹⁹ See article No 51(A) of the Constitution of India.

The Government of India (GOI), in order to ensure quality education for the disabled, has enacted and framed several policies and programmes. These many objectives that improve the condition of people with disabilities are echoed in different five-year plans, which are briefly outlined as follows:

The First Five Year Plan (1951/52-1955/56) put great emphasis on mobilizing voluntary agencies, especially charities and foundations in India, working towards women and children welfare to persons with disabilities as well.²⁰

The Second Five Year Plan (1956/57-1960/61) took the initiative through the Central and the State governments to initiate schemes for persons with disabilities that included people with learning and disabilities as well. Accordingly, provisions were made to build specialized schools for deaf and blind students apart from setting up various vocational training centers specifically for blind adults. Ministry of Health also introduced rehabilitation programs for persons with disabilities suffering from incurable diseases. Similarly, other provisions for persons with disabilities like education, scholarship, and welfare schemes were also announced.²¹

The Third Five Year Plan (1961/62-1965/66) set up specialized welfare facilities in India to rehabilitate various groups of people with disabilities suffering from blindness, deafness apart from persons with learning and orthopedic disabilities. Since many persons with disabilities are from rural regions, the government stressed on commencing rural skills training in these welfare and rehabilitation centers to persons with disabilities of different categories. Even programmes like employment exchange included services that offered information about job vacancies for people with disabilities in their areas of experience and training. People with disabilities who could not move around easily were also encouraged to apply towards various work from home options or their neighbourhood.²²

²⁰ Country Profile on India, *Issue on Disability*, https://jica-net-library.jica.go.jp/lib2/09PRDM009/02/pdf/en/india_eng_02.pdf (accessed 12 November 2018).

²¹ Ibid.

²² Planning Commission of India, *Third Five Year Plan 1961-1966*, <http://planningcommission.gov.in/plans/planrel/fiveyr/index3.html> (accessed on 12 November 2018).

The Fourth Five Year Plan (1969/70-1973/74) extended and tried to improve the services that were provided to blind people. Dehradun's National Center for Blind added a school for partially sight-impaired children to its original training and Braille programmes. Demonstration projects were introduced under welfare and training programmes across the country to cover people with a mobility disability. Even schools for children with cerebral palsy were encouraged. An integrated school for blind and deaf people was started. Teacher training programme for CWD apart from grants-in-aid to voluntary agencies were also promoted.²³

The Fifth Five Year Plan (1974/75-1978/79) emphasized the development and upgrading of all nationally heralded institutions for people with disabilities that affected their sight, hearing, mobility and learning. Even models for children with learning disabilities were restructured and revised. Similarly, the Fifth Five Year Plan gave greater attention to research on technical aids that were made available to people with disabilities apart from providing scholarships, workshops, creation of special employment exchanges and assistance to the voluntary agencies.²⁴

In the Sixth Five Year Plan (1980/81-1984/85), an inclusive health care drive was initiated apart from the distribution of supplementary nutrition and health and childcare education. This was done in order to encourage good health benchmarks that protected children from various health risks, communicable diseases, accidental injury and impairment. Suggestions were also entertained from integrated schools for a need-based programme for people with disabilities.²⁵

The Seventh Five Year Plan (1985/86-1989/90), looked to improve employment prospects for people with disabilities. One percent of vacancies were reserved and offered in the central government and in the public sector for persons with each type of

²³ Planning Commission of India, *Fourth Five Year Plan 1969-1974*, <http://planningcommission.gov.in/plans/planrel/fiveyr/index4.html> (accessed on 12 November 2018).

²⁴ Planning Commission of India, *Fifth Five Year Plan 1974-1979*, <http://planningcommission.gov.in/plans/planrel/fiveyr/index5.html> (accessed on 12 November 2018).

²⁵ Planning Commission of India, *Sixth Five Year Plan 1980-1985*, <http://planningcommission.gov.in/plans/planrel/fiveyr/index6.html> (accessed on 12 November 2018).

disability. Voluntary agencies were also provided a lot of government aid to help set up more sheltered workspaces for people with disabilities.²⁶

In the Eight Five Year Plan (1992/93-1996/97), there was a significant change in policy so that more opportunities for people with disabilities were made available. Vocational training, education and economic rehabilitation were the key areas. Persons with disabilities were arranged placements in jobs via 50 special employment exchanges. Thirty-nine special cells under normal employment exchange schemes were also added. 1628 voluntary organizations were provided financial assistance under the assistance scheme working for people with disabilities; this was done to provide their skills and aid to people with disabilities through vocational training centers, job referrals and counselling institutes. Every state government was asked to implement programmes in elementary and secondary schools to provide scholarships for persons with disabilities.²⁷

The Ninth Five Year Plan (1997/98-2001/02) focused on improving the status of disabled people with an emphasis on integrative approaches to empowering people with disabilities. For that purpose, systematic efforts were made to provide already existing services to people with disabilities, including health, education, nutrition, women and child development, rural development, urban development, information and broadcasting.²⁸

The Tenth Five Year Plan (2002/03-2007/08) primarily focused on providing persons with disabilities access to all aspects and qualities of life. Two main focus areas were identified in the tenth Five-Year Plan to empower them. The first step was the enactment of the Persons with Disabilities Act, 1995. This ensured socio-political justice to persons with disabilities by giving them equitable and rightful terms. Secondly, the National Programme for Rehabilitation of Persons with Disabilities or the NPRPD strengthened and consolidated outreach programmes.²⁹

²⁶ Planning Commission of India, *Seventh Five Year Plan 1985-1990*, <http://planningcommission.gov.in/plans/planrel/fiveyr/index7.html> (accessed on 12 November 2018).

²⁷ Planning Commission of India, *Eighth Five Year Plan 1992-1997*, <http://planningcommission.gov.in/plans/planrel/fiveyr/index8.html> (accessed on 12 November 2018).

²⁸ Planning Commission of India, *Ninth Five Year Plan 1997-2002*, <http://planningcommission.gov.in/plans/planrel/fiveyr/9th/default.htm> (accessed on 12 November 2018).

²⁹ Planning Commission of India, *Tenth Five Year Plan 2002-2007*, <http://planningcommission.gov.in/plans/planrel/fiveyr/10th/default.htm> (accessed on 12 November 2018).

The Eleventh Five Year Plan (2007-2012) targeted access to higher education for people with disabilities. Access to higher education for persons with disabilities was very low, so the goal envisaged in the XIth Plan was to provide all possible facilities for people with disabilities who were studying in higher school. Central universities were tasked with developing and improving their course-based repository of books, learning materials in Braille, films, audio tapes, lectures in sign language, with a proper mechanism for dissemination of these in State universities and colleges. Some of the schemes proposed in the 11th Plan were:³⁰

- Improving the existing UGC schemes within universities and colleges to ensure a disabled-friendly physical infrastructure.
- Initiating ‘Disability Studies’ departments in universities that would eventually evolve into centers for studies and research on inclusivity.
- Setting up a Chair of Disability Studies in Universities and in departments wherever deemed appropriate.
- Developing a curriculum for Special Education courses.
- Ensuring grants are available to every university to set up a ‘disability unit’ that would be a ‘one stop facility’ for disabled persons.
- Ensuring that ample provisions are made for all B.Ed. students to undertake teaching training in any streams of disability of their choosing.
- Strengthening of Academic Staff Colleges by preparing specialized teachers, in-service teachers and resource persons to undergo Refresher Courses.
- Provision for barrier free accessibility in universities to persons with disability.
- Provisions to ensure that open and distance learning systems are able to extend their network of regional and national study centres to unreached and far regions of the country for the advantage of all deprived sections of the society.

Thus, on the basis of these five-year plan documents, it can be argued that the GOI has taken several initiatives ranging from physical to vocational rehabilitation of disadvantaged citizens since the very beginning. The financial allocation has been enhanced from plan to plan and a lot of money has been invested in the rehabilitation of disadvantaged persons. At the same time, since 1970, because of global concern, a new

³⁰ Planning Commission of India, *Eleventh Five Year Plan 2007-2012*, <http://planningcommission.gov.in/plans/planrel/fiveyr/11th/11default.htm> (accessed on 12 November 2018).

orientation has stepped in this direction. Despite all these positive measures undertaken by the government, the social status of disabled people is still to be improved.³¹

There has been an incremental change in societal attitudes towards people with disabilities over the last few decades and these changes have fueled a change in the way a state views people with disabilities in terms of its obligations towards them as well. Even though there is much awareness now, public policy on disability has advanced in a messy manner, which has led to fragmentary disability support services from government departments. People with related needs are still treated differently based on their disability. Legislations have been merely passed theoretically because people with disabilities still depend on charity for essential services, apart from the traditional medically-centred approach towards disability; a lot remains unimplemented to translate these objectives into a reality. Current policies side-step the contention of advocates and are based on the assumption that it is the impairment and not society's barriers that cause impairment to be disabling. Most current policies still focus on the impact of the impairment, causing disability rather than society's role in reducing the impact of that impairment.

National Policy on Education 1986

In 1986, when NPE or the National Policy of Education was modified, 'Education of the Handicapped' was discussed as a separate subsection under Part 4.9. Children with mental retardation were also included in the plan of action to implement this policy on 'integrated education'. The policy is detailed that children with mild disabilities needed to be provided access to education that common with others. While special schools and adequate arrangements were to be given to children with severe disabilities in order to provide them vocational training that would later enable them to be a part of the society. In primary classes, teacher training modules were also revamped so that they could deal with the difficulties of children with special needs in a heal their way. This was considered the first formal step towards inclusive education in India for it comprised of all disabilities including mental retardation. Even before such efforts were initiated, children with minor disabilities who could handle mainstream education were also

³¹ G. N. Karna (2001), *Disability Studies in India: Retrospect and Prospects*, New Delhi: Gyan Publications.

enrolled in regular schools without being provided any special provisions. This was predominantly for children with locomotor disabilities.³²

The NPE policy was again revised in 1992. The policy revisited the education of persons with disabilities and stated that the purpose was to assimilate the mentally and physically disabled with the larger society as equal partners. It also hoped to provide them better access to entering society with courage, calm and confidence.

In this way, the dual approach of (Kothari and Sargent Commissions) continued in India in terms of both segregated and integrated systems of education for persons with disabilities. Section IV of the NPE labelled “Education for Equality” argues that “where feasible children with motor handicaps and other mild handicaps will be educated with others, while severely disabled children will be provided for in special residential schools” (MHRD, 1986: 6)³³. In the 1990s, there was a rapid integration of the term ‘inclusive education’ in many official and formal documentation and reports that were circulated by news media and institutes like the NCERT after India became a signatory to the Salamanca Statement (UNESCO, 1994). While special schools marked the beginning of special education began in India, integrated education only flourished during the 1960s and 1970s. It was only post-1994 that the Indian government intensely endorsed inclusive education. (RCI, 2001: 2).³⁴

These legislative frameworks that look into disability have essentially been envisioned and constituted within the provisions of the six major Acts linked to disability in recent times. The first and the second Act have been examined below look at the two distinctive features of disability viz. mental and physical disabilities, and the apprehensions that arise from them. The third Act analyses disability from the frame of rehabilitation and integration. The PWD Act, therefore, deals with several areas that affect disability. Similarly, the other two policies enacted in 2006 and in 2016 have also covered various rights of people with disabilities for better employment and education opportunities.

³² Government of India (1986), National Policy on Education ACT 1986, New Delhi: Ministry of Human Resource Development, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf (accepted 13 October 2018).

³³ Government of India (1986), *Ministry of Human Resource Development: National Policy of Education 1986*, New Delhi: Ministry of Human Resource Development: 6.

³⁴ Rehabilitation Council of India (2001), *Draft National Policy on Special Education*, Workshop on Appropriate Models of Education for Children with Special Needs, New Delhi.

Mental Health Act, 1987

The Mental Health Act that was framed in 1987 but came to effect in 1993 across all states and union territories was meant to combine and modify the previous law that was linked to the treatment, healing and care of persons with mental illnesses. Not only did it replace the Lunacy Act of 1912, it was also aimed to make enhanced facilities in terms of their property and affairs. The core argument of this Act was now that society's attitude towards persons with mental illness had changed substantially, therefore, there should be no shame or stigma attached to such illnesses for they are curable, especially when they are diagnosed at an early stage.³⁵ The idea put forth by this Act was that people with mental illness needed to be treated at par with other persons with sickness and thus they were allowed access to as normal an environment as possible since it was experienced that the 1912 Indian Lunacy Act (4 of 1912) had become outdated with the advent of medical science. With the understanding of the nature and prognosis of illness, doctors and medical researchers had proved that in some instances, mental illness could be treated and cured. Therefore, improved legislation with provisions and inputs for treating mentally ill persons had been mandated in tune with the latest approach.³⁶

Even though the Mental Health Act, 1987 was the first of its kind that looked after the interests of the disabled after India's independence, it had only dealt with mental illnesses. It was also purely based on a medical approach. Even in the case of people with mental illness, other vital issues such as education, employment and rehabilitation measures have not been discussed. It was only after five years, in 1992, another Act came into existence, which is known as the Rehabilitation Council of India Act.

Rehabilitation Council of India (RCI) Act, 1992

In 1992, a law linked to the reintegration of people with disabilities was enacted. This Act established the RCI to standardize the training of rehabilitated experts and specialists across the country.³⁷ This Act came into effect on 31 July 1993, and its main purpose is to be the governing body of the institutions that train specialists working in the fields of

³⁵ Prateek Rastogi (2005), "Mental Health Act 1987: An Analysis", *JIAFM*, 27(3): 176-179.

³⁶ *Ibid.*

³⁷ Rehabilitation Council of India (1992), *Rehabilitation Council of India Act 1992*, <http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf> (accessed 13 November 2018).

disability. Though the rehabilitation professionals included only persons with hearing, visual, and locomotor disabilities, as well as mental disabilities.³⁸

However, after the amendment in the Parental Act of 1992, all the seven categories of people with disabilities³⁹ were incorporated in 2000. Section 3 (1)(I) of this Act says that "Handicapped means a person who has any disability referred to in Clause I of Section 2 of the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act 1995."

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

Since 1980 and onwards, there has been increased campaigning for the representation of inclusive and exhaustive legislation for disabled persons. Though the Indian government agreed in principle to endorse such a law in 1980 at the national level, there was no breakthrough until 1995 because of entry 9 of the Constitution that only authorized the State Legislatures to pass laws and legislations on matters of disability over the central government at the national level. This, however, changed with the signing of the Asian and Pacific Decade of Disabled Persons 1993-2002 in Beijing because, under Article 249 of the Indian Constitution, the Parliament enacted a national law on disability soon after.⁴⁰ This eventually led to the clearing of the PWD Act or the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act (PDA) 1995, which came into effect on 7 February 1996. This Act was a combination of right-based and service-oriented legislation that prohibited discrimination of individuals on the grounds of disability of different types, positive refinement for persons with disabilities apart from granting relaxations to them to get over their respective impairments besides the inclusion of these sections in the mainstream programmes.

³⁸ Ibid, Section 2 (1)(n) and (c).

³⁹ These categories include people with locomotor disability, low-vision, hearing impairment, blindness, mental retardation, leprosy (cured), and mental illness.

⁴⁰ Constitution of India, Article 249.

Chapter 5 of this Act deals with education and related issues in detail for people with disabilities. Section 26 states that the local authorities and the specific governments will⁴¹

- (a) guarantee that every disabled child has unfettered access to free and inclusive education in a fitting school till they are eighteen years of age;
- (b) encourage the assimilation of children with disabilities into main stream schools;
- (c) promoting and developing special schools in public and private sector for every child who has otherwise been deprived of special education, and done in a way that these children have access to such schools even if they are anywhere in the country;
- (d) strive to provide vocational training facilities in all special schools for every child with disabilities.

Similarly, Section 27 of the PWD Act stipulates that the specific local authorities and governments will enable many government schemes to conduct part-time courses for students with disabilities who had finished their schooling only up to the fifth standard but couldn't continue on a regular basis, and for conducting special part-time modules for children who are sixteen and above to impart practical literacy to them. Other important measures such as imparting non-formal education in rural areas after giving the rural manpower suitable orientation, making them aware of open schools and open universities, running and conducting classes with the aid of interactive media and providing every disabled child books that are free of cost and any special kit that are required for his/her education are also covered.

Under section 28, it emphasizes that the governments shall initiate research by non-governmental and official agencies to develop new and special teaching materials teaching aids, assistive devices or such other things that are important to offer disabled children equal opportunities in receiving education. In addition to this, section 29 assures that the suitable governments will set up enough teachers' training institutions, apart from supporting national institutes and other voluntary establishments that are there to foster and nurture teachers' training programmes that specialize in disabilities so that

⁴¹ Government of India (1995), *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 (PWD Act)*, New Delhi: Ministry of Law Justice and Company Affairs, <http://niepmd.tn.nic.in/documents/PWD%20ACT.pdf> (accessed 13 November 2018).

amply trained teachers and experts are available to all integrated and special schools for all disabled students.

Section 30 of the PWD Act offers that without any bias to the previous provisions, appropriate authorities shall set up inclusive education schemes that shall also make provisions for

- (a) the confiscation and removal of architectural hurdles from all educational institutions such as schools and colleges that hinder access to such spaces for children with disabilities;
- (b) transportation for students with disabilities or ensure alternate monetary aids and financial incentives to guardians or parents that helps their children to join and attend schools;
- (c) allocation and steady supply of school items to children with disabilities such as books, uniforms and other miscellaneous materials;
- (d) the grant of scholarships;
- (e) setting up of suitable forums to address the grievances of parents of children with disabilities;
- (f) appropriate modifications to be made in the examination system that benefits blind students with varying forms of vision disability;
- (g) reorganizing the curriculum to benefit all disabled children; and
- (h) reorganizing the syllabus for students with hearing damages that they can take only one language as part of their course).

Section 31 makes the provision that all educational establishments will offer mechanisms whereby all students suffering from 100% blindness and even students with low vision are offered an amanuensis. Similarly, under chapter six, Section 39 of the PWD Act, all national educational facilities and other such establishments getting government aid will reserve 3 per cent and more seats for persons with disabilities.

In order to access these provisions, a disabled person should have a medical certificate issued by the competent medical authorities as prescribed in this Act. However, disabled persons face many difficulties to get medical certificates. The implementation of the Act has encountered many challenges especially in relation to the lack of sufficient medical boards to issue certificates at district level, lack of qualified doctors to issue certificates

for intellectually disabled and mentally ill persons, lack of information about the documents need to obtain these certificates apart from many physical and cost barriers involved, and corruption.⁴²

Along with the shortcomings mentioned above, many disability activists also criticize the PWD Act and its implementation on some other grounds. Some of the key criticisms of the PWD Act were the failure to include certain disabilities like autism, hemophilia, and thalassemia, and the 40 per cent disability assessment rating prescribed by the Act.⁴³ Other problems like lack of a specific timeframe for implementing the provisions of the Act, irregular meeting schedules of the Central Central Executive Committee (CEC) and Coordination Committee (CCC) apart from the failure of these committees to publicly disclose minutes of their meetings have also been pointed out. Similarly, the extremely slow establishment of State Commissioners and State Coordination Committee (SCCs) and State Executive Committee (SECs), the frequent transferring of State Commissioners and delegation of shared responsibilities of most State Commissioners also make it evident that disability issues were neither effectively addressed nor championed. Nevertheless, the most grievous error is that no disabled persons have ever been appointed as chief commissioners. This indicates the lack of drive to enforce the provisions of the Act at the national and state level.

For instance, this Act is committed to addressing the real issues of disability in terms of education, infrastructure, employment, and rehabilitation on the one hand and on the other hand, it also limits the welfare activities of the states by putting some constraints in terms of financial liability. It promises to create the Chief Disability Commission at the centre and its branches in each and every State, though in all states and union territories the branches of disability commissions have been established by 2014,⁴⁴ after a period of near about two decades of the equal opportunity act still the issues and problems concerning the persons with disabilities at state level are not being addressed successfully. This Act is valid only to the government or institutions funded by them.

⁴² Thomas Philippa (2005), *Mainstreaming Disability in development: India's Country Report*, London: DFID: 29-39.

⁴³ Ibid.

⁴⁴ The Office of the Chief Commissioner for Persons with Disabilities, Department of Disability Affairs (2014), *National Compendium of Laws, Policies and Programmes for Persons with Disabilities*, New Delhi: Ministry of Social Justice and Empowerment, Government of India.

During liberalization, privatization and globalization, private companies and service providers do not fall under the Act's auspices. It is a huge disadvantage for the community because this section of society has an important role to play in enhancing the quality of lives among the disabled. Hence, the government should take more steps in order to rehabilitate disabled persons on a priority basis. Special attention should also be given to implementing all of its provisions. Training programmes should be conducted regularly to alert the implementing agencies so that the services provided by the government can be reached to the disabled persons.

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

National Trust (NT) Act essentially protects all persons with disabilities. The prime goals are to empower persons with various disabilities, strengthen facilities within the families with such members and to support registered organizations for assisting those families during their crisis. Assisting the disabled persons who either do not have family support or in case of death of their parent/guardian and appointing guardian/trustees in such situations are also taken care of in this Act.⁴⁵ Some provisions are also made to ensure that people with disabilities are provided equal opportunities, safeguard of rights apart from their full and active participation in mainstream society.

For this reason, many NGOs have become registered members of NT. In every district, local committees are set up and headed by the district head (District collector and Magistrate) and consist of two members: one, a person with a disability, and an active member of a relevant NGO. This committee looks into the issues and concerns of people with disabilities that are enclosed under this Act. At the state level, State Nodal Agency Centers function, and at the national level, the Chairperson of the Trust guides the functioning of the Trust. These trusts also train many caregivers across the country by providing training to master trainers who then reach out to all the states and districts.⁴⁶

⁴⁵ Government of India (1999), *National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple disabilities Act, (1999)*, New Delhi: Ministry of Social Justice and Empowerment.

⁴⁶ Ibid.

With the passing of these three Acts in 1990s in India, there has been an increase in programmes and awareness towards persons with disabilities, thereby having a profound impact in the lives of the persons concerned. Though some progress has been noticed in this area, still there is a lot to be done for bringing this group to the mainstream in terms of education, employment and social participation. In these ways, the Ministry of Social Justice and Empowerment (MSJE) is accountable for the passing and effective implementation of these acts.

National Policy for Persons with Disabilities, 2006

The Indian Constitution mandates a comprehensive society for all including persons with disabilities by ensuring equality, justice, freedom and dignity of all individuals implicitly. The national policy for people with disabilities identifies that all persons with disabilities are human beings and also valuable resources for their nation and therefore it is important to foster an environment where they have the protection of their rights, are provided equal opportunities, apart from full participation in the society.⁴⁷ Areas such as prevention of disabilities, development of assistive devices, rehabilitation measures, education for people with disabilities, development of rehabilitation experts, facilities for women with disabilities, guarantee of places that are barrier-free and easily accessible, social security, promotion of focused research and modifications to all prevailing acts that deal with the persons with disabilities are focused in this policy.

Some of the measures discussed in the national policy (2006) to foster education for persons with various disabilities are reproduced below.⁴⁸

- 1) MHRD will be the nodal ministry that coordinates all issues of people with disabilities that pertain to their education.
- 2) Ensure that all school buildings, even laboratories, toilets, libraries, playgrounds, etc. are made accessible and barrier-free for every child with a disability.
- 3) Guarantee that the medium and mode of teaching is adequately revised to the needs of the conditions of disability of the child.

⁴⁷ Government of India (2006), *National Policy for Persons with Disabilities 2006*, New Delhi: Ministry of Social Justice and Empowerment.

⁴⁸Ibid

- 4) Technical and specialized systems of learning and teaching will be ensured at the school or at a shared facility that is easily accessible to a group of schools.
- 5) Teaching and learning aids like braille and talking books, educational toys, suitable learning software, etc. will be mandatorily made available in schools. Incentives will also be given to expanding facilities for setting up of resource rooms like e-libraries, braille-libraries and talking books libraries, etc.
- 6) Distance learning programmes and National Open School will be mandated across the country.
- 7) Sign language, Alternative and Augmentative Communications (AAC), and other such communication modes as a feasible mode for interactive communication will be made standard and promoted.
- 8) It will be ensured that schools are situated within easy traveling distance. Otherwise, other practical modes of travel will be provided to all students with disabilities with the help of the community, NGOs or even the state.
- 9) Counselling systems for parents and teachers and complaint redressal mechanisms will be arranged in all schools.
- 10) There will be distinct processes to evaluate yearly the admission and retaining of girl children with disabilities at all levels of school education, be it primary, secondary or higher.
- 11) Those children with disabilities who are unable to join schools geared towards inclusive education will get educational services from special schools. These schools will also help prepare children with disabilities to join mainstream inclusive education. Special schools shall be appropriately remodelled and reoriented based on technological advancement.
- 12) In some cases, home-based tutoring will be provided keeping in view the nature of disability in terms of its degree and type, individual situation and preferences.
- 13) Course syllabus and evaluation system will be developed keeping in mind the children's capabilities. Examination system will be modified to make it disabled-friendly. Various exemptions such as learning mathematics, learning only one language, etc. would be given. Further, facilities like extra time, use of calculators, use of Clarke's tables, scribes, etc. would be provided based on the student's requirement.
- 14) In every state or UT, standardized schools of inclusive education will be developed to promote the education of people with disabilities.

- 15) Considerable efforts will be made to ensure that every child regardless of his/her disability gets suitable access to the use of computers.
- 16) Necessary interventions will be made for children with disabilities up to 6 years of age who will be recognized and helped with accessing inclusive modes of instruction.
- 17) Educational amenities will also be given at psychiatric rehabilitation centres for people with mental illness.
- 18) Programmes will be held to sensitize all staff members including teachers, principals and others in all schools so that they do not deter enrolling children simply because of their disability.
- 19) Special need-based schools will be made resource centres for inclusive education especially the ones that are currently under the Ministry of Social Justice & Empowerment. Accordingly, the MHRD will be tasked with opening new special schools depending upon the region's requirements.
- 20) Adult learning centres and adult leisure centres for people with severe learning struggles will also be encouraged and sponsored.
- 21) Three percent reservation for admission to higher educational institutions will be made obligatory for persons with disabilities. All colleges, universities, and professional institutes funded by the government will be given financial aid so that a disability centre is established that looks after the educational needs of students with disabilities.

All legislations are not only a mirror of the society's policy, but they spur action to further a cause. Even if the welfare of the weaker and marginalized of society can be promoted without any legislations, legislation has often been found to be a fundamental basis for action in different parts of the world for bringing succor and benefit to the disabled people.⁴⁹

Through appropriate legislations, advisory and co-coordinating bodies may be set up to oversee and advise on programmes concerned to the disabled people. Such bodies may be constituted through governmental orders, which may be sufficient if the jurisdiction is only over government sector. If the non-governmental sector is to be covered, legislations may become necessary. Such legislations can create specific rights. For

⁴⁹ R. S. Pandey and Advani Lal (1995), *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Publishing House Pvt. Ltd.

example, the right to be consulted and to participate in governmental decision-making, the right to receive free and concessional education and certain rights can also be protected such as discrimination in employment or in receiving education.

The policies should mandate accessibility of persons with disabilities to public places such as schools, hospitals, cinema houses, market centers, etc., and to public air, rail, road and sea transportation systems. It may also require making roads, parking places, streets, houses and work situations more disable friendly. There should be provisions of restorative services, education and vocational training to certain age-groups or certain disability groups or persons having certain severity of disability with or without payment. It may also provide for reservation in employment, adaptation of workplace or promotion of sheltered workshops. Fiscal and financial incentives may also be provided for promoting rehabilitation services.

Though rehabilitation services in the country are about 100 years old, they have been very uneven throughout the country. The states often accord low priority to programmes for the disabled. Therefore, through appropriate policies and legislations, a nation can be able to rehabilitate the people with various disabilities to a great extent so that they can also be the productive elements of society. Not only a strong policy on disability can solve this problem, willingness, commitment and strong determination of the implementing agencies are also required for this purpose. In this regard, from time to time, different countries have adopted different policies and programmes to provide education, employment and a better livelihood to this segregated section of the society. Nevertheless, the status of people with disabilities in society is still gloomy and marginalized. This happens due to the absence of willingness and strong commitment among the implementing agencies.

Rights of Persons with Disabilities Act, 2016

India has formulated a comprehensive policy to execute the United Nations' convention on rights of persons with disabilities for their empowerment based on principles like individual freedom including the right to make their own choices, respect for inherent dignity, no discrimination, complete inclusion in society apart from diversity and acceptance of disabled people as part of humanity and diversity. As defined in this policy, "inclusive education" is when students with or without a disability are provided a

mechanism to learn together because the system of learning and teaching has been evolved and adapted to meet the educational requirements of all kinds of students with disabilities. This concept of "high support" has been defined as intensive support that can be physical, psychological or otherwise required by persons with disabilities for daily activities. Here, the person with a disability needs to take informed yet independent decisions to access different facilities apart from partaking in all areas of life not excluding family life and community, education, employment, and therapy or treatment. Chapter three of this Act looks at education and focuses on all of its related aspects.⁵⁰

Section 16 of the Act states that all the local authorities and correct government bodies need to guarantee that all educational organizations that have been recognized and/or funded by them should offer all children with disabilities inclusive education. All these institutions should admit these children without any discriminatory practices. Opportunities for sports and recreation activities should also be provided equally as with others in schools. They should also ensure that the campus, its buildings and various facilities are easily accessible, reasonable accommodations are provided according to the student's requirements and ensure that essential individualized or collective support is provided so that they can increase their academic abilities and social development as is consistent with the larger objectives related to inclusivity. Specific provisions have also been made to ensure education for people who are blind, deaf or both. It has to be conveyed in the most applicable modes and means of communication and languages. Furthermore, it is imperative to identify learning disabilities in children at an early age so that appropriate pedagogical and other similar measures can be taken. The institutions should ensure that ample transportation facilities are provided to students with disabilities and attendants of these children, participation in classroom and extracurricular activities is maintained, and completion of education is ensured.⁵¹

Section 17 of this Act discusses the measures that the local authorities and proper governments should take for assuring an inclusive education that is accessible and qualitative to persons with disabilities, as provided in section 16. Under this Act, surveys were conducted every five years of every school-going children to identify those with

⁵⁰ Government of India (2016), *Rights of Persons with Disabilities Act 2016*, New Delhi: Ministry of Law and Justice.

⁵¹ Ibid.

disabilities to that their special needs were determined and the degree to which these special needs were being met. The first survey was to be conducted within two years from the commencement of this Act. Various provisions have been made to set up a sufficient number of teacher training institutions. These institutions are tasked with employing and training teachers, including specialist teachers with disabilities who understand and can work in braille and sign language. Experts who are trained and capable of teaching children with intellectual disabilities are also employed. Even staff were trained to sustain inclusive education at all levels of schooling. These institutions also stress upon providing many resource centres to support them at all levels of education. They encourage the use of suitable alternative and augmentative methods of communication, sign language and braille to enhance the use of one's own communication to discharge the day-to-day interactional needs of people with communication, speech, or language disabilities. Provisions are also made to provide learning materials like books, and correct assistive devices free of cost to students up to eighteen years of age with benchmark disabilities. Some are even given scholarships in appropriate cases. Suitable changes in the syllabus and examination system like extra time to complete writing examination papers, being exempted from second and third language courses, availability of a scribe or an amanuensis are made to meet the requirements of disabled students. Research has also been promoted to enhance learning.⁵²

India was one of the first few nations to endorse the UN Convention on the Rights of Persons with Disabilities. On 3rd May 2008, the government through MSJE had reiterated its promise to protect, promote, and guarantee complete and equal access to all human rights for persons with disabilities.⁵³ But by and large this extending of support by the government has only been a symbolic act. For example, the Indian Disability Act of 2016 is yet to take sign language into account even though under the U.N. Convention sign language is a recognized official language. Despite government regulations that make it mandatory, most public modes of transportation and even buildings are still not properly disabled-friendly. Even most websites in India are yet to be disabled-friendly. Guidelines by the World Wide Web Consortium (W3C) on the subject are yet to be

⁵² Ibid.

⁵³ Uma Tuli (2018), "Promoting Inclusive Education in the Asia Pacific Region : A Report".

enforced. Indian software companies might be designing user-friendly websites for the disabled in other countries, yet they are yet to do so for India.

According to Richard K Scotch and Kay Schriener, “the impact of any disability policy depends on the conceptual model of disability upon which that policy rests.”⁵⁴ In recent times, it has been claimed by the state and government agencies that facilities and services have been widely expanded. Nevertheless, it has been witnessed that only a change in terms of terminology and language is not sufficient enough to solve the problems. There are many models and methods which are being discussed by different scholars throughout the world. Even today, the challenge before India is to adopt the right model and approach to provide effective educational services to disabled persons as per their individualized needs. It has also been observed that during the formulation and implementation of policies and related schemes, the policy-makers have overlooked the need and importance of various stakeholders who are associated with disabled people. For example, the parents of disabled children are the most important resources who can be involved as significant partners in policy advocacy. Their experience and feedback need to be incorporated for the effective implementation of the services to yield better results. Likewise, the role of general education teachers is as important as that of special education teachers. The general teachers should be trained to assist special educators in providing better services and a more inclusive environment for children with disabilities.

Similarly, the government has washed its hands of responsibilities across different departments and ministries, which raises serious issues in developing a comprehensible strategy, lack of coordination, and replication of efforts. For example, MSJE is responsible for the education of students with disabilities, especially those attending need-based schools, whereas the MHRD looks into the education of disabled children in urban settings. While the former funds special schools, MHRD attempts to develop an inclusive strategy. The government is still trying to haphazardly implement this disjointed approach in response to the different requirements of a certain group of children emphasizes a critical problem.

⁵⁴ Richard K. Scotch and Kay Schriener (1997), “Disability as Human Variation: Implications for Policy”, *Annals of the American Academy of Political and Social Science*, 549: 148-159.

The issues that affect the education of disabled children expose more considerable challenges that the government currently fails to acknowledge in an education system such as the quality of education provided, children are dropping out and other factors that push-out children. Most of the issues examined in respect to persons with disabilities are more serious indicators of more considerable challenges of the larger education system. One of the dominant tactics by the government to address equality of education for all marginalized sections of society has been to implement a segregated method by dividing them into non-homogenous groups. This usually happens by decent realizing accountabilities across departments and ministries or by setting up sub statute mechanisms. The EGS/AIE (previously known as Non-Formal Education(NFE) and introduced in 1978), for example, primarily looks after the needs of children from weaker and marginalized sections of the society, especially Scheduled Castes and Scheduled Tribes children who usually cannot attend formal modes of schooling.

Nevertheless, the NFE has been alleged to weaken the learning achievements of these students by offering sub-quality education under the garb of providing flexibility, localization and need-specific strategies towards education. Drèze and Sen (1995) and Nambissan (2000) have critiqued it as recommending low level and second-track schooling, which in turn perpetuates disparities in outcomes. While such arrangements can be considered transitory wherein systems take time to acclimate themselves, yet these alternative systems are being developed and invested in by the government. These alternative systems, however critical for the development of home-based schooling and special schools, are also been publicized as practical educational tools and measures for disabled children. These educational systems are gaining traction with scant regard for the efficacy of such provisions. There is a considerable deficiency in studies regarding the consequences of edification for persons with disabilities who have undergone these different schooling routines, be it special, regular, or home-based schooling, thereby ensuring any strong assertions regarding the advantages or drawbacks of each type is challenging to know. Research must be conducted to figure out the efficiency of these systems and modules, mainly because the government continues to invest a large amount of financial aid into these alternative systems.

Many common issues need to be an important part of all exercises that are geared towards educating children with disabilities, such as focusing on curriculum and curriculum training and instruction. The present approaches are largely inadequate since they are mostly geared towards identifying children with disabilities, making resource centres out of special schools, or even moving them to conventional schooling. However, the emphasis needs to shift radically. One must go through what the children are being offered in these schooling systems and the implications of it in the lives they would like to lead instead of the existence that is forced upon them.

State-wise Status of Policy Implications

Since India had signed and sanctioned the United Nations Convention on the Rights of Persons with Disabilities and formulated the policy on Rights of Persons with Disabilities in 2016, now the time has come to analyze the status and implementation of all the necessary policies that are necessary to the human rights of persons with disabilities. Through work and interaction of the Chief Disability Commission with other state agencies and organizations, it has found that there was a significant gap to be filled in terms of making disability-related information available in the public domain.⁵⁵ It further admitted that whatever little information is being found online is in the form of inaccessible scanned images or communicated through websites that do not conform to standards of web accessibility. As a result, there is no sufficient information available on government policies and schemes for people with disabilities at the state level in India.

Even though it is challenging to find consolidated state-level figures, an evaluation of various reports on Sarva Shiksha Abhiyan (SSA) shows a series of distinctive approaches and wide-ranging levels of advancement. Bandyopadhyay and Govinda(2008)⁵⁶ in their nation-wide study of elementary school education noted that nearly all states had engaged in measures to as certain disabled children in order to provide them mainstream schooling. Nevertheless, they also observed that there was a considerable variation in the efforts made by the states.

⁵⁵ Government of India (2014), *National Compendium of Laws, Policies and Programmes for Persons with Disabilities*, New Delhi: Ministry of Social Justice and Empowerment.

⁵⁶ R. Govinda and Bandyopadhyay (2008), *Access to Elementary Education in India: Country Analytical Review*, Falmer/New Delhi: CREATE and National University of Educational Planning and Administration.

For instance, the state of Himachal Pradesh pushed towards inclusive education (IE) in 1999-2000 and nearly 25,500 children were recognized as children with special needs (CWSN). This was about 2 percent of the entire school-going populace of the state at the elementary school level. A little over 23,000 of these were integrated into mainstream schooling while the rest of them were accommodated into the educational system through diverse techniques like alternative education. A recent NCERT report states that "the State has done some commendable work in the area of IE. Some activities, like surveying the identification of CWSN, training teachers through the foundation courses, converging with a large number of NGOs and assessment camps for CWSN is specifically being carried out by the State. In addition to capacity building programmes of teachers and organizing camps and day care centres, it has also started home-based education for severely disabled children. Books, aids and appliances have been given as per their needs".

Likewise, Andhra Pradesh gave more importance to integrating CWSN into regular schools in 2000. Around 211,189 children between the ages of 5-14 years had disabilities at the time of the survey. 154,610 of these were registered and admitted into schools while the teachers were trained to ascertain children with disabilities so as to look into their special educational requirements. In addition, the state government took efforts to avert educational disadvantage arising out of disability with early detection and mediation at the pre-school level, which was done through suitable financial assistance. Since 2000, NGOs have been focusing on disability in Andhra Pradesh. Now, there are nearly 474 NGOs, out of which 141 receive grants-in-aid from the Andhra Pradesh government.

Orissa is one such state that takes up activities on all the facets of IE. In fact, the state started some novel initiatives, which include issuing disability certificates, setting up assessment camps to identify disabilities, and providing aid in whatever form. Moreover, the state also undertook training teachers to develop individualized and subjective educational plans. Even though identification was not in the ideal range, it showed good analysis of CWSN using various means. In 2007- 08, over 100000 special needs children were identified, which came to about 1.53 percent of Orissa's total child population.

Table 3.1: The percentage of Disabled Children from 6 to 13 years not attending any educational institutions at All India Level

Details	Estimated Child population (6-13 years)	Estimated Number of Out of School Children	Estimated Number of Out of School Children
All Disabled	21,39,943	6,00,627	28.07
Mental Disability	3,11,837	1,12,175	35.97
Visual Disability	4,19,250	73,969	17.64
Hearing Disability	2,20,425	42,556	19.31
Speech Disability	3,62,766	1,26,319	34.82
Orthopaedic / Loco-motor Disability	5,37,493	1,27,489	23.72
Multiple Disability	2,52,789	1,11,564	44.13

Source: NSSO, 2014

Despite some positive initiatives taken by the states, the number of students with disabilities not attending any educational institutions is very high in comparison to that of the national average of 27 percent as per data collected in 2016. This is something that needs to be taken care of. Table 3.2 depicts the figures of such children State/Union Territory wise in terms of percentage with a comparison of difference with that of the national average.

Table 3.2: The percentage of Disabled Children from 5 to 19 years not attending any educational institutions States/Union Territories in India wise

Name of the State/Union Territory	Percentage of Children not attending any School	Comparison with the National Average
Nagaland	39	12% > 27%
Assam	36	9% > 27%
Meghalaya	35	8% > 27%
Daman & Diu	34	7% > 27%
Bihar	34	7% > 27%
Arunachal Pradesh	33	6% > 27%
NCT of Delhi	32	5% > 27%
Jammu & Kashmir	32	5% > 27%
Dadra & Nagar Haveli	31	4% > 27%
Jharkhand	31	4% > 27%

Name of the State/Union Territory	Percentage of Children not attending any School	Comparison with the National Average
Mizoram	31	4% > 27%
Rajasthan	31	4% > 27%
West Bengal	29	2% > 27%
Uttar Pradesh	29	2% > 27%
Chandigarh	29	2% > 27%
Chhattisgarh	27	=
Punjab	27	=
Andhra Pradesh	26	1% < 27%
Tripura	26	1% < 27%
Haryana	26	1% < 27%
Uttarakhand	26	1% < 27%

Source: Government of India (2016), *Disabled Persons in India: A Statistical Profile 2016*, New Delhi: Ministry of Statistics and Programme Implementation.

Following the efforts, India has taken massive strides in increasing the number of students enrolling in institutions, teachers, and students in elementary education. However, a sizeable proportion of the population of children with disabilities in India remains without access to schooling. Despite numerous attempts through several policies to include people with disabilities within the broader framework of accommodation, the government has not been able to achieve much in this direction.

Early Childhood Education (ECE)

According to Census 2001, there were roughly 6 crore children between the ages of 3-6 years. Indian Constitution's 86th Amendment does not protect children less than 6 years of age, but the administration acknowledged it was important to have early and immediate childhood care such as crèches and preschools that needed to be taken for the marginalized sections of the society. The government attempted to fulfil this promise through the Integrated Child Development Scheme (ICDS). It was claimed by government agencies that ICDS and a few other private initiatives had covered roughly 3.4 crore children. Despite this nominal reach, there were many discrepancies. For example, the services being provided were widely varied depending on the location

(rural-urban), and in terms of quality.⁵⁷ Despite involvement by the unorganized private sector along with the state's public sector mainly through the Department of Women and Child Development, the collection of statistics was highly deficient. Hence, the availability of data on early childhood was considered lacking.⁵⁸

Some of the important lacunas in the legislations related to people with disabilities formulated so far are that all the rehabilitative guidelines in India have solely focused only on the limits of disabled people. There has been no all-inclusive and rounded attempt to look at the legal problems that arise from various types of disabilities, even the laws that have been ratified only sporadically to meet the professed wants of such people. Even the police and magistrates lack sensitization when it comes to the rights of people with disabilities, and the legislations that are supposed to govern them. The implementation of the Acts is still terribly inadequate; for example, in some places mentally disabled people are still being treated under the Indian Lunacy Act 1912. A person is understood to be disabled if they suffer from 40 per cent disability or more under the PWD Act. Concerning mental illness, this quantification is a mystification because there is no way of mapping the exact level of this disability.

There is a remarkable gap between expectations and inclusive features in India, as far as the disabled are concerned. This position has been substantiated by the inadequate formulation and implementation of the policies designed to address various issues of disability. It needs to be understood that people with disabilities are well-informed, decisive and effective decision-makers too. However, usually, the policies that are supposed to help the disabled are usually developed and carried out with little to no participation by people with disabilities. This means far too often, persons with disabilities have a very little option about the programs, supports, services, or accommodations they are supposed to receive. The freedom to choose is integral to one's own independence. Though all sorts of support have been given in terms of policies, they are far from achieving the real objectives. The government has conceded that current courses have more or less been inadequate or unsuitable for children and youngsters with disabilities who are prone to exclusion and marginalization. Moreover, where

⁵⁷ Nidhi Singal (2009), *Education of Children with Disabilities in India*, London: University of Cambridge: 32.

⁵⁸ Y. Aggarwal (2008), "Revitalisation of Education Statistics in India: Issues and Strategies", <http://www.dise.in/webpages/Edstat1.htm> (accessed 12 April 2018).

programmes pointing various marginalized and excluded groups do occur, they are usually outside the ambit of the normal schools viz. as special institutions, specialist educators, and specialized programmes.

It is no longer disputed by government's commissioned researches by academic and research institutions and even by people with disabilities that disabled people experience severe social detriments and economic deficits and disadvantages, which can be overwhelming for them. For example, even after over 100 years of state-funded education, disabled children and youngsters still do not receive the same level of education as their abled-bodied peers and nor do they exit these institutions with comparable qualifications.⁵⁹ Rather it is often discovered that most of the educational institutions are not even prepared to accommodate disabled students within a mainstream educational setting. Thus, many people with disabilities end up accepting a specific segregated type of special education that is not only educationally and socially acrimonious but also fails to deliver essential skills for living as adults. Moreover, when a society produces socially and educationally disabled adults in this manner, the education system propagates the very erroneous assumption that people with disabilities are somehow inadequate, thereby legitimizing their discrimination in every other aspect of their life.⁶⁰

It can be said that if discrimination against people with disabilities has become institutionalized throughout society then the aid provisions have only compounded rather than alleviated discrimination. A lot of the provision of welfare services that were made based on needs have failed as they no more satisfy persons with disabilities simply because their needs cannot be reduced down to a vague assumption of common human needs.⁶¹ When it comes to dealing with social rights and citizenship, T. H. Marshall's definition is an accepted benchmark to consider whether people with disabilities can claim to be social citizens. From the right to live the life of a conventionally socialized being as per the prevailing standards in society, to economic security, to the right to

⁵⁹ Michael Oliver (1996), "Understanding Disability: From Theory to Practice", *The Journal of Sociology and Social Welfare*, 23(3): 64.

⁶⁰ Ibid.

⁶¹ L. Doyal and I. Gough (1991), *A Theory of Human Needs*, Basingstoke: Macmillan: 322.

share in the social culture,⁶² through proper education, employment and other such services, persons with disabilities have not been treated as other citizens.

Thus, it can be argued that human beings have diverse requirements, and different fragilities. Thus, the community that they are part of should never be moulded on the basis of special demands by a few; rather it must be put together in such a manner that it is suitable for all. The needs of people with disabilities must be as important and integral as the needs of able-bodied persons in the planning of society, not because special attention should be given to the disabled, but because they are as natural a citizen of their communities as everyone else are. Therefore, their needs must be accounted for in the structuring of society.

Conclusion

Analyzing the different policy documents and government reports, one realizes that international policy frameworks and mandates have significantly helped pushed the efforts to the forefront that have been undertaken at the national level. The UN General Assembly's declaration of 1981 as the International Year of Disabled Persons, Proclamation of 1983-1992 as the Decade of the Disabled by UN, followed by the UNESCAP Decade of the Disabled Persons from 1993-2002 and subsequently the World Conference on Special Needs Education in Salamanca in June 1994 have brought the spotlight back on to persons with disabilities, specifically highlighting education as the integral medium for empowerment and integration. Unsurprisingly, many of these directives have even helped shape new public policies and legislations. In India, the efforts undertaken towards educating students with disabilities have been chiefly molded by the distributive paradigm of social justice, which means that societies have a duty towards its individuals, and all individuals have a duty towards each other. Therefore, equality has mostly been looked at from the lens of accessibility and provision of resources; this is obvious from the tremendous attention on aids and assistive procedures for people with disabilities. However, the concept of distributive justice is quite restrictive and has two fundamental flaws. Firstly, it centres the issues on the child as it is too individualistic in its approach. Secondly and most importantly, it does not question how social institutions and structures sustain different configurations of injustice.

⁶² T. H. Marshall (1952), *Citizenship and Social Class*, Cambridge: Cambridge University Press.

On the one hand, focusing on accessibility and reallocation of resources is necessary since many lakhs of children with disabilities are from marginalized sections of society, and cutting off these special provisions will deprive them of their fundamental essentials. Nevertheless, similarly, such narrow attention on structural issues in the long term is altogether inadequate and unjustifiable because even now, the instinct is to fix concerns involving immediate environments even though accessibility does not automatically deliver parity.

Another point to note is that even now, a minimal critique of policies can be found in the existing literature for disability studies, and whatever little that exists focuses primarily on inclusive education policy. There are a number of other policy problems that need to be tackled as well, such as teacher education policy, curriculum policy, and standardized testing policy. Educational policies also need to emanate from a disability studies perspective, which is currently lacking. Moreover, these policies are yet to consider ways in which disability studies in education can contribute to the larger educational policy field in terms of policy-making and policy analysis.

Policies and Acts are not the end in itself but only work as a means to address some of the problems that have been mentioned above. Therefore, political will along with the effective implementation of policies by the government and private institutions is essential. To completely include people with disabilities in conventional society, three aspects such as inclusion, equity and development need to be remembered apart from the universal principles that are written in the International Convention on the Rights of Persons with Disabilities (CRPD). These doctrines should not merely be seen as goals and objectives; they need to be seen as mechanisms through which inclusive growth can be achieved for people with disabilities. Persons with disabilities should be integrated into society as equal partners in development and need to be integrated as rightful contributors in all development activities, which is understood as inclusivity.

Similarly, equity may be measured by equitable access to all benefits that arise from development activities. These developmental activities should be non-discriminatory such that it allows equal opportunities to participate in every facet of life be it social, cultural, civil, political or economical for all persons with disabilities. To ensure inclusion and equity, persons with disabilities should enjoy easy and unhindered access

to already established environments, information and communications infrastructure, modes of transportation, so that they may be active participants of the society and therefore enjoy the full range of human rights that are availed by all citizens.

It has been seen from the foregoing discussion that the responsibilities of disabled people in India have been entrusted to different ministries such as Social Justice and Empowerment, Ministry of Human Resource Development, Ministry of Women and Child Development, etc. To put it differently, it can be said that everyone's responsibility has become no one's responsibility. It creates confusion and communication gaps between concerned organizations and departments. So, to tackle this misunderstanding, a special ministry for the disabled should be established, which can ensure transferability and accountability. This ministry should also be entrusted to submit status reports from time to time on the disabled to the government. The nation should also identify the principle that people with disabilities should be invested with their own rights so that they exercise their human rights, especially in the field of education and employment. The government should also launch some awareness programmes to educate the common mass including the parents of the disabled about the policies and programmes that are primarily designed to address these problems. Programmes on various aspects of disability and disabled lives should also be encouraged. Therefore, it can be said that “the problem is not how to wipe out the differences but how to unite with the differences intact” (Rabindra Nath Tagore).⁶³

⁶³ The World Bank (2007), “People with Disabilities in India: From Commitments to Outcomes”, <http://siteresources.worldbank.org/INDIAEXTN/Resources/295583-1171456325808/DISABILITYREPORTFINALNOV2007.pdf> (accessed 12 November 2018).

Chapter Four
Policy-Programme Interface:
An Indian Experience

Policies are the action-plans of the government. They act as an essential means to decipher the intentions of the policy-makers concerning its people. One of the key policy decisions of the government is reflected in its education policy. There is no need to reiterate the importance of education, as its ability to act as a means of the economic and social uplifting agent is widely acknowledged. However, the fruits of good education policy cannot be reaped when it does not envision the inclusion of all. This, in turn, acts as a dual obstacle; first, it deprives the individual of becoming self-reliant and forces the individual to lead a life of dependency. Secondly, on a macro-scale, it affects the development of the state as the number of dependent persons living off of a sole breadwinner increase. This creates an environment of a vicious cycle for the state hindering its development goals.

This vicious cycle of dependency becomes apparent when persons with disabilities are taken into consideration, as they are compelled to lead a life of dependency by being deprived of basic amenities. The lack of such facilities hinders their growth prospects and prevents them from becoming self-reliant. All of this is made possible as a result of not formulating a well-thought-out education policy (in terms of taking 'accessibility by all' into consideration). This has resulted in a systematic negation of the persons with disability from availing education at par with others. This is in complete contradiction to India's constitutional commitment to ensure the right to education for every child in the country.

Realizing this shortcoming, the policymakers instituted special programs to reach out to a target audience, in this case, the persons with disabilities. For the effective implementation of those policies, the government has over the period formulated various programmes based on the provisions given in the Acts related to persons with disabilities. This chapter focuses on various programmes enacted since Independence aimed to make the educational facilities inclusive for people with disabilities. It also focuses on judicial interventions concerning the cases related to the fields of access, equity and quality. This chapter also presents the field data on experiences of current and

passed out students with disabilities, their parents and the role of various agencies both government and non-governmental, in nature.

Integrated Education for Disabled Children (IEDC)

The first step towards integrating children with disabilities into the education sector was laid down by the National Education Commission (1964-1966). This commission (many times known as the Kothari Commission), in its report submitted on 29th June 1966, made a recommendation for accommodating disabled children into conventional schools. The recommendations of this report laid the foundation for integrating children with disabilities into regular schools and highlighted the importance of educating children with disabilities to provide them a better and dignified life.¹ This resulted in the Government of India (GOI), making its earliest formal initiative towards achieving this goal in the capacity of the Integrated Education for Disabled Children (IEDC) scheme of 1974.

The Ministry of Welfare in December 1974 was vested with the task of assimilating students with minor to moderate disabilities into conventional schools. This was later passed on to the Department of Education in 1982-1983. The objectives of this scheme were to be executed by the education departments of the union territories and various state governments with the 50 percent financial aid provided to them by the centre to execute this initiative. Non-governmental organizations (NGOs) too were roped in to help implement this scheme. Under this scheme, various necessities of disabled children were catered to as per the terms of provisions made for these children to receive facilities such as monetary assistance for stationery, books, transportation, school uniforms, aids and special types of equipment. The scope of the scheme also included pre-school training, counselling for the parents, and special training in skills development for all kinds of disabilities.

Thus, the aim of IEDC was to:

- facilitate educational prospect for children with special needs (CWSN) in conventional educational institutes,

¹ Y. Pandey (2006), "From Special Education to Inclusive Education: An Analysis of Indian Policy", Paper Presented at *Achieving Equality in Education: New Challenges and Strategies for Change*, 16-21 July, Kuala Lumpur, Malaysia.

- enhance their withholding in the school system; and
- put children from special institutions to traditional educational institutions.

The procedure for the implementation of the IEDC programme was planned very meticulously. The priority of the programme was to amend or reform any institutional element of the schooling system that was acting as an obstacle, be it addressing the limitation of the faculty not being trained to deal with the special needs of the children or institutional barriers such as the lack of equipments, learning materials and the number of staff required. The program provided a framework for finding such limitations by conducting surveys to fix the problems in the general schools.

To address the issue of institutional barriers, state-level cells were given the responsibility in pursuance of imparting education to pupils with disabilities. The Controllers of the cells were accountable for examining the concurrent development of the children and to prepare the necessary arrangements for their examination. The examination report was to be comprehensive, catering to the need for educational programming and had to be sufficient on what specific condition a child can or cannot do in the stipulated circumstance.² The report had to particularly show whether the child can be admitted promptly into an educational institution or should attain pre-training or preparation in a non-conventional preparatory class in the early childhood education centre specially prepared for this endeavour.

The programme also sought to eliminate the financial obstacle preventing these children from availing educational facilities. The government earmarked a certain amount to spend on students with disabilities. It provided financial assistance. The monetary expenses incurred on children with disabilities on uniform, books and stationery, escort, transport, equipment costs, and reader allowance were to be provided for by the respective state governments out of the 50 percent financial aid provided to them for implementing this scheme. Other kinds of assistance provided for under this scheme included one assistant for 10 orthopedically impaired students in a school, lodging and boarding fees for the hostellers, and an assistant to render service to orthopedically impaired students living in hostels.

² J. Verma (2002), *An Evaluation Study of Integrated Education for Disabled Children in DPEP and Non-DPEP Districts*, New Delhi: National Council of Educational Research and Training.

The scheme also addressed another critical area that required attention towards facilitating inclusive education; it recruited teachers with special training both at the primary and secondary levels. The primary level teachers were required to have at least one year course, equipped to teach students encountering different disabilities. The scheme also addressed the need for a relevant programme for these educators with vocational training. Special programmes were inducted to help equip them with the necessary training and kinds of disabilities they will have to encounter. The senior educators were required to possess an undergraduate degree along with a Bachelor of Education (B. Ed in Special Education) or any other similar vocational training in special education. In the absence of eligible special teachers, the induction of a special programme was proposed for educators under the watch of a rider. This programme was aimed at equipping educators with the ability to cater to the needs of the students with disabilities within a stipulated time period of three years. Other provisions made under the scheme to ensure a continuous flow of educators include the inclusion of educators with better recognition of the local situation and need. Therefore, educators who are trained in adult and non-formal education in non-formal education and adult education were also roped in for this task and were used as special teachers.

These programmes were not limited to just the educators but were extended to the employees in various departments to enable a triumphant execution of the scheme in all specters of an educational institution. The National Council for Educational Research and Training (NCERT) conducted special courses for the heads of the institutions, administrators and general teachers related to the execution of the programme. A four-day long orientation programme was organized for the general teachers. A six days programme was organized for the heads of the institutions.

The creation of resource rooms was also undertaken as a part of the scheme. These rooms were furnished with essential types of equipment, material and learning aids for a group of schools who carried out the scheme. The NCERT also prepared a handbook enlisting the facilities to be furnished for the resource rooms. The meticulous planning and execution of the scheme, apart from addressing the purpose of the programme also led to the discovery of the deleterious effects of capitalism. According to capitalism, the inexistence of relevant tutoring material for the disabled is contingent upon the lack of demand on the part of the disabled community themselves. This brings forth the inimical

side of the ubiquity of capitalism. The only way to reverse this phenomenon is by increasing the supply of disabled pupils into the educational sector as capitalism pledges its allegiance only to the market forces. The vicious cycle makes an appearance yet again.

Such problems have come into light with the implementation of the scheme in just 20,000 schools across India affecting 1, 20,000 children with disabilities. Under this scheme 1, 20,000 children with mild to moderate disabilities have been included in conventional schools. It has been found that those with a locomotor disability or visual disability have been at the receiving end of a major part of the benefits of this scheme.³

Shortcomings of IEDC Programme

The IEDC programme had the power to improve the educational condition of more than 30 million pupils with disabilities who had no access to any kind of formal higher learning. However, the executing authorities had to brace themselves for the enormous problems ahead of them. These were not restricted to just the educational sector but sadly encompassed the entire society. The dilemma of rendering guidance to the inadequate resources, key stakeholders, co-operation, innovative training programmes and working jointly of various ministries, coordination between universities and schools were some of the important challenges in this regard. They are often regarded as the preliminary measures that have been leaned in by assigning the necessary educational requirements to the pupils with disabilities.

However, such endeavours will make little to no difference without a change in the societal attitudes of the non-disabled towards the disability persons. Greater the intensity and visibility of the deformity, the higher is the fear of infection that still prevails towards the crippled in the society.⁴ Some religious institutions till date, resort to instilling dogmatic thought that does not accommodate the disabled students into normal schools. Hence, there is an urgent need first to eliminate the existing prejudices and irrational myths concerned with a disability before the effort for systematic inclusion takes place. This calls for a recollection of the words of Sian Vasey, a disability rights

³ Govinda L. Rao, Jayanthi Narayan and M.N.G. Mani (2005), *Status of Education of Children with Disabilities*. Secunderabad: National Institute for Mentally Handicapped: 46.

⁴ H. J. M. Desai (1990), *Human Rights of the Disabled*, Bombay: National Association for the Blind: 19.

activist; she stated that “... *disability culture should be recognized as one of the many strands running through contemporary multi-cultural society* (Morris, 1999)⁵.” This will enable the creation of an environment where everyone is accepted and pave the path to the inclusion of persons with disabilities into society.

IEDC was not capable of completing this endeavour successfully as it lacked classroom teachers into efficacy. It was duly reliant on material teachers and carried on to mark children as children with special needs. The problem lay in the fact that the IEDC saw these children as the problem rather than finding faults with the existing education system. Therefore, the efforts of the IEDC had been beyond the purview of the education system and emphasized on the conventional education system. Initially, the IEDC programme was not planned to be built on the existing education system. The IEDC developers in India were, in fact, concerned about assimilative principles, but in principle, it finished up as a material analyzing approach which emphasized the current school system.

Thus, it can be said that the accomplishments of the program were less. Rane’s evaluative study of this programme conducted in Maharashtra, noted that the unavailability of experienced and trained teachers, lack of orientation among regular school staff about the dilemma of disabled pupils and their academic necessities, and the unavailability of educational materials and equipments were fundamental elements in the debacle of the programme.⁶ Another fundamental reason in the debacle of the IEDC programme was also the inability of mutual understanding among the various segments to execute the plan.⁷ Similarly, Mani reported that between 1979 and 1980, only 1,881 children from 81 educational institutions all over the country had advanced from this initiative.⁸ However, it is figured that nearly 15,000 schools have admitted around 60,000

⁵ J. Morris (1999) *Pride Against Prejudice: Transforming Attitudes Towards Disability*, London: The Women Press.

⁶ A. Rane (1983), *An Evaluation of the Scheme of Integrated Education for Handicapped Children Based on a Study of the Working of Scheme in Maharashtra*, Bombay: Tata Institute of Social Sciences.

⁷ Y. A. Azad (1996), *Integration of Disabled in Common Schools: A Survey-Study of IEDC in the Country*, New Delhi: National Council of Educational Research and Training. Also see, R. S. Pandey and L. Advani (1997), *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Publishing House Pvt. Ltd.

⁸ R. Mani (1988), *Physically Handicapped in India*, Delhi: Ashish Publishing House.

children under this IEDC Scheme.⁹ The rate of disabled children giving up on education are high due to the lack of trained teachers and support services. In this context, Singh also points that “about 3 to 4 percent of children with special needs have access to education with or without support services”.¹⁰

The IEDC initiative was reprogrammed in 1992 after recognizing its limitations. Under the reprogrammed initiative, the support provided to the educational institutions involved in the synchronization of students with disabilities was increased to 100 percent. Non-governmental institutions are supported and funded to execute the initiative. According to recent findings, the IEDC is serving more than 53,000 students registered in 14,905 educational institutions in almost all union territories and 26 states.¹¹ Kerala, at this backdrop, has shown a remarkable success, where 12,961 children are being benefitted in 4,487 schools across the state.¹²

Project Integrated Education for the Disabled (PIED), 1987

The primary initiative in India on synchronized education was undertaken by the Ministry of Human Resource Development (MHRD) and NCERT in concurrence with United Nations International Children’s Emergency Fund (UNICEF). They initiated the Project for Integrated Education for the Disabled (PIED). This program was prepared to encompass children with all kinds of disabilities, including the physically and mentally disabled into conventional schools. The objective of the initiative was to develop the IEDC plan. Unlike the earlier IEDC program, this program was executed on a much smaller scale. Ten blocks, one each from different states, were used as a sample. One administrative block each in Madhya Pradesh, Haryana, Maharashtra, Rajasthan, Nagaland, Mizoram, Tamil Nadu, Baroda Municipal Corporation and Delhi Municipal Corporation was used. 5,800 children with special requirements were synchronized into conventional schools under this scheme.¹³

⁹ Jayanthi Narayan and L.Govinda Rao (2006), ‘Utilising Existing Resources for Inclusive Education of Children with Disabilities in India’, *Asia Pacific Disability Rehabilitation Journal*, 17 (1): 87-93.

¹⁰ R. Singh (2001), “*Need of the Hour: A Paradigm Shift in Education*”, Paper presented at the *North South Dialogue on Inclusive Education*, Mumbai, India: 7.

¹¹ Government of India (2000), *India 2000: A Reference Annual*, New Delhi: Ministry of Information and Broadcasting.

¹² Ibid.

¹³ Madhumita Puri and George Abraham (2004) (eds.), *Handbook for Inclusive Education for Educators, Administrator and Planners: Within Walls, Without Boundaries*, New Delhi: Sage Publications: 20.

The deeper periphery of the project contained the approach of composite area for management and planning of educational utility for disabled children, usefulness of primary education infrastructure with the support and training from trained resource teachers of different categories, making use of pertinent structures from various sectors like women, child development, health, and welfare, to enhance rehabilitation prospects, utility of dedicated learning teaching aids and instruments based on functional assessment, and continuous evaluation of development of the pupil in the project region. The NCERT, through its wings, was entrusted with the responsibility to implement this program.¹⁴ Thus, rather than pertaining the project to an educational institution or school, The uniqueness of the PIED lay in it inducting the composite area approach rather than limiting the project to an educational institution or school.

Under this scheme, all conventional education institutions within a prescribed region, known as a block, were synchronized into integrated schools. These educational institutions had to share resources and materials like functional instruments, informational resources and a dedicated educator. One of the primary aspects of the programme was the training of competent teachers. The training programmes available to teachers in set of exclusive block, encompass a multi-tiered training model such as a six-day development course for all the educators in the conventional educational institutions, a six-week extensive preparatory course for 10 percent of the teachers, and a one-year multi-category development programme for nine to ten teachers of the conventional educational institutions. The teachers who successfully accomplished the one-year multi-layered development programme were needed to act as resource educator.¹⁵

This program resulted in many positive outcomes. Ahuja and Jangira denoted that as outcomes of developed initiative organizing and better allocation, various operational abilities and enhancement activities now are being availed for educators. As a result, the ability of different states to execute synchronization projects has been advanced.¹⁶ Under this approach the conventional educational institution as well as the students and teachers

¹⁴ M. N. G. Mani (1994), "*Project on Integrated Education for the Disabled Evaluation Study, Phase I*", New Delhi: UNICEF.

¹⁵ Umesh Sharma (2005), "**Integrated Education in India: Challenges and Prospects**", *Disability Studies Quarterly*, 25(1), URL: <http://dsq-sds.org/issue/view/28> (accessed on 17 July 2018).

¹⁶ N. K. Jangira and A. Ahuja (1993), "Special education in India", *Asia Appraiser*, 23: 6-12.

became more receptive.¹⁷ Nearly 13,000 disabled children availed academic services in conventional educational institutions. More than 9,000 educators availed the orientation to work with students with disabilities in synchronized arrangements.¹⁸ The triumph of the PIED programme contributed to the development of commitment by the Department of Education to synchronize with disabled students.¹⁹

Human Resource Development Programmes in the field of Disability

In 1980s, the then Ministry of Welfare, GOI, realized the important need for an institution to regulate and monitor the human resource development programmes in the field of rehabilitation of the disabled. Till the 1990s, 90 percent of children with physical and mental disabilities with an estimation of nearly about 40 million children in the age group 4 to 16 years in India were left out from being educated. The National Policy on Education (1986) and the Programme of Action (1992) stressed the importance of integrating children with special needs with others. Similarly, the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act of 1995 emphasized on giving proper education for disabled children based on their requirements that makes it imperative for the development of a suitable system to accommodate children in regular schools.

As a consequence, yet another crucial change in this area was started with the presumption that any difficulty the child faces during the learning process was to be associated with the school system rather than the problem within the child. Various tasks of interventions and teaching along with the management and organization of schools may also be some of the reasons for the learning difficulties of children. If every child is to be admitted, then it is basically to stress on enhancing the capabilities of all stakeholders to face various challenges. Therefore, there was a great demand for inclusive education for disabled people. The government of India enforced the District Primary Education Programme (DPEP) in 1994 and in the late 1990s, and by 1997, the philosophy of inclusive education was added to it.

¹⁷ Y. A. Azad (1996), *Integration of Disabled in Common Schools: A Survey-Study of IEDC in the Country*, New Delhi: National Council of Educational Research and Training.

¹⁸ Ibid.

¹⁹ N. K. Jangira and A. Ahuja (1993), "Special education in India", *Asia Appraiser*, 23: 6-12.

District Primary Education Program (DPEP) 1994

The achievement of PIED resulted in the induction of the element of Integrated Education of the Disabled in DPEP. It intended to reduce the total follow out rates of all students registered in primary classes, to increase their accomplishment levels and to attain primary education for all pupils, together with children with disabilities.²⁰ With the target to Universalise Elementary Education, DPEP intended to focus on the problematic conditions of accessibility, school effectiveness, teachers' competence, improved teaching, streamlining of planning, alternative schooling, learning materials and improved teaching and management in regard to both innovative and routine areas. The DPEP envisioned giving inclusive education amongst all children notwithstanding pupils with disabilities, with accessibility to preliminary education, moreover in the formalized manner or through the help of informal projects.

It also focused on providing accessibility for underprivileged sections like socially backward communities, girls and disabled children, increasing efficiency with the help of surface and training of teacher's increment of learning resources and scaling the manpower and infrastructure. The issues such as brief orientation of chosen preliminary teachers for developing education to disabled children, position of exclusive educator at cluster and district level for imparting assistance to class teachers, stipulation of assistive equipments and educational instruments, participation of specialists in disability empowerment in the State Co-ordination Committees, developmental programs of Master Trainers at the District and State concerning educational requirement of children with disabilities, enhancing the excellence of education with the help of a procedural occurrence of demand by creating enhanced services were also gravely taken care of while drafting the project.²¹

At a nationwide seminar conducted to ponder upon the role of encompassing and comprehensive education, the Director of Elementary Education and Literacy stated that a zero rejection policy had to be undertaken to enable each disabled child to avail education. In order to achieve this, multiple options such as itinerant model, alternative

²⁰ Madhumita Puri and George Abraham (eds.) (2004), *Handbook for Inclusive Education for Educators, Administrator, and Planners: Within Walls, Without Boundaries*, New Delhi: Sage Publications.

²¹ Bhushan Punnani and Nandini Rawal (2000), *A Visual Impairment Handbook*, Ahmadabad: Blind Peoples Association: 250-251.

schooling, and home-based education, could be followed in this regard.²² One of the sub-components of DPEP was the Integrated Education of the Disabled (IED). As micro-planning has been a fundamental factor of DPEP, the Centre assisted for the states to carry on the plan of integrated education. For instance, over 600,000 children with special needs in 23 districts of 3 states of West Bengal, Odisha and Rajasthan were admitted in regular schools under this program.²³

This program has adopted an area based approach for the integration of children with various disabilities. Children residing in a peculiar region were registered in an educational institution for attaining preliminary education. Preference was provided to those children with severe and mild disabilities. Children with severe disabilities were enrolled in special schools so that their requirements can be attained. Initially, three resource educators for disabled children were posted in every block. However, this design could not be materialized due to the difficulty in its feasibility. This project emphasized on creating awareness among general teachers in conventional educational institutions that meet the academic requirements of children with disabilities at the same level as that of children with no disability.

DPEP made promotional endeavour in pursuance of developing infrastructure in terms of state project committees, district resource groups, consultants, inclusive education coordinators at the state project offices and district project offices for the effective implementation of inclusive education. Facilities were developed to create support and appliances for children with disabilities. Prerequisite of material aid to children with disabilities was done with the help of NGOs and resource teachers, development of training modules, the orientation of teachers in almost all states and conduction of awareness programs at various states were also assured to give focus on community enlistment and guardian counselling.²⁴ The studies conducted on DPEP for the period between 1995 and 1997-1998 suggested that there was a steady improvement in enrolment and maintenance including SC and ST children, girls, and stable progress

²² District Primary Education Programme (2001), *A Report on National Level Workshop: Towards Inclusive Schools in DPEP*, Noida: Ed.CIL:1.

²³ The World Bank (2007), *People with Disabilities in India: From Commitments to Outcomes*, Washington: The World Bank.

²⁴ Govinda L. Rao, Jayanthi Narayan and M. N. G. Mani (2005), *Status of Education of Children with Disabilities*. Secunderabad: National Institute for Mentally Handicapped: 46.

towards the realization of set goals in 42 districts that came under Phase-1 of this programme.

It has been proved unambiguously from prior understanding that a multiplicity of cost-effective and innovative approaches were planned to reach the non-embarked and smaller habitations, inhabitation with greater density of ST children and the region having a greater density of disabled and working children.²⁵ According to Saihjee and Ramachandran (2002), a great magnitude of children from underprivileged sections, children with special needs, working children, and adolescent children were not included within the second phase of this project. Many children from diverse sections were out of educational institutions and had difficulty in reaching the same. This catastrophic situation is because of the negation of plans and strategies at the panchayat level to fulfil the particular requirements of children with disabilities.

The state of Andhra Pradesh is an exception to this situation as it understood the requirements and necessities of children with disabilities. This is fundamental as Warangal was among the region stipulated for a primary understanding of Inclusive Education by DPEP. The Inclusive Education for disabled children was an endeavour initiated in Warangal 1999 as part of a research that proved that children with particular requirements were registered but were not attending the educational institutions in reality. It is also being commented that the support and assistance were given to physically disabled and auditory impaired children, but educators were not equipped to understand the specific requirements of the slow learners. On the contrary, according to the same study, children with specific requirements were integrating and comfortable with themselves in normal classrooms and they were mixing well with other children.

This peaceful and nurturing environment was developed because of the efforts made by Headmistress, who had a daughter with a verbal impairment who further got assistance from Mandal Resource Group. The study explores that such endeavours in the state of Madhya Pradesh were unambiguous, and the design of such special requirements was not present in Chhattisgarh. The study reveals that the first generation learners had difficulty in recognizing the special requirement. Hence, teachers were insinuated to cherish

²⁵ Yash Aggarwal (1998), "Access and Retention under DPEP: A National Overview", <http://www.dise.in/Downloads/Reports&Studies/Access%20and%20Retention%20Under%20DPEP.pdf> (accessed on 28 November 2019).

children but lessen their workload. It was principally to create awareness about the special requirements of children with disabilities.²⁶

Thus, state endeavours in a couple of years have emphasized only on the need to increase accessibility. The issues which have an implicit effect on the worth of education being instructed in classrooms have been neglected. The same focus in the name of inclusive education is also visible from the model appropriated by the DPEP.

Sarva Shiksha Abhiyan

The Constitution of India in the capacity of a fundamental right provides for mandatory and free education for all children in the country belonging to age of 6-14 years (86th amendment).²⁷ In order to do justice with this aim of the constitution, the GOI came up with a flagship programme under the name of Sarva Shiksha Abhiyan (SSA). With the motto of 'Education for All', this programme aims at universalizing elementary education in stipulated time.

There are various sources providing financial assistance to this programme, however, the main source of funding comes from the GOI. Other contributors towards this cause include the World Bank, which also happens to be the single largest contributor along with the European Community and UK's Department for International Development (DFID). The programme acts as a catalyst for achieving qualitative fundamental education across India. The programme has recorded remarkable achievement since its inception in 2001-2002.

The main objectives of the SSA programme were to admit all children in schools by 2003, making provisions for all children to finish 5 years of primary schooling by 2007 and to complete eight years of their elementary schooling by 2010. This will lay emphasis on preliminary education of adequate quality with a focus on education for life. It also aims at filling the social category and gender gap prevalent in the preliminary stage by 2007 and at the primary stage by 2010 and to attain universal retention by

²⁶ Ibid.

²⁷ See Article 21-A on Right to Education as Fundamental Rights in the Constitution of India.

2010.²⁸ SSA looks forward to bring new educational institutions in regions that lack schooling infrastructure. It also seeks to enhance the current schooling infrastructure with the creation of additional classrooms, toilets, drinking water, and maintenance and school improvement grants. Providing quality elementary education and inculcating skills essential for life has been one of SSA's major focus areas for the girl students and children with disabilities.²⁹

This scheme is unique in terms of its plan and measure. It is a nationwide project and all states and union territories are participating in this project. The outlining for this project has been developed with a countrywide consensus and is being drafted and driven by the Ministry of Human Resource and Development. The execution of this project has components of both horizontal and vertical administrative structures. District and state education societies have been developed to make financial delocalization more enhanced. The Department of State School Education is in charge of the appointments of the teachers and civic workers. The SSA envisions powerful and strong community association and participation with the various committees at the local level. These committees include the School Management Committees (SMCs) and Village Education Committees (VECs). Such committees make schools and service providers more accountable. Institutions having the same decentralized structure have been developed for the endeavour of providing support and teacher training such as Block Resource Centres (BRCs), Circle Resource Centres (CRCs) and District Institutes for Education of Teachers (DIETs).³⁰

The above-mentioned targets are not exclusive in nature, i.e., not intended for only children with disabilities but are improving the education system as a whole affecting every student. However, initiatives like the Alternate school, Education Guarantee Centre, and so on seem to be of more relevance when the aim is to provide education for all, it is better to not resort to them as they tend to reiterate segregation based on needs.

²⁸ Amarendra Das (2007), "How Far Have We come in Sarva Siksha Abhiyan?", *Economic and Political Weekly*, 42(1): 21-23.

²⁹ Government of India (2010), *Evaluation Report on Sarva Shiksha Abhiyan*, Programme Evaluation Organisation, New Delhi: Planning Commission.

³⁰ Rukmini Banerji and Anit N. Mukherjee (2008), "Achieving Universal Elementary Education in India: Future Strategies for Ensuring Access, Quality and Finance", *Margin: The Journal of Applied Economic Research*, 2(2): 213-228.

It was realized that universal elementary education is not possible until children with specific requirements are also given access to quality education. SSA draws explicitly on the matter of disabled children or children with special needs (CWSN) under the outline of innovative and accommodative education and argue for a “zero rejection policy” so that no child is left out of the education system.³¹ The programme located CWSN in the category of 'special focus groups' and re-emphasises the value of educating them. It points out that SSA will make sure that each child with specific requirements, not regarded by the type, degree and category of disability, is given education in a favourable atmosphere.

The objective and aim of the programme is to have eight years of primary schooling, not excluding the disabled children who are of 6 to 14 years of age by the end of 2010. At the same time, disabled children within the age group of 15 years are being given free education within the Integrated Education for Disabled Children (IEDC) project. These entail Employment Guarantee Scheme (EGS), Home-Based Education (HBE), Alternative Innovative Education (AIE) or even special schools. Within the SSA, a continuous series of educational opportunities, learning tools and aids, movement assistance and other assistance services are provided to the disabled students. This further entails education through open schools, and an open learning system, alternative schooling, part-time classes, distance education, remedial teaching, Community Based Rehabilitation (CBR), itinerant teacher model, and technical education.

If all children with disabilities go to school and are imparted education, then the SSA scheme would achieve its targets as it is not easy to bring this group under the umbrella of education. Acknowledging this fact, a significant amount is allocated under the SSA in order to accommodate the children with disabilities in the mainstream educational system. The implementing agency is the local district and it is allowed to be flexible in order to give as many educational opportunities for children with disabilities in all stages. The Indian government is working with various NGOs to reach out to the out of

³¹ District Primary Education Programme (2001), *A Report on National Level Workshop: Towards Inclusive Schools in DPEP*, Noida: Ed.CIL: 66.

school disabled children. Each block of the district can appoint special teachers based on the number of children with disabilities.³²

According to Kainth (2006), “the number of out of school children declined from 320 lakhs in 2001 to 95 lakhs in October 2005 and 1,17,677 new schools have been opened against the approval of 1,22,661 schools. 3,86,458 teachers have been appointed till 31 March 2005, against the sanctioned limit of 5,96,345 teachers to ensure proper pupil-teacher ratios. 21, 79,366 primary teachers are receiving an annual round of in-service training of 10-20 days”.³³

As many as 60,000 educational material and allocation facilitation centres have been created at the cluster and block level to attain educational assistance to preliminary and secondary teachers and students as a review to the teacher training process and 12 crore children encompassed under the mid-day meal programme, the greatest dining project at schools on the globe. Viewing the spectacular results, an outline "for SSA has been developed from Rs.7,156 crore to Rs.10,041 crore in 2006-07".³⁴ As per the Human Resource Development (MHRD) sources, nearly 160,000 preliminary and secondary institutions were developed, as many as 650,000 new classrooms were built and 500,000 additional educators were deployed. "The first stage of the SSA was accomplished in 2006-07, and the successive stage began with the Eleventh Plan adopted in the month of December in 2007".³⁵

The SSA gave importance to eight areas³⁶ and each of these has attained a different level of focus in its development. Thus, this project into which DPEP was adjoined covers the multiplicative model, historically assimilated towards the interiors of eight areas of focus speculation that stipulated and attained a different level of focus development.

³² Mani, M. N. G. (2003), “Inclusive Education in India: Policies and Practices”, *The Educator*, January-June, www.icevi.org/publications/educator/June-03/article24.htm (accessed on 15 December 2019).

³³ Gurusharan S. Kainth (2006), “A Mission Approach to Sarva Shiksha Abhiyan”, *Economic and Political Weekly*, 41(30): 3288-3291.

³⁴ *Ibid.* p. 3288

³⁵ Mani, M. N. G. (2003). “Inclusive Education in India: Policies and Practices”, *The Educator*, January-June, www.icevi.org/publications/educator/June-03/article24.htm (accessed on 15 December 2019).

³⁶ (1) Survey for identification of CWSN, (2) Assessment of CWSN, (3) Providing assistive devices; (4) Networking with NGOs/Government schemes; (5) Barrier-free access; (6) Training of teachers on IE; (7) Appointment of resource teachers; (8) Curricula adaptation/textbooks/appropriate teaching-learning materials.

Endeavour project adjoins the multiplicative model assimilated, empowered and education of disabled children through promulgating a multilevel delivery system. It specifically draws the dilemma of disabled children or others with specific requirements under the outline of assimilative education. While the core intentions are shown countrywide, it provides ease at the district and state levels with respect to what way the program would be executed, basically depending on the magnitude of children recognized and the material obtained to execute the assimilative education programme efficiently.

It also draws the level of choices from regular and special schools to Education Guarantee Scheme/Alternative and Innovative Education (EGS/AIE) and Home Based Education (HBE). For instance, Home-based education is presently being carried out in 27 states, whereas Uttarakhand and Himachal Pradesh depend on the NGOs to carry out this programme. Similarly, Kerala and Karnataka have appointed volunteers who visit CWSN to impart the basic functional skills.³⁷

Mainstream education involvement of disabled children cannot, with certainty, be true in the approach propounded by SSA. It suggests that education must be provided in an atmosphere that is best suited to the child's requirement. While such compromises are seen as in a positive note, it is unsurprising that it has led to the setting up of various models of inclusive education, which are in operation in various parts of the country and put forward various concerns regarding the effectiveness and the quality of the provisions.³⁸ Similarly, the documentation does not give a proper definition of CWSN, but it presumes that this group is related to disabled children, as categorized in the disability act of 1995.

The spontaneity of the grouping, of those identified as CESN, is furthermore strengthened with the enormous trust put in the knowledge of the 'expert'. SSA draws division between functional and formal assessment, and notes that these should be "done by a competent team comprising of doctors, eye specialist, ENT specialist, resource

³⁷ Nidhi Singal (2015), *Education of Children with Disabilities in India and Pakistan: An Analysis of Developments since 2000*, Paris: UNSECO.

³⁸ Nidhi Singal (2009), *Education of Children with Disabilities in India*, Paris: UNSECO.

teachers and the General teachers." However, the voices of parents and the child are ignored.³⁹

Thus, at various levels of sternness, regardless of the kind of disability, a shared picture of lack of development beyond primary school emerges starkly. Of late, there has been a growing worry regarding the type of school attended by disabled children and the implication of their accommodation in the society. Largely, the debates revolve around special schools versus conventional schools.

However, the debates have amplified the scope in the contemporary period and seriously engaged in public versus private versus special schools. Nonetheless, inaccessibility to the conventional schools in terms of the teachers' reluctance to teach, inaptness of the pedagogy adopted and insignificance of the syllabus has led to the dropouts and changing to a special school. The deficit of appropriately trained teachers and facilities are a significant hindrance in their working. These elements were also repeated by the school teachers and the heads in the surrounding areas, these have also been debated in other classroom-based studies on comprehensive education in different parts of India.⁴⁰

The considerable monetary assistance allocated to the SSA programme was creating a problem. There is immense pressure on teachers to spend at very noticeable and easy areas. "Shiny new ramps and rails are a suitable quick fix".⁴¹ While the use of such provisions is certainly unquestionable as it increases the functional ability of many children, the data fail to provide a complete picture.⁴² Citing a study taken in Gujarat, Thomas pointed out that only 25 percent of the disabled people were utilizing appliances and aids. People found it complicated to use these provisions, as services that provided rehabilitation are found more in urban areas and the devices that were provided were difficult to repair, inappropriate, and maintain in rural areas.

³⁹Ibid.

⁴⁰ Nidhi Singal (2008b), "Working Towards Inclusion: Reflections from the Classroom", *Teaching and Teacher Education*, 24, 1516-1529.

⁴¹ P. Thomas (2006), *Mainstreaming Disability in Development: India Country Report*, Accessed 17 May 2018, <http://siteresources.worldbank.org/INTSARREGTOPLABSOCPRO/12117141144074285477/20873614/IndiaReportDFID.pdf>: 77, (accessed 17 May 2018).

⁴²Ibid.

As regarded before, initiatives that are taken by the government principally emphasized on matters regarding accessibility that is not difficult to comprehend. Nevertheless, an emphasis on accessibility is merely the primary and not so problematic step in advancing CWSN in the education system. In order to develop an efficient drift in the ethos of the classroom that is adaptive to learner plurality, there is a requirement to focus on the process-based matters – matters which influence the learning and teaching processes. The SSA outline emphasized on the adaptation of teaching resource teachers, teacher training, and learning materials. While there is no doubt that each of these components is necessary, however, the absence of proof of these being practically used raises doubts. In India, "the idea of inclusive education has not yet been adjoined to a widened discussion of pedagogy",⁴³ and quality education.

National Curriculum Framework (NCF) of 2005 has set out clearly the context for inclusive education. The Ministry of Human Resource Development in 2005 enforced the National Action Plan for the Inclusion in education of disabled children and youths. Further, IEDC was revised and named, "Inclusive Education of the Disabled at the Secondary Stage" (IEDSS) in 2009-10 to "give aid and assistance for the inclusive and assimilative education of the disabled children at classes IXth and Xth respectively".⁴⁴ This project was precluded under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It becomes important to accommodate these children into regular schools in order to support them to socialize and build their confidence.

Inclusive Education of the Disabled at the Secondary stage (IEDSS)

Disabled children form one of the biggest groups who are not yet in the periphery of the general education system. The prior projects on assimilative and integrated education for the disabled children developed in 1974 encompassed and covered disabled children at various stages of school education. The project was modified in 2009 as 'Inclusive Education of the Disabled at the Secondary Stage' (IEDSS) primarily for two reasons. "Firstly, there was a significant change from an approach of charity to right based approach concerning persons with disabilities, and educational institutions required to be

⁴³ A. Julka (2004), *Strengthening Teacher Education Curriculum from the Perspective of Children with Special Educational Needs* (Unpublished Report), New Delhi: NCERT: 82.

⁴⁴ J. D. Singh (2016), "Inclusive Education in India: Concept, Need and Challenges", *Scholarly Research Journal for Humanities Science and English Language*, 3(13): 3225.

systematized accordingly. Secondly, the specific requirements of the children with disabilities at the preliminary level were being considered under the project of SSA".⁴⁵

The IEDSS gives opportunity to all disabled students who have successfully accomplished and completed eight years of basic elementary schooling to finish four years of secondary schooling (that is from class IX to XII) in an enabling and inclusive atmosphere. This is being executed by various institutions and organizations under the union territory administrations and state Department of Education with absolute monetary assistance from the central government. This includes all children of age 14 and above who have finished primary schools and are studying in secondary stage in local body, government school, and government-aided schools with single or greater number of disabilities as recognized and defined by the Persons with Disabilities Act (1995)⁴⁶ and the National Trust Act (1999).⁴⁷ The categories such as low vision, blindness, hearing impairment, leprosy (cured), mental retardation, mental illness, locomotor disabilities, autism and cerebral palsy are being covered under this programme. Girls with disabilities get specific emphasis under the programme and endeavours are to assist them to get accessibility to secondary schools, as also as guidance and information for enhancing their capabilities and potential are to be made under the scheme.⁴⁸

Despite sponsoring of funds by the central government, various states in India have not shown any interest policy implementing. For instance, out of 28 states and 7 union territories, only 16 states have implemented the Inclusive Education of Disabled at Secondary Stages (ISDSS) that substituted the former plan of Integrated Education for the Disabled children in 2009-10. In the year 2010-11, 7 states and union territories implemented it. "Eight states namely Arunachal Pradesh, Chandigarh, Dadra and Nagar

⁴⁵ NCERT (2013), *Evaluation of the Implementation of the Scheme IEDSS in India*, Department of Education of Groups with Special Needs National Council of Educational Research and Training, file:///E:/for%20chapter%20four%20rama/iedss.pdf (accessed on 17 May 2018).

⁴⁶ Government of India (1995), *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 (PWD Act)*, New Delhi: Ministry of Law Justice and company Affairs, <http://niepmd.tn.nic.in/documents/PWD%20ACT.pdf> (accessed on 13 November 2018).

⁴⁷ Government of India (1999), *National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999)*, New Delhi: Ministry of Social Justice and Empowerment.

⁴⁸ NCERT (2013), *Evaluation of the Implementation of the Scheme IEDSS in India*, Department of Education of Groups with Special Needs, New Delhi: National Council of Educational Research and Training.

Haveli, Goa, Jammu and Kashmir, Jharkhand and Lakshadweep are still not implementing the IEDSS" despite 100% monetary assistance offered by the central government.⁴⁹

Thus, the scheme is enforced only in half of the states since 2009. The financial coverage under the programme goes poorly utilized and the scheme submitted for monetary assistance is usually developed casually without any requirement of demands matching with the special requirements of disabled children. "The information from the Seventh All India School Education Survey (7th AISES) also reveals a steep downfall from the upper primary level to a secondary level of education in the schools for physically challenged children. Particularly, at the senior secondary stage, a rookie number of children with disabilities are being registered".⁵⁰

The primary cause mentioned for dropping out include poverty and social stigmas attached to disability, disturbances in tribal areas and Maoist affected and "shortage of special teachers in the states, lack of modified/adapted curriculum, lack of awareness and sensitization, absence of secondary schools in the neighbourhood especially for girls, absence of basic infrastructural and other facilities in schools, and absence of linkage between different inclusive schemes and/or interventions, between different departments, and between schools and vocational institutions".⁵¹

In addition to this, the absence of resource centres with appropriate equipments and insufficient funding has been found to be a major hindrance in the success of this programme. The shortage of assistive devices and lack of awareness about these schemes were also responsible for the poor implementation.

Hence, there is a requirement to fix the gap between the students passing out of primary classes and registered in secondary schools. The IEDSS project also requires developing

⁴⁹ A. Julka and I. Bansal (not dated), *Evaluation of the Implementation of the Schemes IEDSS in India*, New Delhi: Department of Education of Groups with Special Needs (DEGSN), NCERT, http://www.ncert.nic.in/departments/nie/degsn/pdf_files/fp3.pdf (accessed on 10 July 2015).

⁵⁰ NCERT (2009), *Seventh All India School Education Survey*, Department of Educational Surveys and Data Processing, New Delhi: National Council of Educational Research and Training.

⁵¹ Government of India (2010), *Evaluation Report on Sarva Shiksha Abhiyan*, Programme Evaluation Organisation New Delhi: Government of India; A. Julka and I. Bansal (not dated), *Evaluation of the Implementation of the Schemes IEDSS in India*, New Delhi: Department of Education of Groups with Special Needs (DEGSN), NCERT, http://www.ncert.nic.in/departments/nie/degsn/pdf_files/fp3.pdf (accessed on 10 July 2015).

an information base for monitoring the development of a child from primary to secondary stage in association with SSA. The voids may come for many reasons like few students might be admitted in private educational institutions, other vocational institutions, or in the branches of special schools. Similarly, lower registration of girl students is a grievous notion of contemplation at this stage of education. Stringent steps are needed to further the girls admission. The various provisions provided towards the cause such as stipends to female students, hostel provisions, escort allowances, easy transport provision and adapted toilets must be the primary areas for the concern authorities.

In addition to the above mentioned major programmes, different institutions in the country are also being involved in implementing the programmes designed for providing education to persons with disabilities. For example, "Central Board of Secondary Education (CBSE) provides different facilities to the students with disabilities with dyslexic, spastic, blind, and students with visual impairment. These facilities include the options of studying one compulsory language as against two, permission to use an amanuensis, allowing an additional one hour for each paper for external examinations and providing separate question papers in science & mathematics to secondary (class X) level for blind students".⁵²

Similarly, the "National Institute of Open Schooling (NIOS), an autonomous organization under the Ministry of Human Resource Development (MHRD), annually admits about more than 10,000 disabled learners both in academic (secondary and senior secondary level) and also in vocational streams".⁵³ It imparts education to these children with the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED) and makes exceptional provisions for the assessment and evaluation of such learners.

Under the "Upgradation of existing Polytechnics to integrate the Persons with Disabilities" "scheme of MHRD, 50 existing polytechnics in 24 states and union territories have been selected for upgradation and each polytechnic is allowed to admit

⁵² Government of India (2015), *Annual Report (2014-15)*, New Delhi: Ministry of Human Resource and Development: 211, https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Part2.pdf, accessed 8 December 2019).

⁵³ Ibid.

25 students in diploma programmes. Under non-formal programmes (up to six months duration), about 100 students are provided vocational training. During 2013-2014, under various formal courses, 1199 were enrolled and, under non-formal courses, 1472 students were enrolled in the Polytechnics".⁵⁴

Table 4.1 indicates the various existing programmes and schemes with their coverage and objectives available for secondary education in India and Table 4.2 indicates the status of coverage IEDSS Scheme up to 2013.

Table: 4.1 Secondary Education Schemes and Programmes in India

Scheme	Objective	Coverage
Rashtriya Madhyamik Shiksha Abhiyan	Making secondary education of good quality available, accessible and affordable to all young people in the age group of 15-16 years. Removing gender, socio-economic, and disability barriers, making all secondary schools conform to prescribed norms. Achieving a GER of 75 per cent in secondary education in five years. Providing universal access to secondary level education by 2017 and universal retention by 2020.	Government secondary schools throughout the country.
Inclusive Education for the Disabled at Secondary Stage	To enable them to continue their education at the secondary stage in an inclusive environment in regular schools.	Covers children with disabilities in the secondary stage from classes IX to XII

Source: Government of India (2015), *First Country Report on the Status of Disability in India*, Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities.

⁵⁴Government of India (2015), *Annual Report 2014-2015*, New Delhi: Ministry of Human Resources Development.

Table 4.2: The status of coverage IEDSS Scheme up to 2013

Year	Grants	Total children with disabilities covered/approved to be covered	Total no. of Resource Teachers engaged
2009-10	55.13 crore	1,15,363	2565
2010-11	80.35 crore	1,46,292	4959
2011-12	83.16 crore	1,38,586	7311
2012-13	15.48 crore (As on 30.1.13)	81227	2829

Source: MHRD Annual Report 2012-13

The Central Advisory board of Education (CABE) is the highest advisory body to the central and state government in the field of education.⁵⁵ “The committee report on the ‘Universalising Secondary Education’ (June, 2005) recommended that the guiding principle of universalizing secondary education should be universal access, equality and social justice, relevance and development, and structural and curricular considerations. The CABE Committee Report on ‘Girls Education and the Common School System’ has recommended making the curriculum appropriate and flexible to house the diversity of school children, including those with disabilities in both cognitive and non-cognitive areas”.⁵⁶ For promoting accessibility and quality of education, which is given to the disabled persons, the GOI has launched a ‘National Mission on Education through Information and Communication Technology’ (ICT), under MHRD. This is a project which is completely funded by the central government to fill the potential void of ICT learning and teaching in institutions of higher education in anytime-anywhere mode.⁵⁷

“In order to facilitate the PWD students, the following focused interventions have been incorporated in the mission: (i) Unicode font has been followed to provide support in various languages and enable daisy system for text to speech, which will provide support to visually impaired students; (ii) accessibility option is being integrated in ‘Akash’, a

⁵⁵ Government of India (2015), *First Country Report of India on Status of Disability*, New Delhi: Department of Empowerment of Persons with Disabilities: 43 <http://www.disabilitystudiesnalsar.org/cr/FirstCountryReport-Ministry-16June%202015final.doc> (accessed on 6 December 2019).

⁵⁶ Ibid.

⁵⁷ Nation Mission of Education through ICT, Department of Higher Education, Ministry of Human Resource Development Government of India, online accessed on December 16, 2019 from <https://mhrd.gov.in/technology-enabled-learning-0>

low cost device, which can be a highly affordable assistive device for the physically challenged students in so far as their education needs are concerned”.⁵⁸

Similarly, in order to cater to the necessities of disabled persons, in their education system, the University Grants Commission (UGC) has been operating two schemes. They are: “Teacher’s Preparation in Special Education (TEPSE), and higher education for the persons with special needs (HEPSN) for the disabled persons”.⁵⁹

“The objectives of these schemes are as follows:

- To encourage universities/colleges of education in the country to promote teacher preparation programmes in the field of special education.
- To provide equal educational opportunities to disabled persons in higher education institutions.
- To create awareness among the functionaries of higher education about the specific educational needs of persons with disabilities.
- To equip higher educational institutions with the facilities to provide access to disabled persons.
- To provide appropriate financial assistance to disabled individuals to increase their sustainability in higher education.
- To explore suitable placement opportunities for educated disabled graduates in public as well as private sector enterprises.
- To monitor the implementation of all existing and future legislation and policies pertaining to higher education of persons with disabilities.”⁶⁰

Regarding the admission of PWD students, the UGC had given instructions to all the universities and colleges for providing stipulated reservation (horizontally). "The Department of Higher Education had already issued instructions at Secretary (HE) level, vide letter, dated 10.7.2014, to all the centrally funded higher educational institutions for

⁵⁸ Government of India (2015), *Annual Report (2014-2015)*, New Delhi: Ministry of Human Resource Development: 192, https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2013-14.pdf (accessed 6 December 2019).

⁵⁹ Government of India (2006), *Annual Report 2005-2006*, New Delhi: Ministry of Human Resources Development.

⁶⁰ UGC Guidelines on Facilities for Differently Abled Persons, <https://www.ugc.ac.in/oldpdf/xplanpdf/DifferentlyAblePersons.pdf> (accessed on 16 December 2019).

implementation of the provisions of the PWD Act like providing barrier-free environment in the buildings, which would include provision of ramps, rails, lifts, adaptation of toilets for wheelchair users, brail sign-ages and auditory signals, tactile flooring, etc. and making the websites of the institutions accessible for PWDs".⁶¹ It has also taken initiatives for making the curriculum of all higher education institutions disabled-friendly based on the recent Rights of Persons with Disabilities (RPD) Act of 2016.

In order to increase the employability of PWDs, the MHRD had instituted an Expert Committee to recognize suitable courses relevant to the disabled persons. The Committee has submitted its annual report on 14 May, 2014. "The broad areas of recommendations include access to all courses, expanding HEPSN scheme to private institutions, mapping jobs with academic studies, orientation of higher secondary education professionals on disability management, strengthening higher secondary education for persons with disabilities, increasing funding for higher education institutions practicing inclusion, documentation of good practices in the disabilities, increasing funding for higher education, extension of polytechnic scheme, award for higher education institutions practicing inclusion, documentation of good, practices in the disability sector and development of training courses on employability skills".⁶²

The right to education for persons with disabilities still needs more attention and focused strategies despite these policies. In this backdrop, it is essential to analyze a few concepts which are yet to be addressed seriously. Exclusion takes place when students are not given access to education or prevented from getting education either directly or indirectly. Segregation takes place when disabled students have imparted education in a separate environment in response to their various kinds of impairments rather than imparted education along with students who are not disabled. Integration is a process of positioning disabled persons in the various educational institutions with the hope that they would be able to get familiarise with these institutions. Inclusion is a "process of

⁶¹ Government of India (2016), *Annual Report (2015-2016)*, New Delhi: Ministry of Human Resource Development: 266, https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR_2015-16%20ENGLISH.pdf (accessed 6 December 2019)

⁶²Government of India (2015), *Annual Report 2014-2015*, New Delhi: Ministry of Human Resources Development.

systematic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences".⁶³ Accommodating disabled students with the regular classes without undertaking the necessary structural changes in terms of curriculum, teaching, organization and learning techniques will not constitute inclusion. Alternatively, "the right to inclusive education can only be realized if certain other rights are implemented".⁶⁴

The failure to enforce the human rights aspect of disability through which the boundaries within the society and communities rather than various impairments leave out disabled persons from getting a proper education. Constant discrimination against disabled person combined with isolation of living in residential institutions and low expectations about those in mainstream settings, allow prejudices and fear to escalate and remain unchallenged. "Lack of knowledge about the nature and advantages of inclusive and quality education and diversity in learning for all, lack of outreach to all parents and lack of appropriate responses to support requirements leading to misplaced fears and stereotypes that inclusion will cause a deterioration in the quality of education or otherwise have a negative impact on others".⁶⁵ The growing deficit of disaggregated data and research—which are crucial for programme development and accountability) that hampers the development to carry out the policies effectively and to intervene to give quality and inclusive education.

Some other significant areas such as the "lack of political will, technical knowledge and capacity in implementing the right to inclusive education, including insufficient education of all teaching staff, inappropriate and inadequate funding mechanisms to provide incentives and reasonable accommodations of the inclusion of students with disabilities, inter-ministerial coordination, support and sustainability and lack of legal

⁶³ United Nations (2016), Committee on the Rights of Persons with Disabilities, General Comment No. 4 on Article 24: Rights of Inclusive Education: 4, https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/CRPD_General_Comment_4_Inclusive_Education_2016_En.pdf (accessed 6 December 2019).

⁶⁴ Ibid. 15

⁶⁵ Ibid: 2.

remedies and mechanisms to claim redress for violations are the lacunas in the present policies and programmes".⁶⁶

Judicial Intervention towards Promoting Inclusive Education

Though the state has formulated different policies and programmes aimed at providing better living conditions for disabled persons, yet because of the poor implementation and less of sensitization at various levels, some Fundamental Rights, for example, even the Right to Education has not yet been achieved. The judiciary has played a crucial role in contributing inclusion and in protecting the basic educational facilities whenever it has been approached. In this context, some important aspects such as the right to all forms of education without discrimination, inclusive education and life-long learning, reasonable accommodation of individual requirements and social development skills to promote their active participation in a full manner in education and as community members have been addressed. Some fundamental issues like free and compulsory education up to 18 years of age, accessible physical environment of the premises of educational institutions, transport facilities, provision of scribes for the students with visual and other disabilities who face difficulty in writing, reservation of seats in educational institutions, adaptation of inclusive curriculum and appropriate examination pattern are also being taken care of after the intervention of the judiciary. In this backdrop, a few cases with their judicial decisions need to be paid attention to.

Access to Free Education

*In Shri Umesh Kumar v. The Secretary Department of Elementary Education & Literacy, Department of Ministry of Human Resource Development, New Delhi*⁶⁷ the complainant, the father of a hearing-impaired child, filed a complaint regarding the denial of admission to his son in the first grade due to overage. He submitted that his son was attending a oral rehabilitation programme and had started communicating verbally in short sentences and writing in complete sentences, which would qualify him to enter mainstream education.

Upon considering the reply of the Kendriya Vidyalaya Sangathan (KVS), the court in a letter to the Secretary, Department of Elementary Education and Literacy, Ministry of

⁶⁶ Ibid.

⁶⁷Case NO. 10315560, dated 15 September 2010.

Human Resource Development, mentioned that the stand taken by KVS was not in line with the principal of Sarv Siksha Abhiyan (SSA) which encourages grade to appropriate mainstreaming and it was also not in line with the Disabilities Act and National Education Policy which mandate appropriate government and local authorities to provide appropriate intervention for education and mainstreaming of disabled children. Judiciary's interference has resulted in a positive outcome. The complainant submitted that his son was admitted in class two on the basis of the recommendation/instructions letter issued by the court.

*In Parvathi Ramakrishnan v. The Chief Secretary, Govt. of NCT of Delhi and Ors.*⁶⁸The complainant affirmed that the Act provides for 3% reservation for disabled persons in government educational and other educational institutions receiving aid from the government. She alleged that the schools run by the respondents are not giving reservation as per the Act. Respondent no. 2 submitted inter alia that the enforceability of Section 39 of the Act for the purpose of seeking admission has no meaning as the respondent is liable to provide education to each and every ward including a ward of disabled category and is doing so in compliance of the provision in Article 39 of the Constitution of India read with Article 275 and relevant provisions of Delhi Municipal Corporation Act, 1957. During the conciliation meeting, respondent no. 2 agreed to issue instructions to all the Headmasters within one week for not refusing admission to students merely on the grounds of disability. The court closed the proceeding with advice to respondent no. 2 to appoint the special education teacher if the number of disabled students was eight or more. It also recommended the establishment of a resource centre for persons with disabilities.

Instructions Should be Issued to Head Masters for not Denying Admission to Students with Disabilities, especially the Students with Mild and Moderate Level of Disability

*In Mahesh Sharma v. Commissioner Municipal Corporation of Delhi*⁶⁹ the complainant affirmed that the Municipal Corporation of Delhi (MCD) had decided to close the schools meant for mentally retarded children because of low enrolment. The

⁶⁸ 2001 CCDJ 202 Case No. 372 2000, decided on 24 April 2001; See also (2002) CCDJ 492 in which respondent was directed to include a separate column for physically challenged in Scholarship Form.

⁶⁹2000 CCDJ 205 Case no. 664 of 2000, decided on 02 May 2001.

Complainant got to the notice of the Commission that a substantial number of children are getting trained in the institutes run by NGOs, while schools run by the government are being closed. The act imposes responsibility on the government to make provisions for education and training of mentally retarded children.

During the conciliation meeting, the complainant further emphasized that already less than 3% children with disabilities have access to education. Closing down the centres would further aggravate the situation and deprive them of their Right to Education.

After hearing both the parties, the court proposed that the parties might consider settling the case on certain terms and conditions suggested by the court. Important suggestions amongst them were:

- That the Respondent will issue instructions to the Head Master and the Head Mistresses of the schools under their administrative control for not denying admission to students on the grounds of disability. Students with a mild and moderate level of disability of seeing, hearing, locomotor and mental retardation can be given admission without any hesitation.
- That in case an NGO working in the area of disability approaches the Head Master or Head Mistresses for admission of any students with disabilities, the same shall be granted with the assurance of support to be provided to the disabled students and the concerned schools by the recommending NGOs.
- Offering increment to those in-service teachers who successfully complete a diploma or degree in the area of disability education.
- Granting study leaves on priority to such an in-service teacher.
- Ensuring barrier-free entrance to school buildings, classrooms laboratories, sports arena, toilets and other facilities in the school for children with disabilities. For providing barrier-free features in the school premises, the respondent might approach the Ministry of Human Resource Development, Government of India..
- Engaging one special teacher in cases where eight children with disabilities are admitted to a school. Such school shall also create a resource centre equipped with appropriate teaching-learning devices for students with disabilities.

In Distance Education Courses (DEC), where there is no restriction as to the number of seats, an advertisement should mention that persons with disabilities can also apply.

*In the director, Institute of open and distance education, Barkatullah University*⁷⁰ case, the respondent, which was an open and distance education institute, had published an admission notice for several courses, but no reservation for persons with disabilities was made in accordance with Section 39 of the Act.

The respondent submitted that in the Institute, open and distance education is conducted through correspondence for which there is no restriction of a number of seats. Therefore they welcome all the persons with disabilities for admission if they possessed minimum education qualifications.

In view of the material available on record and taking into account the fact that the respondent was providing seats to disabled candidates, the court decided to dispose of the matter with the advice that it should mention in all upcoming advertisements, that persons with disabilities are eligible to all courses. Such information will create awareness amongst the disabled persons and their organizations about learning opportunities through Distance and Open Universities.

Amanuensis

*In Renu Gupta v. University Grants Commission*⁷¹, the Complainant, a visually impaired person, appeared in NET examination held by UGC alleged that the exam coordinator provided a scribe who was not competent to read and write. She prayed to ensure the provision of a competent scribe to visually impaired candidates in the future. The Respondent submitted that the visually impaired candidates were given extra time. The scribe provided was chosen from a discipline other than that of the candidate. The scribe provided to the candidate was a Graduate in English.

The complainant in her rejoinder submitted that the scribe was slow and therefore, could not complete the paper. Study of English as one of the subjects in graduation is not an appropriate criterion for the appointment of a person as a writer. The exam coordinator

⁷⁰2001 CCDJ 242 Case no. 668 of 2001, decided on 16 May 2001.

⁷¹2003 CCDJ 7 Case no. 2312 of 2002, decided on 31 March 2003; See also (2000) CCDJ 44, Respondent was directed to tender written apology to Complainant and provide assistance of scribe as well as extra time to blind or low vision candidates (2001) CCDJ 184, Respondent was directed to refund the amount charged towards arrangement of amanuensis

should check the efficiency of a person before appointing him/her as a scribe. She suggested that a junior student of the same discipline who is in practice of writing examination should be appointed as a scribe because he/she would be familiar with the terms used in that discipline. The complainant also submitted that she being a commerce student, it was not possible for her to teach all the symbols, etc. to the scribe in the examination hall during the extra time provided to her.

The court held that in the light of the facts and circumstances of the case and considering that a larger issue of providing appropriate and competent scribes to the blind/disabled persons is involved, it is necessary that a pool of scribes in different disciplines, languages be created so that the blind/disabled persons needing the help of scribes do not suffer on account of the lack of knowledge or competence of the scribe. Alternatively, the examinees should be allowed to bring their own scribes of their choice.

In a recent case, namely *Ms Pallavi Kadam v. Dy, Director National Association for the Blind, Mumbai*⁷², Chief Commissioner for Persons with Disabilities CCPD issued a letter to respondent Institute of Banking Personnel Selection IBPS in which it found unreasonable, the condition prescribed for the scribe by the respondent that the scribe should have lesser marks than the candidate and less than 60% marks in his/her academic stream. The CCPD observed in this connection that this condition will put the disabled candidate to serious disadvantage. Instead of such an unreasonable condition, proper invigilation should be ensured so that candidates using scribe do not indulge in copying. All the conditions relating to the qualification of the scribe, etc. should be indicated in the advertisement.

Use of Computers by Persons with Disabilities in Writing Examinations

On a representation⁷³ Filed by a visually impaired person, CCPD issued a letter requesting the University Grants Commission of India (UGC) to permit the visually impaired student to use a computer in exams and the details of the procedure for its implementation to be communicated to the CCPD. This representation clearly brings out the fact of the increasing use of the computer by visually impaired people.

⁷² Case No-49/1041/1M 2011.

⁷³ Dated 7 July 2005 filed by Ms. Anjali Arora.

The petitioner submitted *inter alia* that historically, the blind and visually impaired candidates have been appearing in the examinations with a scribe. This adaptation in the examination system has opened the doors of educational opportunity for the entire blind and visually impaired community. However, the facility cannot be limited and needs to be extended, given the advancements and technological evolution. The technological revolution has benefited the disabled sector and led to self-empowerment in many ways. The technology of operating personal computers with a screen reading speech software has the potential to make the process easier and self-empowering. The process of writing examination should not be limited to a scribe. The facility to allow a blind candidate to choose whether to use a scribe or write the examination on the personal computers has provided an additional resource to the blind. It has also reduced the dependence on the scribe, eventually leading to self-empowerment.

Rights of Person with Cerebral Palsy to Extra Time in Examination

In *Dhawal s. Chotai vs. Union of India and Others*⁷⁴ a petition was filed by a person who suffered from a disorder of movement and posture, which is known as "Cerebral Palsy". In view of this difficulty, it affects the normal functioning of muscles, bones, and joints and also communication skills. The Petitioner had competed for graduation in commerce. After passing the exam for Foundation Course for the Chartered Accounts Examination, the petitioner wanted to take the Intermediate examination named as "Professional Education-II". While giving the examinations on earlier occasions, he had requested the authorities to give him extra time and when he wrote his B. Com. examination, the University of Mumbai had granted him three hours extra.

He made a similar representation to Respondent No.2 Institution, and the Respondent No.2 gave him only for half an hour of time relaxation. The Petitioner prayed that the Respondents be directed to allow the Petitioner to write the papers for three extra hours. The court observed that in the facts of the present case, the Petitioner had undoubtedly established that on earlier occasions, he did require three hours. The Petitioner would like to write the papers himself. This was because particularly the subject like Accounts would be better written if he wrote himself.

⁷⁴AIR 2003 Bom 316.

The court agreed with the contention of the petitioner and directed respondent No.2 to permit the Petitioner to write his exam and the next exam for the Chartered Accountants Course for three hours any time a written examination is held. These three hours would be subsequent to the scheduled time in continuity on the same day. The Institute where the examination was being held would have to co-operate with the Petitioner to complete the exam for these three extra hours.

Alternative Question with Equal Weightage be Provided in Place of the Question based on Diagrams and Figures to Persons with Visual Disabilities

The case *Ashwani Agarwal v. Secretary, Department of Education*⁷⁵ highlights the various difficulties faced by the blind students with regard to attempting questions based on diagrams and figures issued relating to scribes for writing answers scripts, etc. Although the complaint was withdrawn because the relief sought was already given by the respondent, the brief facts of the case are mentioned below to highlight the difficulties faced by the blind students in these matters. The Complainant affirms that the blind students are studying mathematics up to Class X with their sighted counterparts. While appearing in their Class X examination, they face certain limitations in the paper of mathematics, which allows them to attempt only 60 percent of the paper as the rest 40 percent is visual in nature.

Complainant sought relief from the Chief Commissioner for disabled persons in advising the Ministry of Human Resource Development to issue instructions to various examination boards and agencies conducting class Xth and class XIIth examination. It directed them to issue instructions to the paper setters to offer alternative questions in lieu of questions with diagrams and figures. The alternative questions should be of equal value to the question containing diagrams and figures. All questions based on figures or diagrams in the paper were to be provided with an alternative question of equal marks from the syllabus which blind students could attempt. This will allow them to attain marks which they failed otherwise, as the questions were exclusively visual-based. The Complainant alleges that the blind students be provided with extra time of 20 minutes per hour i.e., he/she should be provided with 60 minutes of extra time to attend a three hours paper in order to give equal opportunity.

⁷⁵2001 CCDJ 244 Case no. 667 of 2001, decided on 20 September 2001.

For Persons with Visual Disabilities, Graphs Should be Supplemented by Descriptive Explanation, Font Size Should not be Less Than 20 and Extra Time Should be Given.

*In Mohammed Asif Iqbal v. Indian Institute of Management, Calcutta and Ors,*⁷⁶ Complainant, who was a visually disabled candidate and a graduate in Commerce, could not do well in data interpretation portions. During the personal hearing, it was unanimously agreed that the guidelines/ instructions on the following lines should be framed and issued by Ministry of HRD.

- Whenever possible, the visual graphs must be supplemented by the descriptive explanation of the graphs for the visually impaired candidates;
- The size of the question paper should not be less than 20 in its font for accommodating candidates of low vision. There should be no restrictions on the use of aids like a magnifying glass for optical/ electronic low vision ;
- Since one of the important factors to do the question paper is stated to be the speed for which adequate practice is necessary, persons with blindness should be allowed to use the services of a scribe of their choice who should meet the conditions that are mentioned by the examining authorities. If the scribe is provided by the examining authorities, it should be ensured that the scribe is adequately qualified to understand the questions and is able to explain them to the candidate. The scribe should be allowed to such other candidates also who cannot write themselves due to disability;
- Extra time of 20 minutes per hour of examination currently being allowed by IIMs to visually impaired candidates who use the services of the scribe, should be allowed by all the examining agencies such as IITs/ Universities/NITs, etc. who conduct such entrance tests for management courses.
- The application form should have a column for the applicant to indicate whether he/she will use the services of his own scribe or would require the examining authority to arrange for it. The qualifications/eligibility conditions of the scribe should also be clearly indicated.
- The application form should have a provision asking low vision persons to indicate the requirement of question paper in large print. The examination

⁷⁶ (2004) CCDJ 347 Case no. 2559 of 2003, decided on 15 October 2004.

advertisement should also mention that it will provide this facility to persons with other kinds of disabilities.

- The application form should clearly mention that persons with low vision can be allowed to use the magnifying glass.
- All the IIMs and other management institutes/Universities should ensure that their placement cells counsel/guide the candidates with disabilities for choosing the streams/area of specialization keeping in view their employability after completion of the course. While doing so, the jobs identified for different disabilities should also be kept in view.

Reservation of Seats in Educational Institutions

In *Anju Talukdar & Anr. V. State of Assam & Ors*,⁷⁷ the petitioner, through public interest litigation, prayed to issue a direction to quash the notice and suitably modify and republish the educational advertisement in so far as the same restricts the reservation for disabled candidates only to persons with locomotor disability of lower limbs between 50% to 70% disability. This advertisement was published for the admission in paramedical courses. The respondent inter-alia argued that it issued such an advertisement on the grounds of the guidelines issued by the Medical Council of India, which found only this category of disability to be fit for such courses.

The court after going through the submissions made by the Medical Council of India, provisions of the Disability Act and various judgments of the High Courts and the Supreme Court of India observed that it is not clearly stated whether under the law a person with visual or hearing impairment can be excluded from seeking admission to a medical course, not against any reservation but purely based on merit. In the absence of any such restrictions, the learned judges concluded that denying admission to persons with the above mentioned two categories of disabilities will be illegal. `

Moreover, they clarified that in the wordings of Section 39 of the Act, it was clear with respect to the applicability of the reservation policy to all those falling under the category of the disabled. Denying the benefit of the same in the absence of any legally tenable justification would be illegal. The “prescription of 50% - 70% disability which in turn is held by the impugned advertisement to be disabled of lower limbs is also opposite to the

⁷⁷AIR 2009 GAUHATI 54.

language of the enactment".⁷⁸ The court held that the impugned notification in so far as restricted the benefit of reservation to the locomotor disability the lower limbs is wholly unsustainable.

The court directed the respondent "to take up the cases of candidates falling under any one of the seven categories of disabilities recognized under the Act for admission to various courses covered under the impugned notification against the 3% of the total number of seats sought to be filled up".⁷⁹

Provision of Seats in all Medical Courses for Physically Disabled Candidates⁸⁰

A complaint filed to the National Human Rights Commission (NHRC) brought into light the fact that Delhi University had no provision of reservation for the disabled aspirants in the medical course being offered. The complainant who sat for the entrance exam of the same specified that the result also lacked a separate merit list for the disabled candidates. The Deputy Registrar (Medical) of the university responded by stating that the Medical Council in India held that Section 39 of the PWD Act did not apply to reservation of seats in educational institutions.

The Human Rights Commission found the response of the Deputy Registrar erroneous as it overlooked the various judgments of the Supreme Court. On the direction of the Commission, a copy of the judgment of the Supreme Court dealing with the issue was forwarded to the DR in question to re-examine the matter in the light of those decisions. The university, in response to the Commission's directions, submitted a report providing a reservation of 3% of seats in all medical courses for the disabled candidates in accordance with section 39 of the PWD Act. The directions by the court led to the complainant being admitted to the MBBS course of the university.

⁷⁸ *P Divya Versus The Secretary to Government Department of Health and Others* (2011) case, in the Judgment of September 29
<https://www.aicb.org.in/images/advocacy/highCourtCases/P.%20Divya%20Versus%20The%20Secretary%20to%20Government%20Department%20of%20Health%20&%20Others.pdf> (accessed on 7 December 2019).

⁷⁹ Ibid.

⁸⁰ Delhi (Case no. 1023/30/2002-2003) NHRC .

Reservation for Persons with Disability in IIMs

In *Vikas Gupta v. Indian Institute of Management and Ors*,⁸¹ the complainant sought relief to direct the respondent to provide 3% reservation in admission for MBA course as per Section 39 of the Act. The complainant submitted that he was an orthopedically disabled person who appeared in the Common Admission Test conducted by IIM. Following his success in the entrance test, he was called for Group Discussion/Interview but could not secure a place in the final merit list. Complainant further submitted that after making representation before IIM Ahmedabad and IIM Bangalore, he was communicated that IIMs provide reservation only to SC/ST candidates and not to disabled candidates.

In conciliation meeting, respondents put forward various arguments in support of their stand, such as:

- Confusion prevailing to the interpretation of Section 39 of the Act.
- Ignorance of the reservation policy for the persons with disability.
- Admission process being in the advanced stage, it will be challenging to provide reservation in the current sessions. However, they agreed to provide it from the next academic session.

Complainant expressed his dissatisfaction with the proposal offered by the Respondents to provide reservation up to 3 percent to candidates with disabilities from the next academic session. Complainant maintained that he would lose out on a previous year, which would have an adverse effect on his career. He also maintained that there is no ambiguity regarding the provision of 3 percent reservation. Therefore depriving him of statutory benefit in the present academic session will tantamount to a violation of his right.

The court held that since there is no ambiguity on the applicability of Section 39 of the Act, therefore, denying reservation to disabled persons is a clear violation of the rights of disabled persons. The Commission suggested a number of options to respondents. In the second conciliation meeting, the respondents expressed their preference for considering the case of Complainant and other similarly situated disabled candidates for admission in the present academic session. Respondents agreed to treat Complainant and other

⁸¹ 2001 CCDJ 225 Case no. 518 of 2000, decided on 13 February 2001.

similarly situated at par with other reserved category candidates seeking admission in the present session. Respondents also unanimously agreed to provide 3 percent reservation in all the courses offered by them to candidates with disabilities w.e.f. the next academic session.

Respondents expressed that due to varied elaborate requirements for the preparation of the entrance exam, it will not be practically possible for them to conduct a special entrance test within a short period of time. They further added that advance preparation of about one year is required for conducting written tests, group discussion and interviews. Respondents clarified that they would be able to consider only such candidates with disabilities who have pointed out their disability in the application form and those who have represented their case before an appropriate authority for getting the benefit of reservation under Persons with Disabilities Act.

The Complainant expressed his satisfaction with the proposal offered by the Respondents. Therefore, the case was settled amicably on terms and conditions proposed by the court and accepted by all the Respondents and Complainant.

From the analyses of above, the principles like to learning life and social development skills to facilitate their full and equal participation in education and as members of the community; facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, sign language and the promotion of the linguistic identity of the deaf community; free and compulsory education up to the 18 years of age; provision for making study material available in the form in which it is accessible to the different categories of persons with disabilities such as braille, audio books, e-text , large print, for persons having different kinds of visual disabilities, instructions in sign language for persons with hearing disabilities etc; provision of scribes for the students with visual and other disabilities who have the difficulty in writing; and reservation of seats in educational institutions can be deduced.

Response from Different Stake Holders

To understand the interface between policy formulation and programme implementation, an attempt was also made to get a response from various stakeholders such as students

with disabilities, parents of disabled children, and different educational institutions. Individual interviews, as well as focus group discussions, were conducted at various institutions as part of the field research. Intensive open-ended interviews conducted in this study included various stakeholders of the disability sector and others as well. Along with the observations by personal visits, the authorities and different personnel involved in the educational process were also interviewed. Institutions visited include both private, charitable and government-sponsored. The organizations and Various stakeholders covered in this study were mostly Delhi based. This has been done by considering the fact that most of the institutions working for the education of the disabled are situated in Delhi only. At the same time, students with disabilities also mostly come to Delhi for their education. It was helpful to get a comparative perspective on the educational opportunities available all across the country.

Individual Responses and Observations

Most of the respondents interviewed were male with an age variation from school going students to University going students and also few working personals. Category of disabilities included mostly visually impaired, few locomotor disabilities and children with learning disabilities. Most school going respondents for this study are from inclusive education, but those interviewed at the college and university level had their schooling mostly in special schools run by either charitable or government. Those in higher studies are all from government institutions.

The interviews reflected upon their varied experiences in their educational institutions, giving an insight into the various opportunities and challenges they encountered as students. Most of the students were hostellers from a very young age and few of them had an experience of being both in a special school as well as inclusive school. Higher education for all has been inclusive education.

Some of the experiential challenges during schooling which came to light were like non-verbal teaching methods in the inclusive education system and deprivation of practical classes, which forced them not to apply for certain courses of their choice. Like for example, many visually impaired students could not take art classes or sports of their interest. However, certain sports were added separately. The impression was that they could not compete with the other. Though the same subjects were taught in the lower

classes, once they reach higher classes, vocational classes were emphasized upon. Instead of an effort to accommodate the students in the subjects of their choice, they were encouraged to take pre-conceived courses like candle making, *agragabati*, etc. Also, more humanities were introduced and music, vocal or instrumental was also added as a subject. Besides the limitation of course choice, another challenge in the integrated schools was the non-availability of Braille books. Blackboard based teaching in the inclusive system is also a major problem. Whatever facilities that were provided in the inclusive school were not sufficient. Some often felt that inclusive education was only towards physical integration but not in terms of actual curriculum delivery. Even infrastructure wise most schools had only ramp or one special educator, which is not enough to say they are providing an inclusive environment in the school. Moreover, sometimes special educators who are meant to be available for counseling special kids are also engaged in other classes. Parents at times looked helpless in inclusive schools. The role of parents and their support becomes very more important.

However, when there is a comparison of integrated and special schools, there is a mixed view as many students with an experience of both types of schools preferred inclusive education. They narrated how special schools can, at times, make them feel suffocating and segregated. Though verbal communication was an advantage for the visually impaired in special schools, they felt away from society. Integrated schools were preferred in terms of socialization and were of the opinion that life skills and mobility in special schools were poor. Inclusive education does not alienate them from society and gives them the room to explore.

However, some also observed that special schools, as many opined, had its own advantages. Students did not feel discriminated though they had vocational choice based courses. Some visually impaired students stated that when they were in normal or inclusive schools, they were struggling to learn and felt isolated as it was not possible to ask for help again and again. Teachers knew the problems but were not always sensitive. So they felt more included and less dependent and confident in the special school whereas, in the inclusive system, they were made to feel more dependent. Students feel more capable. Academically students from special schools did better, but those in inclusive schools with good parental support can do better. Most students observed that we could not do away with the special school totally but believed that some part of the

schooling should be done with inclusive schools in general so that children are better prepared for the inclusive environment in their higher studies.

An observation from school going visually impaired students in Delhi is that today there has been much improvement in the approach of teaching disabled students in some of the inclusive schools of Delhi. Children were confident and there is continuous innovation in the teaching methods. However, a few years earlier, teachers did not know how to teach disabled students, but appropriate training has helped in many cases. Experimental set ups are made to understand how further improvements can be initiated. While most students do not want to be treated differently, but even here, they do feel that times many do not want to accommodate them. They feel it is due to lack of awareness and so effort should be made to educate the others so that there is a better understanding.

One observation is that the scene in the interior rural areas is all the more deplorable. There is generally no special school in rural areas. So children with different disabilities generally join the available local schools. Schools in the integrated system in the rural parts also by rule sometimes do have special educators but are not of much help. Some students are unable to read even the basics till high school. More emphasis was on vocational shift to learn something and start earning. Most children in such an inclusive system have to drop out of education as often the parents of the disabled children are also not well off or educated and are not in a position to help. Very few know about any available government facilities for their special children and even if they get to know most are unable to avail these facilities as they were very poor, non-literate and less aware. Most also do not have a disability card without which people cannot avail of any concession for disability.

While there is a choice of inclusive or special schooling, higher education is always under the integrated system. One general observation is that students who did their schooling in an integrated system felt their transition to higher education more smooth than those who studied in special schools. Most respondents who are studying in Delhi are from different parts of the country and mostly smaller towns and villages. Provisions and facilities available for the students with disabilities differed across Institutions.

Specific information regarding provisions for admissions for students with disabilities is rarely put up during the advertisement for admission into their institutions. Except for a few Central Universities, students mentioned that they did not come across details of special provisions to create awareness that people with disabilities can also apply in their institutions. Only nominal information was being provided.

Students also had limited awareness regarding government guidelines to Educational Institutions in terms of policies and programmes for promoting inclusive education. Most did not have much awareness until they reached their graduation. Moreover, the only limited awareness that most had been about some financial assistance or scholarships. Most students also felt that their Institution did not implement government guidelines pertaining to the students with disabilities to impart accessible and quality education. Only very recently, the institutions have somehow begun to address their issues and made institutional efforts to a limited extent but not satisfactory. Few of the institutional initiatives are like reservation in seats, priority in hostels, fee rebate. However, there is no institutional mechanism to deliver information to the students. Information is often delivered by senior students or other students.

Some feel that the government has many policies, but the problem is at the administrative level. Some stated that Institutions too are sometimes not even aware of how many disabled students are studying in their institutions. With regard to 3% reservation in admission to students with disabilities, most respondents feel it is being followed. 5% relaxation in the cut off marks has been provided. However, as per RPD Act 2016, 5% reservation in admissions has not been implemented yet. This may be because of limited access to the existing courses at various institutions.

Except for technological support at few institutions, the curriculum in the higher institutions was not inclusive in terms of development and delivery. Most institutions followed the general curriculum and had limitations in the teaching methods. Like for example, the teacher would often tell students not to opt their paper as there are lots of graphs, and they did not know how to teach in a certain specific way. Thus choices are limited in the selection of various courses and programmes due to various limitations because of pre-occupied notions and in the accessibility of curriculum. The suggestion was that teachers should be convinced of how they should be taught. Teaching methods

of teachers must include disability-friendly course material/care even at the higher level.

In terms of technological support, only a few limited assistive technologies are being made available to the students in some institutions. These are like DAISYplayers, notebook, laptops, tape records, etc. E-text, a soft copy of the material is being made available only in some of the premier institutions of the country. Most students had audio books recording with their own efforts. Students stated that there are no efforts at the institutional level. It is mostly an individual effort to sail through with study materials. Only assistance has been received from the peer group or friends. Few teachers are also very helpful. They assist the student at a personal level. There are also others who are not bothered whether a student is learning or not learning. No institutional framework is available. However, there are also instances wherein, in some institutions, NSS volunteers help disabled students and this was institutionalized. Equal Opportunity Cell (EOC) in some institutions are also active. In primary and secondary education generally, no assistive technologies are being made available.

Participation of students in various activities of the University differs from University to University or College to College. There was also a mix response regarding the provision for representation of persons with disabilities in the academic or administrative bodies and committees at their institution. While most agreed, there was some provision almost an equal number of students said there was no such provision. There is no specialized support system. It is the personal initiatives and interactions which help. The overall impression that students had about their institutions is that there are not enough funds for disabled students nor much interest or will or effort to bring necessary changes for the benefits of disabled children. Some also observed that sometimes individual responses in the institution were good but not at the implementation level, so they opined that provisions should be institutionalized. A general observation is that the situation throughout the country, especially in rural and semi-urban areas, is not very satisfactory. For many students, facilities were not satisfactory up to graduation at the state level, but in Delhi, in some of the reputed institutions, the needs and requirements are being taken care of partially. Like in the JNU Library there is a separate Helen Keller unit in the library for blind students.

In terms of having an accessible environment in the campus premises, most stated that the needs and requirements of the students with disabilities were partially taken care of by their institutions, whereas there were also others who believed it was not at all being taken care. Barring very few positive responses, most students said there was no provision to provide transport facilities to students with disabilities. Similarly, students with hearing impairment and visually impairment did not have an adequate facility of sign language interpreters and signage (Braille) facilities in their institution. In fact, few students said that they were not even expecting any special provisions as they thought they have to live and accommodate in the environment as it was.

Except for a few cases, most students stated that their Institutional web sites are not being developed as per W3C guidelines or guidelines issued by the information and broadcasting ministry, ministry of government of India. Most of them are not friendly to persons with visual impairment.

Other than a few exceptions, special guidelines, modules or documents were not available for the students with disabilities in all the institutions. There were also no special arrangements available to provide information regarding the academic and administrative issues to the persons with disabilities. They have to depend either on the common notice board or on their co-classmates to get even small information. For information related to academic and administrative issues, most depended on the Study Guides. There is generally no special accessible method to provide information. They had to mostly depend on the traditional notice boards, which are not accessible in certain circumstances. Assistant has to be taken from the peer group, classmate or senior students or sometimes from teachers and volunteers. Sometimes they also get necessary information about their Institution from the convener of the Equal Opportunity Cell.

Students face lots of problems in terms of accessibility of the study materials. Course materials (reading materials, reference books, etc.) are generally available in Normal print and Digital Audio Book format (DAISY format) for visually impaired students. Due to the lack of wide availability of the Braille press and other technologies, very limited Braille books are being available. Generally, in most of the institutions, the curriculum has not been supplemented with audio video programmes. These are available only in some special organizations for some selected courses. However, on

personal effort, students stated that they approach some of the established NGOs to get the audio materials related to their course materials.

There is also no flexibility in the submission of assignments in most cases. The students have to depend on their peer group to prepare assignment responses either in the hand-written format or in typed one. Mostly the visually impaired students have to depend on others to write their assignment responses through dictation only. Such submissions are restricted only to print and e-text medium.

Moreover, there are no special counseling/tutorial sessions conducted separately for students with disabilities to meet their individualized needs. Persons with a disability also face a lot of challenges during the assessment and examinations due to inaccessible buildings in terms of their faulty design and infrastructural lapses. The only concession was that students with visual impairment or of similar nature do get the facility of extra time, scribes, writer facility during the examinations. Though in teaching-learning activities, no special staff is appointed, very restricted services in the library are provided in some institutions. Some staff are made available in the libraries to assist persons with disabilities in finding the study materials, scanning in the materials and in taking printouts. Otherwise, generally, no special administrative staff are available in any of the institutions to deal with the issues concerning persons with disabilities.

Regarding equal opportunities for disabled students to participate in other curricular and co-curricular activities of the institutions, most students observed that there was no denial to them. However, no special co-curricular activities are specially planned for them and the existing co-curricular activities are very limited in terms of accessibility. Therefore it is up to the students to choose and participate in the activities as per their personal comfort.

Some minimal fee concession or exemption for students with disability is there as admitted by most like exemption in the tuition fees. No other exemptions are there, however, in some of the selected institutions, some amount of paid fees is refunded as per the institutional policies. Also, escort allowances to the persons with locomotors disability and reader's allowances to the persons with visual impairments are provided in some of the premier institutions.

One of the many challenges is that the hostel facilities are also very limited because the hostels are not allotted based on the individual needs rather, these are being allotted as per reservation quota. In this sense, the number of allotment are very less in number in comparison to the real requirements. Sometimes the hostels have not been allotted due to some apprehensive problems or consequences. Almost in all the hostels, the persons with disabilities are accommodated on the ground floor only. The persons with locomotors disability even cannot access the upstairs rooms due to the non-availability of lifts and elevators.

Institutional Responses

As 'right to education' in this study has been considered with a broader understanding of the educational opportunities and challenges that exist in the field of education for persons with disabilities, the educational institutions selected were included schools, colleges and universities of Delhi. Though most of the higher educational institutions were government institutions, the schools covered were government, private and charitable organizations. The schools included both special and inclusive ones. Most of the institutions are offering co-education. Only the universities and a few colleges have hostel facilities. Among the schools, only the special schools have hostels.

During the visits to the different institutions, it is observed that mostly private schools do not admit disabled students and were not even ready to provide any information related to the educational opportunities for the disabled that exist in their institutions. It is also found that due to a lack of awareness and sensitization, private schools are not disabled-friendly. After the convincing efforts and assurance of technical and academic support by some leading NGOs, some of the private schools have begun to take students with disabilities. National Association for the Blind working in this field has shared that few private schools are willing to promote inclusive education but, due to lack of expertise, they could not.

At the same time, in most of the government-aided schools like Kendriya Vidyalayas, Sarvodaya vidyalayas and Municipal schools, there were special educators. These schools take children with disabilities in admission. The schools also receive regular information and necessary guidelines from the government from time to time. The government inspection takes place regularly. Nevertheless, it also observed that special

educators have expertise in one category of disability. It is very difficult to accommodate all disabled students with a single educator. These schools generally have a resource room where all the disabled students, irrespective of their disabilities, are put together. In this way, the learning is not being possible effectively. The children also do not have the scope to participate in all the activities along with their fellow classmates. In this way, it cannot be claimed as inclusion.

On the contrast, in special schools, all the children were homogeneous and as they all do have similar kinds of requirements, the learning takes place smoothly in the presence of special and trained teachers. The problem here is that the children remain segregated. They do not get a chance to develop as normal children do. They lag behind and in the later stage, they face problems.

Only in the colleges and universities, information is being provided for the students with disabilities during the advertisement for the admission into the institutions. Except in a few universities, in no other organizations, any specific information or guidelines are being provided for students with disabilities in prospectus/browsers/official documents. The curriculum/educational setup of maximum institutions is not inclusive in nature. No formal steps are being taken in any institutions to make the curriculum inclusive in terms of development and delivery. Only in a few universities and colleges, some efforts have been taken in the libraries to provide assistive technologies along with Braille and E-text study materials. A few teachers on their own make some nominal efforts to meet the real academic needs of these students. The government institutions only get some financial assistance/funding from the government to provide an inclusive environment for disabled students. However, ironically, all educational institutions without having any facilities claim that they are implementing government guidelines pertaining to the students with disabilities to impart accessibly and quality education to them.

It is observed that all the universities and colleges are providing 3% reservation in admission to students with disabilities. However, in private schools, the reservation is not being provided as they do not have adequate facilities and required staff. They are even hesitant to provide any information related to disabled students. Some of them do appoint special educators as per the requirement. But they engage them in other activities

of the school. Similarly, though five percent reservation is assured under RPD Act, still no educational institutions are following the same.

The Management bodies of almost all institutions do not include any expert on disability issues or persons with any disabilities. Due to which the needs and requirements of the students with disabilities are not being taken care of properly to provide them an accessible environment. Campus premises (buildings, toilets, classrooms, labs., etc.) physically are not fully accessible for students with disabilities in maximum institutions. Though some of the buildings are accessible still the old and new constructions lack the accessibility features. Except for a few institutions, the maximum is not providing any transport facilities within the campus and to reach the institutions to the students with disabilities. However, the government schools are providing the transport facilities for all the students, including disabled. The students with hearing impairment generally do not get the facility of sign language interpreters and signage facilities in most of the institutions.

The websites of the educational institutions are not being developed under World Wide Web Consortium (W3C) accessibility guidelines or as per the guidelines issued by the ministry of information and broadcasting of government of India. Even there are no special guidelines/modules/documents available for the students with disabilities in the colleges and maximum universities. The information related to academic and administrative issues is being provided to the students with disabilities through general notice boards only. The disabled have to depend on their peer group to get any sort of information.

The course materials (reading materials, reference books, etc.) of maximum institutions are available in normal print only in a few of the institutions; there is a facility to print the materials in Braille. However, maximum school books are being made available by different NGOs in Braille for the visually impaired students. Nowadays, the e-text materials are also being preferred by the students, which are either available on image format or in other accessible formats. Similarly, the diagrams, charts and tables used in the course materials/classroom teaching also are not being explained textually in other formats for the benefit of the visually impaired students. In open and distance education institutions to a large extent and school education nowadays, the course

materials/classroom teaching is being supplemented with audio-video programmes. No formal guidelines are available for the safety measures to be taken for the students with disabilities during practicals/lab works. At the same time, the students with disabilities, to a large extent, are not being allowed to submit the homework/assignment responses/class presentations in any formats as per their comfort/choice. No special counseling/tutorial sessions are being conducted for students with disabilities to meet their needs separately.

There is fee concession/exemption in admission for students with disabilities. In maximum educational institutions, the tuition fees are being exempted. There are also some scholarships/fellowship/financial assistance are being provided to these students for pursuing their studies. Visually impaired students do get reader's allowances and students with locomotor disabilities get escort allowances in almost all government colleges and universities. At the same time, some special facilities are being extended to students with disabilities during assessment/evaluation. Students with visual impairment or of similar nature get the facility of extra time, scribes/writers facility during the examinations in almost all the educational institutions.

It is also observed that most of the institutions are not providing any special training for the employees to deal with the students with disabilities effectively. There is hardly any special staff, both teaching and administrative available to deal with the issues related to the disabled students. The facility of a single-window system is not available during the admission process for students with disabilities at maximum institutions. However, in the colleges and universities, the facility of special cell/unit at the institutional level to deal with the issues related to students with disabilities are available. Nevertheless, they do not organize any separate induction programmes for students with disabilities to meet and discuss their requirements to complete the courses/programmes after their admission. The placement cell for students with disabilities in higher educational institutions is also not there.

Experience of the Parents

The overall response from interactions with parents of children with disabilities reflects on the importance of the role of State and Society for a disabled-friendly environment where there are acceptance and an understanding of issues related to their wards. Many

observed that the right intervention of parental efforts helps to bring in confidence in children. So for a desirable outcome, it is most important for parents to understand symptoms of disability in a child at the very foremost. Social outlook also needs to be addressed as sometimes parents feel it is a curse to have a disabled child and cannot be liberated. Sometimes parents do not recognize that their child is autistic. Parents' acceptance of sound socialization is a must. So some parents suggested that as the social outlook is not always congenial, a scientific approach to the causes of disability needs to be explained. This helps parents in accepting their disabled children as they are. It is the level of acceptance and accommodation to disabled children that gives them the confidence to bring out the best in them. Parents are the first socializing agents, and as disability can be lifelong, their role and representation in the design and development of policies and programmes for the disabled children are significant.

Parents also reflected on the importance of state intervention. They observed that the State is there but not in spirit. The state has to involve in a pro-active role as, without state intervention, much improvement is not possible. Law intervention in various disability-related issues is essential, and here too the State's support is crucial like for example certain disability like Autism was not given due attention till very recently. Parents of autistic children often feel lifelong insecurity and challenge thinking of the future of their children when they are no more around. Planning the life of the child and their life after them is very important, but parents are not sure who will accommodate their autistic children after they are gone. Financial assistance gives confidence, and so certain state intervention is expected. Impression regarding NGO's was not very positive as some believed that they are working for name and profit only. It was also observed that some NGOs start with a good intention, but over the years, they are just engaged with petty things.

Some of the challenges that were reflected upon by the parents were like the need for Parental counseling regarding the special needs of the disabled children or how they have to bring up in the given order etc. There are not sufficient training centers for parental counseling as probably available in developed countries. It was observed that even teachers are not adequately trained as their training programmes have the less practical experience and no individualized curriculum. Activity-based training is needed. Pedagogical and social rehabilitation can be achieved to some extent, with proper

training and orientation. Sometimes inclusive schools are very selective, so it is difficult to admit their children in the chosen schools.

Love and affection from family and acceptance from society are very important. Affection is reciprocal. This gives them confidence and faith that they have a place to live. However, one of the biggest challenges that parents feel is that society lacks empathy towards children with disabilities, and sometimes even parents and family members are also not empathetic. Social rehabilitation and positive socialization are very important to build a disability-friendly atmosphere.

Suggestions and Recommendations

Students were asked to suggest and comment from their personal experience measures that need to be taken for an inclusive and accessible quality educational environment for students with disabilities

The availability of books and other study materials in an accessible format was the biggest challenge and was considered as the most important issue to be addressed. While supportive parents could afford readers for visually impaired students, it was not possible for the majority of the other students. One of the main suggestions from the visually impaired students was that tactile and Braille materials and books should be easily available in accessible formats along with other audio and technical support like Brailers and Braille printers, audio recording facilities, advanced computers as assistive devices, scanners, other alternative ways to provide reading materials, an accessible websites for all, etc. It was also suggested that lectures should be provided in audio formats, which is very helpful for the students. Many students admitted that without the accessible software that they were using in the research and studies, life would have been very difficult. However, some also felt that there should be special programmes for technology regarding assistive devices for teachers as well.

Another challenge that students with visual impairments felt was the difficulty in the arrangement of scribes during examinations. Some also cited financial challenges as most of them come from low-income families, and some fees of courses are higher.

There was also an emphasis on Policies to take care of inclusion from the beginning. A proper road map towards improving inclusion has to be developed at the policy level. As most of the disabled students do not have access to proper education facilities as per their requirement at the primary and middle-level education, facilities at a higher level are not always advantageous as many do not reach higher level education. Many emphasized that there is a need to have people with disabilities in the decision-making process to address the gap properly. Corporate and social responsibilities should be ensured for social inclusion and to make life better by offering opportunities to disabled candidates. Many opined that enforcing implementation of policies is the toughest point as even if several facilities are mentioned in the RPD Act, what can one do when not implemented. The monitoring of implementation is lacking. Hence, there is a need for monitoring agencies to check the implementation part on a regular basis. Judiciary has been positive till now can further help as there are few education related cases where Judiciary has positively intervene.

Overall, the impression was that government flagship programmes should be more inclusive and disability-friendly related, accommodative and accessible. Some also suggested that Career counseling should be there and BEd teaching aid, which is Taught only for general students should also be applied for disabled students as well.

Some were quite critical of the role of NGO's whom they believe are only showcasing the disability cause though in some cases, they are doing their work. However, some believed that a large majority of NGO's are only profit-making agencies. So they strongly felt that both Government and NGO work must be evaluated regularly and audited.

The suggestion was also that wherever there are gaps, special educators and counsellors and even special psychologists should be appointed in order to take care of the educational needs of the students with disabilities. The flexible curriculum in accessible formats may be adopted as per the learning attitude of the students. More incorporation of ICT and educational technology with multiple options of instructional material may serve better provisions of social inclusion, along with similar content delivery, which may improve the performance of disabled students. Some also suggested to have separate staff to focus on the PWD students totally should be available. Some also pointed out

that there should be an orientation at the transition stage as technology is advancing very fast, but there are no proper initiatives towards representation and integration of disabled people. It should be done wherever possible.

Many emphasized the need to have a conducive atmosphere with a sensitive approach. They spoke from their experiences that even if the physical environment is not always great or accessible, a sensitive approach in the society, among the teachers and peer group, generally helps a lot. So they feel that there is a need for sensitization and awareness awakening needed. If people are sensitive about their issues, some changes too will happen. A friendly environment is a boon for disabled students. Parents too are required to be sensitized as many parents do not open up initially. Some believe disability is a curse of karma. They suggested that different media can be used to create awareness in society through *aangawadi* workers, *asha karmis*, grass-root level workers and thus connect people to mobilize to the doorsteps. Some suggestions were also like community blocks should have inclusive education facilities with special educators and for general awareness to practically help and sensitize the people about disability.

Other issues of concern were related to mobility problems in the Physical environment, which should be made easily accessible so that disabled students can negotiate their ways in an independent way. Often there are incidents of dog bites or falling in the inaccessible roads. Most said they were lucky because of friends who helped and they could make their way but strongly voiced their opinion for improvement. They suggested that approval should be given by the government to develop the infrastructure accessible to students with disabilities. Some also suggested the need for transport facilities for visually impaired students & other PWD students and for a special window for disabled students concerning paper formalities during the admission process.

Lastly, some students mentioned that accommodation facilities should be given on a priority basis for students with disabilities as there is no reservation in hostels.

Conclusion

It is a widely acknowledged fact that disabled students in India decline in magnitude as they go up the educational ladder, and there are various reasons contributing towards this

cause. Most of these reasons, if not all, reflect the lack of support for the disabled from the state in various capacities.

Previously, surveys have concluded that only one out of every eight students enroll themselves for higher education. Such a situation persists despite the implementation of projects like the IEDSS that provide provisions enabling the assimilation of students with disabilities into higher educational institutes. However, the positive result of such efforts is cancelled out by the many negatives present in society. Factors leading to this dismal state include lack of specific attention for students with disabilities, lack of training for the teachers and helplessness inculcated by the administrators as they are unaware of the specific needs of these students. These causes accumulate over one-another and make higher education seem problematic to pursue. The only way to change this gloomy state of reality is by recognizing that this is not just an enrollment problem restricted to the education sector but is, in fact, a reflection of the minimum support and acceptance of the disabled community in the society.

The creation of an environment where the disabled are part and parcel of our everyday life will help eradicate myths and ills associated with them. Inclusion on the societal level will lead to a better understanding of their needs, which will lay the foundation to a culture of acceptance and eventually normalcy. As the interactions with the disabled increase, mainstream education will be altered to make it more accessible, affordable and appropriate for students with disabilities. Such an approach will eventually lead to an improvement in the quality of education for all sections of society as it will be inclusive in nature. This inclusivity will lead to doing justice to the constitutional commitment of the equality of citizens.

However, this does not negate the necessity for certain amends and reforms that will boost up the inclusion. Singhal (2006b) and Jha (2002) suggest that awareness of a concept, such as inclusive education, is no guarantee for ensuring that the desired teaching-learning practices are in place. Classroom reforms need simultaneous development of reforms in curriculum, professional development, along with a change in beliefs and attitudes as reflected in the culture of the institutions. It becomes important that teachers are made aware of and assisted in developing innovative teaching strategies,

but skewed focus on knowledge underplays the necessity for focusing on some crucial elements like changing beliefs, attitudes and values.

For quicker results, the issue of low enrollment in higher education can be reversed by focusing on pertinent issues of raising teacher's morale and to by taking care of irrelevant and rigid curriculum that has a direct bearing on the students. Administrative issues like pedagogical inadequacies and huge dropout and repetition rates too need to be dealt with. The lack of a concrete solution for these administrative problems lies in the current attitudes of the non-disabled towards the disabled in the socio-cultural context.

Further, there is a necessity to examine the prevalent perceptions around values and the aims of education disabled children. As has been mentioned earlier, these issues cannot be seen without taking into consideration the various issues of society. Whatever efforts are taken to develop a truly inclusive system must go beyond the narrow conceptions of the educational sector to the broader reality of the world. Addressing this issue at micro, macro, and interpersonal levels can lead to positive outcomes.

The on-going debate on the inclusion in India might furnish the required impetus for a critical reflection on the current teaching practices and educational policies. Inclusion needs a very different culture, and this might be an opportunity for the Indian education system to critically re-examine its many failings and create an environment for the purposeful participation of persons with disabilities.

Chapter Five
Politics of Disability in India:
Role of Movements and Non-State Actors

The dehumanization of persons with physical sensory and mental disabilities has always posed a problem to society. From the anthropological analysis of the social perception towards the disabled/disadvantaged, one may get the impression that whenever widespread efforts are made to control disparage stigmatized persons, a range of justifications are made to depict the out-group or disabled/disadvantaged as a threat to society.¹ The disabled, which are amongst the poorest, backward, least served and grossly neglected population, have always been marginalized and stigmatized in almost all societies. Thus, they have been historically denied their right to the assertion. It becomes imperative and essential for disabled persons to participate in the political process and politics actively.²

Western scholars mostly are of the view that people with disabilities are excluded from the political and social spheres, which prevents them from playing their rightful part in society.³ The opinions of the disabled people on the welfare of the community are generally absent from the public sphere. From this point of view, disabled people do not appear, if not they are socially dead.⁴

Therefore, in the second half of the 20th century, disabled people in western countries like Great Britain started raising their voices against social discrimination. During the 1970s, the disabled persons formed the Union of Physically Impaired Against Segregation (UPIAS) to fight against exploitation and social stigma. The main objective of this union was to achieve equal rights and equal opportunities to lead an independent living in society. Subsequently, people with disabilities— like minority groups such as

¹ G. N. Karna (2001), *Disability Studies in India: Retrospects and Prospects*, New Delhi: Gyan Publishing House.

² G. N. Karna (1999), *United Nations and the Rights of Disabled Persons: A Study in Indian Perspective*, New Delhi: APH Publishing House: 142.

³ J. Etal Enticott (1992), *Polls Apart: Disabled People and the 1992 General Election*, London: The Spastics Society: 32.

⁴ V. Finkelstein (1993), “Disability, Impairment or Something in Between”, in John Swain, Sally French, Colin Barnes and Carol Thomas (eds.), *Disability Barriers-Enabling Environments*. London: Sage Publication: 63.

women and blacks—across the world have formed similar organizations to claim their rights. Now the question arises: What is meant by disability movement? Let us now turn to the theoretical exposition of the disability movement and its implications on social policies and research in India.

This chapter has focused on the evolution of the disability movement and its impact in India for the formulation and implementation of different programmes and policies. In this context, the role and importance of voluntary organizations and other institutions working for the education of the disabled or people with special needs have been analyzed. An attempt has been made to identify the problems these institutions are facing and the areas which need to be strengthened. It also focuses on the political discourse of disability and its impact on policy formulation in India.

Disability Rights Movement

The disability movement is a movement where the voices and the actions of persons with disabilities shape the changes and redefinitions that they want. Non-disabled people, no matter how sincere and sympathetic, are always in the position of advantage, which implies domination, oppression and appropriation. In the 20th century, persons with disabilities in the west began to assert themselves to get equal rights and opportunities. Sometimes a parallel is drawn between the disability and many other related movements on various gender and racial issues, all of which were striving for similar values of social justice, participative democracy and equality. The New Social Movement, often going beyond the boundaries of nation-states, takes a stance on society that is critical. According to the first school of thought on disability movement, disabled people are marginalized, both politically and socially.

The second school of thought, contrary to the first one, denotes the disability movement as the last civil rights movement,⁵ which was greatly stimulated by the anti-discrimination movements of the minorities. However, the disability movement fundamentally differs from other social movements.

Additionally, there is also a third school led by professor Harlan Hahn, a disabled, and other western political scientists. Hahn calls the disability movement the disability rights

⁵ B. Briedger (1989), *The Last Civil Rights Movement*, London: Hurst Company: 67.

movement and stresses that there is an essential linkage between the formation of the disability rights movement and the growth of disability policy as a significant area of research.⁶

However, other scholars like Masondo not see the disability movement as an organization. Even though Masondo categorically considers that the movement has got sustenance from disabled people's organizations, he is not ready to call the movement an organization in the strictest sense of the term. According to him, "the disability movement is rather a political analysis of the problem of disability."⁷

Without getting into the intricacies of the definitional issues, it would be desirable at this stage to provide a brief and workable definition of the disability movement, which may be defined as a social and civil rights movement directed towards mainstreaming disabled people. The characteristics of new social movements that are relevant in the case of disability movement are marginalization from traditional politics, the linkage between political and personal, post-materialism and critical evolution of society.⁸

The new social movements have a tendency to be the outer boundary of the traditional political system. This is for certain consistent in the case of the disability movement, which does not have the same connection—whether in terms of consultation procedures, lobbying or resourcing—to the state as that of the organizations for the disabled.⁹ This, however, neither invalidates the political significance of the movement nor negates its transformative potential.

Due to the linkage between personal and political, the new social movements assume great significance in the ever-changing political circumstances. The second feature of the new social movement is that they provide a critical evaluation of society as part of a conflict between a declining but still vigorous system domination and newly emergent

⁶ H. Hahn H (1985), "Introduction; Disability Policy and the Problem of Discrimination, *American Behavioural Scientist*", 28(3): 293-318.

⁷ M. Mason (1992), "The Disability Movement", in R. Rieser and M. Mason (eds.), *Disability Equality in Classroom: A Human Rights Issue*, London: Disability Equality in Education: 16.

⁸ M. Oliver (1996), *Understanding Disability*, London: Macmillan.

⁹ Ibid.

forms of opposition.¹⁰ The independent living movement that led to the formation of the first California Indian Legal Services (CILS) in that particular province and different provinces of the United States, represent a noted critique of the prevalent social structures and the status of various disabled individual existing there. Of course, the theoretical underpinning in the formation of the independent living movement was that the hindrances of self-actualization were supposed to be because of not friendly physical and social environments as also the fact that the services that were being provided were restricting rather than enabling.¹¹ In this way, the movements heralded attempts to rectify this position: firstly, trying to define the problem again and then by giving alternative kinds of service provisions under the command of disabled persons.

The third characteristic of the new social movements is the burgeoning predominance of post-materialist value over other relating to social security and financial satisfaction of material needs.¹² The disability movement's primary worry is regarding the quality of life of disabled people, which includes freedom from material deprivation and social disadvantage.

The final feature of new social movements is that they are international. This is for certain for the disability movement and the Disabled People International's (DPI) Second World Congress, where the strategies and objectives inherent of the global movements were defined revolving around the empowerment of the persons with disabilities.¹³

The above discussion establishes the proposition that the disability movement is realistically and objectively part of new social movements. Every new form of transformation in political change and action has a social basis. The decades following the 1970s have witnessed remarkable developments in the social basis underpinning the changes in the legal safeguard for the persons with disabilities. The number of organizations for the disabled has proliferated since the early 19th century. However, abroad distinction could be made between such charitable organizations because both terminologies like charity and empowerment are often used interchangeably, thus

¹⁰M. Oliver (1990), *The Politics of Disablement*, London: Macmillan: 54.

¹¹ G. N. Karna (2001), *Disability Studies in India: Retrospects and Prospects*, New Delhi: Gyan Publishing House: 102.

¹² M. Oliver (1990), *The Politics of Disablement*, London: Macmillan: 59.

¹³ Ibid.

creating confusion among persons with disabilities, professionals working in the disability sector, policymakers and the general public. Ever since the emergence of the disability movement, there has been enormous tension and conflict between them. According to the scholars, the traditional organizations for disabled people were not primarily concerned with the promotion of self-organization, political awareness or control by disabled individuals over their own lives. Their main concern was to alleviate the symptoms rather than eliminating the causes of disablement. To put it simply, the scholars also maintain that the surplus time and money of the elite class enabled the proliferation of the organizations for disabled people, which also provide sustenance to many people. A considerable number of able-bodied people earn salaries as administrators of charities, while persons with disabilities have the greatest difficulty in finding any employment at all. What then is that if not exploitation?¹⁴

Impact of Disability Movement on India

The condition and situation of the disabled in developing countries is quite appalling, where nearly 80 per cent of the total disabled people live. Nearly 500 million in the world and around 100 million in India are unable to participate in their families, communities and societies fully. Moreover, the difficulty in accessing transportation and information deprives them from enjoying equal opportunities in housing, employment, and education. There is an intimate relationship between disability and poverty in third world countries like India.¹⁵ Consequently, the phenomenon of disability has much gripped the weaker sectors of the Indian society characterized by what Scoch¹⁶ calls “low incomes, low education and low workforce.” Furthermore, other factors like ignorance and illiteracy, neglect in immunization campaign, manpower problem, programmes concerning rehabilitation technologies, lack of political and administrative will power, lack of commitment and social barriers are accountable for the increasing disabled population.¹⁷ It is due to the factors mentioned above that the rehabilitation and mainstreaming process has not been able to achieve the desired results.

¹⁴ A.T. Sutherland (1981), *Disabled We Stand*, London: Souvenir Press: 117.

¹⁵ G. N. Karna (2000b), “Disabled Human Rights”, *The Pioneer*, February 11: 9.

¹⁶ K. Scotch (1988), Disability as the Basis for Social Movements; Advocacy and the Politics of Definition, *Journal of Social Issues*, 44(1): 159-172.

¹⁷ G. N. Karna (2000b), “Disabled Human Rights”, *The Pioneer*, February 11: 9.

Until the 1970s, throughout the world as disabled people were looked down upon and thought of as a liability. Their concerns were severely disregarded. Most of them were considered as outcasts and seen as beggars. Some of the disabled people were in the field of music. As many people believed that disability is the result of previous life's sins, they relate this to disabled people's present condition. This contributed to various forms of injustice to them in India.

However, in the West, in the 1930s, Adolf Hitler strongly believed that the disabled persons were of no economic use and attempted to eliminate the disabled population in Germany, but with the end of World War II things started changing gradually when thousands of soldiers returned home with several kinds of disabilities.¹⁸ These soldiers became a primary source of the Disability Rights Movement (DRM), and were successful in gaining their rights as they were considered heroes of the war.¹⁹ Later on, the disability rights movement started gaining in the 1950s and started challenging the governments in the 1970s in the West.

Whereas, Indian society helped people with disabilities out of charity and did not provide them their legitimate rights. Even their families were not looked at with respect and were often looked down upon. The shame attached to disability made their families disown their disabled members or leave them in the orphanages. Throughout the 1970s and 1980s, the DRM largely remained a battle between a few individuals against the society and system.²⁰ The media also ignored this issue. "Society treated those who were born disabled differently from those who became disabled after some injury".²¹

During the 1970s in India, numerous NGOs were receiving money from abroad. The disability sector was controlled by NGOs with either professionals or parents at the top.²² Most of them worked on a particular disability in silos. Baba Amte, an eminent social activist and Gandhian, inspired many people to support the empowerment and

¹⁸ Martand Jha (2016), "The History of India's Disability Rights Movements", *The Diplomat*, December 21, <https://thediplomat.com/2016/12/the-history-of-indias-disability-rights-movement/> (accessed on 5.12.2019).

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

rehabilitation of leprosy patients. This made many NGOs realize the importance of the DRM.

"The 1980s saw a shift in the policy frame with the welfare model being transformed into a developmental model. This was a phase where the disabled persons, hitherto treated as recipients of charity, became participants in the developmental process. By the end of the 1980s, people also started focusing on disability on medical grounds, with the objective of trying to reduce suffering via medical treatments, medical equipment, and technical help to make the lives of disabled people 'normal.' However, these ideas were practiced only by a limited section of the society, which was literate, sensitised, economically well-off, and modern in a real sense." With the announcement of 1982-1993 as The Decade of Disabled Persons by the United Nations, it gave a significant boost to the disability cause and there was transformation regarding the goals of rehabilitation. In India, the cause was gaining momentum with New Delhi establishing the Rehabilitation Council of India in 1986 that was involved in regulation and standardize training programs and policies for the rehabilitation of disabled persons. The next step taken was the passing of the Mental Health Act in 1987. This Act came under the civil rights legislation that regulated standards in mental health institutions in India. Regardless of the Act that was for the protection of the person, property, and management of people with mental illness, till recently, many of the mentally ill persons were confined to jails.²³ This showed that those living in "mental health institutions were no better off since the conditions both in prisons and in mental institutions were far below the stipulated standards".²⁴

In the last decade of the 20th century (1990-2000), PWDs extensively campaigned for enacting legislation with an economic and social rights-based approach. Though the government in 1980 recognized the necessity for such law, as the disability is on the State List, the issue was not taken forward. However, Article 253 of the Constitution of India, according to which "Parliament has power to make any law for the whole or any part of the territory of India for implementing any treaty, agreement or convention with any other country or countries or any decision made at any international conference,

²³ Ibid.

²⁴ Ibid.

association or other bodies.”²⁵ After India signed The Proclamation of Equality and Full Participation of People with Disabilities in the Asian and Pacific Region, the Parliament of India, in 1995, enacted the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act with focus on "prevention and early detection of disability, education, employment, affirmative action, non-discrimination/barrier-free access, research and manpower development, and institutions for persons with severe disabilities." After this act was enacted, three per cent seats were reserved for the PWDs in government services and educational institutions. Under this provision, persons with hearing disability, visual disability, and locomotor disability each received one per cent reservation.

In 2006, the United Nations adopted the Convention on the Rights of Persons with Disabilities, which was subsequently ratified by India in 2001. Due to the demands from the disability rights groups for enhancing the facilities to facilitate mainstreaming of the PWDs, the government, in 2012, tabled the Rights of Persons with Disabilities bill, which was passed by the parliament in 2016. Today, DRM is of academic interest in India.

Meanwhile, in the West, Disability Studies has become a theoretical arm of the DRM. “The basic theoretical underpinning of Disability Studies is to change the attitude of the society so as to facilitate the empowerment of persons with disabilities in the true sense of the term, thereby disentangling the prejudices linked with disabilities”.²⁶ However, in India, even though the Ministry of Human Resource and Development (MHRD) has granted recognition to Disability Studies as an academic discipline, very few educational institutions have given it the importance it deserves.

Therefore, it can be argued that the Indian DRM is an outcome of 40 years of advocacy by its 26.8 million disabled population. “Although there is an evidence of the emergence of group rights consciousness globally, persons with disabilities have failed to

²⁵The Constitution of India <http://legislative.gov.in/sites/default/files/COI-updated.pdf> (accessed on 25 March 2016).

²⁶ G. N. Karna (2001), *Disability Study in India: Retrospect and Prospects*, New Delhi: Gyan Publication House.

consolidate themselves into a powerful and cohesive force to reckon with at international as well as domestic levels”.²⁷

Disability and Politics in India

The politicians have always ignored the issues of the PWDs as they never considered them a vote bank due to their low numbers and lack of influence in the society. The DRM also suffered because of the absence of leadership, like that in caste and women's rights movements. A prominent example of negligence is the absence of the issue faced by the PWDs in election manifestos.

The politicians must give importance to disability as it affects millions of people. The media also has a duty to portray disability issues as human rights issues and not as objects of charity. Often when the election is out or in the process of election outcomes or opinion polls there are various issues that are taken care of that would help in gaining votes to various leaders like caste consideration, inclination of the urban voters, rural voters, religion, mood of youngsters, community inclinations, female voters, voters from different age groups and states and so on. “But never in the history of Indian politics or in the data presented by an opinion poll has one seen the presence of disabled people, their issues, their inclinations and their choices as voters”.²⁸ Different terminologies like persons with disabilities, physically handicapped, physically challenged, differently-abled and very recently divyang have been used for this section. However, unfortunately, “none of these terms does one see or even expect to see in an opinion poll debate, primarily because people with disabilities have never been seen as a vote bank”.²⁹

“The political class looking at a section of the society as a ‘vote bank’ is not necessarily a bad thing. When the noted Indian sociologist M.N. Srinivas coined this term for the first time in his 1951 paper entitled 'The Social System of a Mysore Village', he used it in the context of political influence exerted by a patron over a client. Though over the years, the meaning of vote bank politics has evolved and many political commentators

²⁷ Vikash Kumar (2009), “Politics of Disability Estimates in India: A Research Note”, *Mainstream*, XLVII(52), <http://www.mainstreamweekly.net/article1822.html> (accessed on 5.12.2019).

²⁸ Martand Jha (2018), “The Disabled as Vote Bank: Is it an Oxymoron?”, *The Wire*, <https://thewire.in/politics/disabled-vote-bank-oxymoron> (accessed on December 5, 2019).

²⁹ Ibid.

see it in a negative light. One can often hear people say we are not just a 'vote bank' of the political class. However, being a vote bank has a bigger meaning attached to it. This means the political class or political parties know which section of voters to appeal to and, therefore, many government policies have come out in the past to satisfy the demand of various vote banks. If being seen as a vote bank is a problem, then not being seen as one is a much bigger problem.”³⁰

The PWDs were never seen as a vote bank because of their status as third-class citizens, dependent on others; lack of awareness— or sheer carelessness — about the disability issues among politicians; relatively few population to influence outcome of any election; lack of empathy among the political class and society in general about the disability issues, which prevents PWDs from being treated as equal citizens; and almost zero representation of PWDs in politics, judiciary, media, bureaucracy, culture industry, etc. All of these factors contribute to the characterization of the PWDs as objects of charity.

Thus it is not surprising that there was a little discussion over the Disability Bill in parliament in December 2016. It is also essential to highlight the media's role here. A perusal of the coverage on disability reveals that news is either about an inspirational story or about any philanthropic work in the field, whereas the coverage about the gaps, numerous challenges related to accessibility, etc. are glaringly missing.

Affirmative Action

A quota is reserved for people belonging to SC and ST section in proportion to the population under the provision of affirmative action. However, in the case of the PWDs, the logic of giving just three per cent to PWDs is beyond comprehension³¹ because the government enumeration (that is, 1.85 per cent and 2.1 per cent) is close to two per cent rather than three per cent of India's total population.³² “Also, if three per cent reservation is given out of welfare or charity, then it is contrary to the provisions of the PWD Act 1995, which talks about empowerment of persons with disabilities based on human rights

³⁰ Ibid.

³¹ Government of India (1996), *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Chapter-VI, Employment*, New Delhi: Ministry of Law, Justice and Company Affairs.

³² Vikash Kumar (2009), “Politics of Disability Estimates in India: A Research Note”, *Mainstream*, XLVII (52), <http://www.mainstreamweekly.net/article1822.html> (accessed on 5.12.2019).

principles like equity, empowerment and social justice”.³³ It can be said that the government has doubts over their own Census data.

Similarly, no comprehensive study has till date been undertaken in the Indian context to assess the level of the political participation of persons with disabilities in the parliamentary assembly and local bodies’ elections held since the country attained freedom on August 15th 1947. It could, however, be realistically assumed that many of them are often unwilling to get themselves enrolled for the electoral process, others especially persons with visual and sensory impairments are debarred from getting the necessary information to make their own choice.³⁴ There are two major factors³⁵ seem to be obstacles for the participation of disabled persons within the political process. Firstly, many local constituency headquarters are so inaccessible delimited as to be problematic to the disabled individuals to participate at the grassroots level. Secondly, disabled politicians are numerically negligible who are taking part in the political process at all levels ranging from local to national. It would, however, be challenging to make any sweeping generalization in this regard.

Disability and minority are similar, as both of them are discriminated and exploited by the majority.^{36,37} The PWDs are still are living as ‘second class citizens, ’despite the enactment of PWD Act 1995 and several other laws in India. The situation is even more awful for the PWDs from rural India. Considering a large number of disabled citizens, PWDs could be counted among the largest minority groups in the country. If the government accepts the “real figure of persons with disabilities because once the actual figure (of around six to eight per cent) is accepted, it may snowball into a major debatable national issue and stimulate persons with disabilities to clamour for equal and proportional distribution of government benefits”.³⁸ The actual number of the PWDs will force them to organize and assert themselves strongly so that no political party can afford

³³ Ibid.

³⁴ M. Oliver (1990), *The Politics of Disablement*, London: Macmillan: 101.

³⁵ ibid

³⁶ Robertson (1981), *Sociology*, New York: Worth Press.

³⁷ C. Safilios–Rothschild (1970), *The Sociology and Social Psychology of Disability and Rehabilitation*, New York: Random House.

³⁸ Vikash Kumar (2009), “Politics of Disability Estimates in India: A Research Note”, *Mainstream*, XLVII (52), <http://www.mainstreamweekly.net/article1822.html> (accessed on 5.12.2019).

to ignore the demands of PWDs. The spirit of unity as an essential condition to form a minority group is not seen in the case of disabled persons, which is very important, especially in countries like India, which is developing.

PWDs and the organizations working on have failed to become a pressure group. “Despite the fact that nearly 90 per cent of disabled individuals live in the rural areas, persons with disabilities have failed to get their due representation even in the third tier of governance like the Panchayati Raj Institutions”.³⁹ One can find contradictions and discrepancies in the policy papers that are published and as well as in legal documents. “Briefly stated, semantic or typological differences, under- or over-representation, preponderance of charity and welfare approach over rights-based approach and disruption of the disability rights movement in India are the major factors not only interrupting the process of development of a sound disability policy but also creating a rift between organisations of and for persons with disabilities”.⁴⁰

In lack of a roadmap, the DRM activists in India could not secure equal opportunities, social justice, and full participation for the PWDS in practice. Rivalry, distrust, and competition among the activists; compartmentalization of approach further marginalized disability politics. Thus, disabled persons and their various organization have not be successful in coming together and empowering themselves by forming a pressure group to voice their grievances and sufferings strongly.

Role of the Disability Rights Movement in India

The DRM in India, which started in 1971 when Indira Gandhi, then Prime Minister, announced in the Parliament that jobs could be reserved for the disabled, is still at its infancy stage.⁴¹ After Mrs Gandhi’s announcement, Mr Lal Advani, the Officer on Special Duty in the Ministry of Welfare was entrusted with the task of preparing a paper on the strategies for the comprehensive development of programmes and services and opportunities for disabled persons. Nothing tangible, however, materialized until 1981 was proclaimed as the International Year of Disabled Persons (IYDP) when Mrs Gandhi

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ V. Gopinath (1995), “Is the Bill for Disabled an Icing on the Cake; the Debate Continues on Whether the Bill has Bite or Lacks Teeth”, *The Pioneer*, December 31.

announced a National Action Plan for the all-round development of persons with disabilities. Accordingly, Advani, as the chairman of the committee, drafted a similar bill on the lines of the earlier one, but with more teeth. Despite so much enthusiasm generated by the IYDP, the ideas could not take practical shape.

Rajiv Gandhi, who succeeded Indira Gandhi, appointed a committee under the chairmanship of Justice Mr Bahrul Islam, a retired judge of the Supreme Court on December 1, 1987, to make legislation for the PWDs.⁴² The Committee also included representatives of NGOs for the blind, deaf, orthopedically disabled and mentally retarded. The committee submitted its report containing wide-ranging suggestions to the then Union Minister of Welfare Mrs Rajendra Kumari Bajpai, who assured about the passage of the bill, on June 26, 1988. However, the report was not tabled on Parliament till the ouster of the Rajiv Gandhi government in 1989. Then came the National Front government led by Mr V.P. Singh. The Welfare Minister in the National Front Government Mr Ram Vilas Paswan assured the disabled community that the Bahrul Islam Committee report would be tabled in the Parliament in the budget session of 1990, which was not done. Thus the National Front Government also delayed expectations of the disabled who waited anxiously for the legislation. The Chandra Shekhar Government thought its tenure was very short, also vainly made overtures in this regard.⁴³

Meanwhile, groups for the rights of disabled persons and the overwhelming support for them started swelling by early 1990, which saw “almost 300 NGOs working across the country to create a barrier-free environment for the disabled to remove discrimination against them to rehabilitate and make special provision for their integration in the education, employment and welfare to spell out the responsibility of the state for such disadvantaged people.”

On April 30, 1993, a private member’s bill entitled the blind and other physically handicapped person rehabilitation, employment and welfare bill 1993 was also introduced in Rajya Sabha by the then M.P. Rajya Sabha of the ruling Congress-I Mr S.S. Ahluwalia, a crusader of the rights of disabled/disadvantaged persons. In early 1993, a national workshop was held where national disability groups vociferously advocated

⁴² R. Singh (1988), “The Handicapped Getting their Due”, *India Today*, November 30: 187.

⁴³ Ibid.

for the implementation of the Bahrul Islam Committee report. Significantly, Mrs Sonia Gandhi also wrote a letter to the Prime Minister Mr P.V. Narasimha Rao and reminded him of the unfulfilled dream of her husband Mr Rajiv Gandhi.⁴⁴

Finally, the Rao government constituted various sub-committees to investigate different aspects of the bill. By 1994, as nothing tangible emerged, a group of people, including Mr. Advani, Mr. Jave Abidi, Programme Officer in the Disability Cell of the Rajiv Gandhi Foundation, Mrs. Anuradha Mohit from the National Association for the Blind, Mr. Sarabjit Singh, formed the Disability Rights Groups (DRG) to lobby for legislation.⁴⁵ Besides, many human rights activists were also mounting pressure. The Indian Parliament eventually approved the bill in December 1995.

The legal aspect of the Act remains outside the scope of this chapter. However, it may be argued that the act shifted focus from the traditional roles and welfare approach to that of mainstreaming of disabled people. This is the first serious effort to make education and employment as rights of the disabled and also to promote their psycho-social integration. As the PWDs Act 1995 offered little to the persons suffering from mental retardation, autism, cerebral palsy, and another form of disabilities, the government presented the bill on National Trust for the Disabled with a corpus of Rs 100 crores.⁴⁶ “The 2011 census data on disability specified that over 26.8 million people had some kind of disability in India, which makes up to 2.21 percent of the population. Among the total disabled in the country, 14.9 million are males and 11 .8 million are females; 18.6 million PWDs reside in rural areas, while 8.2 million reside in urban areas”.⁴⁷

Advocates of increasing the reservation for PWD from three to five percent argue that, “when compared to those who become disabled after their birth, due to the after medical

⁴⁴ B. Mishra (1995), Bill on Handicap Stuck with Ministry, *Times of India*, May 29.

⁴⁵ G. N. Karna (1999), *United Nations and the Rights of Disabled Persons: A Study in Indian Perspective*, New Delhi: APH Publishing House: 159.

⁴⁶ G. N. Karna (2000c), “Disability Rights Movement: Conceptual Framework and its Implications for India”, *Disability and Impairments*, 14(1): 15-22.

⁴⁷ Government of India (2011), *Census of India-2011*, Office of the Registrar General and Census Commissioner, New Delhi: Ministry of Home Affairs

advancements, people born with disabilities are growing fewer in number”.⁴⁸ For instance, the case of children use by human traffickers by kidnapping them and put to begging by cutting their limbs. Seeing this situation and opposition/call from the civil society, the government of India in 2006 formulated a National Policy on Disability, where the major focus was on social security, support services, employment, access, and education. In light of the UN Convention, this policy had to undergo comprehensive modification. The National Policy does not take into consideration the political and civil rights of the disabled persons. Until recently, in India many states did not form a disability policy and few states are in the process of forming such a policy.⁴⁹

India, in 2011 had tabled the Rights of Persons with Disabilities Bill (RPWD Bill) in the parliament in order to implement the obligations under the UN Convention on the Rights of Persons with Disabilities (UNCRPD) with the motive of transforming the meaning of disability and widening the scope of its definition from the prevailing medical to social framework. This Bill replaced the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995), increased the quota of government jobs to five percent, and also included 21 categories like thalassemia, sickle cell disease, blindness, autism spectrum disorder, chronic neurological conditions, muscular dystrophy, mental illness, cerebral palsy, and other disabilities for the reservation. The amendment also stressed on creating private companies PWDs-friendly. During the discussions on the Parliament on the bill, Thawar Chand Gehlot, Minister of Social Justice and Empowerment, that the government is considering introducing a 'universal identity card for the disabled', which would solve the problem of disability certificate. He also revealed that the government has partnered with German and British companies to make state-of-the-art limbs for the PWDs.

In this context, it is very significant to note that after a short debate, the Lok Sabha passed the bill in a short span of two hours on the last day of the session with opposition and treasury benches joining hands together to clear the legislation. Similarly, in the Rajya Sabha there was no difficulty in the passing of The Rights of Persons with Disabilities Bill, 2016. The Lok Sabha saw some difference in the amendment of the bill

⁴⁸ Martand Jha (2016), “The History of India’s Disability Rights Movements”, *The Diplomat*, December 21, <https://thediplomat.com/2016/12/the-history-of-indias-disability-rights-movement/> (accessed on 6.12.2019).

⁴⁹ Ibid.

by Congress and Telangana Rashtra Samithi members on wanting to increase the percentage from 4 to 5 percent in the reservation that was eventually defeated. Interestingly, it was in 2014 the bill was originally moved in the Rajya Sabha by then Union minister Mallikarjun Kharge who was also the leader of Congress party in Lok Sabha. The then Union Cabinet had already approved the suggested amendments to the Rights of Persons with Disabilities Bill, 2014. Nevertheless, again, the bill was examined by the Parliamentary Standing Committee headed by Union Home Minister Rajnath Singh and sent their recommendations. In this way, it took almost nine years to bring an Act after the ratification of UN Convention in 2006.

However, the government and society should understand that rights and charity do not go together. What is most important rather is a plan that includes various actions that help in the empowerment of millions of disabled persons. The various steps taken at the global level on fighting for disability rights have led to significant changes in the way, the public at large view or the perception of public towards disability as moved from welfare, charity, medical-clinical paradigm to giving importance to their rights. Seen from this standpoint, the barriers and problems faced by disabled persons in their everyday lives are because of the outcomes of the deprivation of their human rights. So, in fact, society plays a major role in either reducing or increasing the difficulties of disabled peoples.

As compared to other NGO movements that work on various issues like women or the environment, the movements that fight on disability are scattered. Disable people form the most underrepresented and politically not visible groups in the country. Though it is well known that people are primarily concerned for the sick, elderly and people within the family or community but disable persons at large have not got enough space, be it at national or local level politics through special interest or lobby group. So the movement on disability is still quite weak and fragile. A majority of the organizations are service providers, but some others are the political one that put forward and influence the political agenda at the state and national levels. Nevertheless, today most of the disabled people do not see themselves as being considered as a political force in India. This obviously has led to their lack of political participation and political decision-making at various levels. Moreover, one can find a lack of awareness among disabled people and their relatives about their rights and capabilities. This is due to lack of education, and

people with disabilities are seen for decades in terms of charity tradition that largely characterize the NGOs and the "disability movement".

However, despite scattered disability movements, there are capable disabled individuals and organizations that are trying to influence policies at various levels. The rights-based approach to disability is one of the key issues in the present disability movement. There are only a few organizations in India that are involved in the disability movement, of which the majority of them are primarily single disability organizations. International disability consciousness and some external factors like the initiatives taken by the United Nations, World Bank and other voluntary organizations have influenced the disability movement to a large extent in India. Time to time at the individual and organizational levels, the movements took place for the right to education and employment of the disabled.

Growth of NGOs Activism: An Alternative to the State Action

The impact of the Non-Governmental Organisations (NGOs) on the society and people of the developed and developing countries have considerably increased in the last two decades. This is why much research has been conducted on the role of the NGOs in the empowerment and mainstreaming of PWDs. The present chapter is an attempt to explore the role of the NGOs for the empowerment of the disabled in India.

The NGOs may be defined as "non-profit organisations which are not part of the government machinery and which have not been established as a result of an agreement with the government. NGOs, include research institutions, trade unions, private foundations, environmental groups, indigenous-agencies, grassroots level etc. bodies and any other organisation of a non-governmental nature."⁵⁰

The UN Economic and Social Council (ECOSOC) defines an NGO as any national or international organization that is not formed by an intergovernmental agreement. Broadly the term "encompasses private voluntary organisations, community groups, professional and trade associations, labour unions, academic and scientific organisations and

⁵⁰ U.N. Department of Public Information for NGO Representatives, New York, July 1980. Also see, Kannan R Nair (not dated), *A brief report on status, activities and Contribution of Science and Technology based NGOs in Kerala*, Thiruvanthapuram: Regional Centre for Expertise.

others”.⁵¹ However, the focus is shifted to community participation from institutional care, which is because of the fast-growing social awareness for equal status and rights of PWDs.

NGOs are recognized for their active involvement in the areas where the government's intervention is either missing or inadequate. In the case of PWDs, the NGOs, apart from advocating for better laws, are also trying to empower by making the system much more accessible. Depending on the mission and resource allocated, the initiatives by government and NGOs— including partner and other regional and national voluntary organizations— have different scope, duration and geographical reach. The interventions are community awareness, education-related activities, poverty alleviation, rehabilitation of severely PWDs, research and documentation, administrative capacity building, social services and health care. "The rehabilitation services provided by the voluntary agencies include medical care, covering diagnosis, surgical treatment and fitting of prosthetic and orthopedic appliances, convalescence facilities, physical and mental therapy; education for the blind, the deaf, the orthopedically disabled and the mentally retarded; vocational training including prevocational training in established schools; sheltered employment and open employment in vocational training centres and sheltered workshop.”⁵² Some of the leading NGOs working for the education, employment and empowerment of PWDs in India are National Association for the Blind (NAB), Amar Jyoti Research and Rehabilitation Centre (AJRRC), Tamanna Association, National Federation of the Blind (NFB), All India Confederation for the Blind (AICB).

Empowerment is the process of facilitating the optimum use of one's own ability to work and live as normal as one can. Its purpose is to help people achieve the best possible psychological and physical fitness and recover the ability to care for oneself. It offers assistance with the learning or referring of skills required in routine activities, with occupational training and guidance as well as with psychological re-adjustment. The analysis underlines that the concept of empowerment is broad and multidimensional. The process of empowerment of PWDs involves physical, vocational, and psycho-social empowerment, which is interlinked.

⁵¹Asish Chandra (2000), *Human Rights Activism and Role of NGOs*, New Delhi: Rajat Publications:157.

⁵² S. K. Panigrahi (2004), *The Role of NGOs for Empowerment of Disabled*, New Delhi: Radha Publication.

The activities of the NGOs working on disability can be categorized into service institutions being run by PWDs, their families, or others due to humanitarian considerations, state and national advocacy organizations, International organizations. The majority of the organizations were initially established to help the PWDs or their families. Although they provided help to other PWDs as well, which helped them in expanding their work on a large scale. Additionally, non-profit philanthropic organizations were also established by foundations and individuals. Over the years, a large number of these organizations have made their mark. They comprise of committed people, are flexible in operations and are eminently suitable to find new paths, and generate new ideas.

The interventions of NGOs include early detection, prevention, fitment of artificial aid/appliance and social rehabilitation, education, placement, physical restorative services, awareness, training, psychological and, publishing newsletters, periodicals and journals for behavioural change. Some of the organizations are also involved in creating human resources, production of aid and appliances, and providing logistical support for rehabilitation.

The Government of India has also set up various national institutions to evolve modal services and research on disability.

Mahavir Viklang Kendra, Jaipur, has gained worldwide acclaim for designing and producing JaipurFoot, a rubber-based inexpensive fitment for people with below-knee amputations. Likewise, artificial arms were developed by Nevedic Prosthetic Centre, Chandigarh as a useful fitment that helps in cases where agricultural accidents are more. In a similar manner, in the voluntary sector, there are many orthopedic fitment centres and hearing aid fitment centres. Rural rehabilitation programmes have been conducted for some years by Thakur Hari Prasad Institute of Mental Retardation and the All India Confederation of the Blind. There are some organizations like "the Pune District Leprosy Committee and Hind Kushta Nivaran Sangh that give service delivery programmes for leprosy cured people in rural areas".⁵³

⁵³Ibid: 169.

These are some of the examples of innovative work by NGOs. It is not the intention here to list all the programmes undertaken by the NGOs. The examples are merely illustrative. Many organizations work for some particular kind of disability and might deal with various aspects of their rehabilitation. Whereas there are some organizations that also deal with different categories of the disability, but the number of these organizations is less. The relatively more difficult work of looking after multi-disables such as deaf-blind is done only in the voluntary sector, although the service centres for such disabled are very few in number.

It was during the post-independence time people realized the importance of setting up voluntary organizations at the state and national level. The year 1952 saw the establishment of the first voluntary organization, the National Association for the Blind. Gradually, India saw the rise of many organizations that were working towards the cause of various kinds of disabilities like the All-India Confederation of the Blind, the National Federation of the Blind, the All India Deaf and Dumb Society, the All-India Federation of the Deaf, the Federation of the Welfare of the Mentally Retarded, Convention of the Teachers of the Deaf in India, the Fellowship of the Persons with Disabilities, National Forum of the Parents of the Mentally Disabled and the All India Deaf and Dumb Society. While some of the organizations mentioned above work as an advocacy group, others are involved in both implementation and advocacy. Disabled Rights Group (DRG), the newly formed organization, works only for advocacy. Advocacy by the organizations has led to the special recruitment drive for the PWDs, reservations in the education and government jobs, that gave rise to the importance of the role of disabled people in the policy-making. Consequently, the PWDs and their family members have been given representation in various committees and bodies of the government.⁵⁴ International organizations like Christian Aid, Oxfam, Action Aid, USAID, UNICEF, WHO, ILO and UNESCO have extended logistical support and funding to national and local NGOs. Some of these organizations are also implementing programmes at various levels.

According to a directory published by the Institute of the Physically Handicapped, New Delhi, about a decade ago, about 8,000 institutions are working for PWDs in India, out of which about 100 are Government-funded. The majority of them are located in big cities and major urban areas and very few in the rural areas. About 80 per cent of these

⁵⁴ Ibid: 172.

institutions are located in nine states: Karnataka, Uttar Pradesh, Andhra Pradesh, Tamil Nadu, Kerala, West Bengal, Gujarat, Delhi, and Maharashtra.

This directory, however, lists many medical and other organizations which marginally touch the disabled. The number of organizations working for rehabilitation will be much smaller. The Rehabilitation Council of India lists about 1,000 organizations working in the area of special education.⁵⁵

Voluntary action gave rise to economic, social and political freedom. The sector has a place of pride in the realm of rehabilitation of the PWDs for their pioneering, path-showing and substantial work right from the beginning. For about two decades, special education to the blind and the deaf were rendered only by the missionaries. Whatever works in whichever aspect of rehabilitation is seen today, the contribution of voluntary sector is predominant. Even for the future, collaboration and support of the voluntary sector with governmental efforts is the only way to fulfil cherished expectations in this field.

Non-sectarian NGOs began to enter the disability field early in the 20th century. The inspiration came from Gandhian and Sarvodaya movements and India's struggle for Independence. The approach, however, remained more or less charitable. For example, in 1947, only 32 schools for the blind and 30 for the deaf existed. The years that followed witnessed the increase of the voluntary organizations. The Five-year plans formulated the assistance schemes to the NGOs, which were given a definite and marked role in the development process. International funding started to flow in. Recognition was shown through awards and association with Government in various committees etc. The growth of NGOs in the last three decades or so has been considerable.⁵⁶

Except for 25 organizations, all of the numbers inserted in the national voluntary organizations are less than 25 years old. More than half of these organizations have their headquarters in Delhi, which obviously makes them have close contact with the government. These organizations have raised money from sources like donation,

⁵⁵ Ibid: 173.

⁵⁶ R. S. Pandey and Lal Advani (1995) *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Publishing House.

membership, sales, funds from the government, international aid agencies, fundraising campaigns, and affiliation fees from their branches.⁵⁷

There has been a significant transformation in programmes of services provided by the various voluntary agencies in India. The varied/variety of changes witnessed can be seen right from the custodial care to permanent rehabilitation; social reform to social welfare services; special institutions and schools for the persons with disabilities for integration in regular schools; institutional services to community welfare services; curative and treatment services to preventive services; and free services to the charging of token fees

Specialized services for various types of disability—e.g. visually impaired, deaf and dumb and the orthopedically challenged, mentally retarded—are offered by many most of the voluntary agencies, registered under the Society registration Act 1860. A more individualized approach is replacing a mass or group approach. There are many agencies formed at the national level compared to the local level, where the social problem at a local level is paid less attention. Surprisingly there are more women involved than men in the field of social welfare and many of them are well educated, coming from middle class or upper middle-class families.⁵⁸

The maximum numbers of institutions for the persons with disabilities are in Maharashtra, followed by Tamil Nadu and Gujarat. The reason for the high number of institutions is the various social welfare movements. This development is again brought by the fact that Mumbai leads with 82 institutions that succeeded by cities like Delhi, Kolkata and Chennai. Delhi being the capital of India and which is hub of major national voluntary organization, would obviously have more institutions for the disabled than Kolkata and Chennai. Apart from this, there are states like Maharashtra, Gujarat and Kerala have a good number of voluntary institutions. In West Bengal, the concentration of the major institutions is situated in its capital city Kolkata.

⁵⁷ G. Ravindran Nair (1981), "Welfare of the Handicapped: The Role of Voluntary Organisations", in T. N. Chaturvedi (ed.), *Administration for the Disabled: Policy and Organisational Issues*, New Delhi: Indian Institute Public Administration: 137.

⁵⁸ Ibid: 138.

Vocational Training and Employment Services

Various NGOS in recent years are providing vocational training and assisting in placement to the PWDs like Mentally Background, Daddy's Home, Gurukrupa, Mangalam, Society for Rehabilitation of Physical, Satya Yothi, Amar You, Chessire Homes India, Promotion in Employment, Gandhi Niketan Workshop for persons with disabilities, and National Centre for Disabled. Despite four per cent reservation for the PWDs in jobs, much is yet to be achieved. Organizations like Srinivasa Mahila Madai, Blind Social Welfare Society, Saint John's Handicapped Institution, Pingla Ghar, Hitkari Parisadare, Sneh Niketan, Vikalang Kalyan Sewa Sansthan, and Saheed Memorial Society are involved in conducting educational activities by providing teacher training, school and educational services to the PWDs.

As education is an essential tool for providing socio, economic and political rights, many organizations are working in this direction. Organizations like Lokviswas School for the Disabled Kids, Praja Seva Samiti, Saint Louis Institute for the deaf and blind, Viswa Karuna Sangam, Pope Paul Mercy Home, Care Home for disabled children, and Anantha Sevasram, are providing shelters to PWDs. Nevertheless, many of the NGOS work for mentally retarded people by providing provide the therapeutic/counselling services.⁵⁹ Some of the prominent organizations doing such work are Guru Nanak Home for Disabled Children, Seva-in-Action, Privadarshini Service Organisation, Missionaries of Charity, Akshay Pratisthan, Blessing, Prem Ashram, and Santhal Paharia Sewa Mandai.

The right to work is the basic right of humanity. Apart from providing people with a stable source of livelihood through their income, it also imbues in them their dignity and personal worth. Disabled persons are no exception to the basic right. Getting a satisfactory job is very important to the disabled youths than the non-disabled, which is not only crucial for their personal dignity and worth but also to work independently with authority and supervision.

All rehabilitation programmes are oriented towards employment generation so that PWDs can support themselves and their families. However, the PWDs severely lack education and training opportunities, which have reduced the chances of getting employment. Moreover, the attitude and prejudices of the public, employers, and co-

⁵⁹ Data are obtained from the Directory of Institutions working for the disabled in India, Ministry of Welfare, Government of India, New Delhi.

workers at large have also made the obstacles challenging to overcome. To solve the problem, the Central and state governments have adopted a multi-pronged approach involving “reservation for jobs in the public sector; Establishment of Special Employment Exchange and Special cells in Government Exchanges for facilitating placement in jobs; and Establishment of Vocational Rehabilitation Centres to arrange for assessment, training and placement. A scheme of assistance to voluntary organizations for training and employment of disabled persons, including the establishment of sheltered workshops.”⁶⁰

As mentioned earlier, a planned approach for the rehabilitation and welfare of PWDs did not arise till 1945, when the World War-II ended. In the Indian context, before 1947, only voluntary organizations were providing basic services to PWDs. After Independence, India adopted five year plans to achieve economic growth, employment, self-reliance, and social justice. "The First Five Year Plan shifted emphasis from charity to rehabilitation. In the Second Plan, the emphasis was laid on education and employment with programmes for scholarships for disabled students and a plan for setting up a chain of special employment exchanges for disabled persons. Under the Third plan, the state encouraged the development of facilities for vocational training and expansion of employment opportunities for the disabled and better coordination between public and private organizations to promote these objectives. Though the emphasis tended to vary in the subsequent plans as well, and a well-defined policy and plan of action for the disabled only during the International Year of Disabled People (IYDP) 1981. The formation of the Central Social Welfare Board in 1953 was a recognition of the fact that the voluntary organizations had come to stay in many ways.⁶¹ The voluntary agencies enjoyed the prerogative of certain flexibility of action, willingness to experiment and close personal touch with the clientele which government agencies do not have.”

⁶⁰ M. C. Narisimha and A. K. Mukherjee (1986), *Disability: A Containing Challenge*, New Delhi: Wiley Eastern Limited: 71.

⁶¹ G. Ravindran Nair (1981), Welfare of the Handicapped: The Role of Voluntary Organisations” in T.N. Chaturvedi (ed.), *Administration for the Disabled: Policy and Organisational Issues*, New Delhi: Indian Institute of Public Administration: 137.

Social Integration

Apart from All India Federation of Deaf, the National Federation of the Mentally Retarded, New Delhi and National Association for the Blind, Bombay, are working on various issues like recreation, education, social integration and training of the PWDs. National Association for the Blind is the only organization that is working towards the total rehabilitation of the visually impaired persons and while doing so it takes into consideration various aspects of their social, economic and cultural life. The Association emphasizes the need for integrated education for social fulfillment. It provides computer education, assistive technology and specially-developed learning material to the students and sends them to various public and private schools in Delhi.

Many organizations, located in metros, are sending visually impaired and other PWDs students to various public and private schools as a way to mainstream them and to make the others who are non-disabled to understand their potentials and various problems of the PWDs.⁶² The National Association for the Blind, in January 1980, with the financial assistance from the Royal Commonwealth Society for the Blind, acquired 240 acres of land in Phansa, Gujarat, to start an rural training centre and agricultural. The objective of the project was to give training to the rural blind in agro-based work like agriculture, horticulture, animal husbandry, poultry, pisciculture etc. Today, Ramkrishna Mission, Calcutta, also provides training in agricultural to the rural blind.

Similar attempts have been made at other places well. The Helen Keller International, Madurai, has a mobile rehabilitation team, which provides trains rural blind in elementary farm-related work. In a country like India, which has one of the highest numbers of blinds and other PWDs, the models mentioned above needs to be replicated at the large scale as there is a huge scope of rural PWDs getting work in agriculture, horticulture, animal husbandry, poultry, pisciculture etc?⁶³

Likewise, organizations like the National Federation of the Mentally Retarded are providing training and education to the children and adults who are mentally retarded. However, the number of these organizations and schools is small and located only cities. In the case of orthopedically disabled, the institutions are even fewer than for the deaf or

⁶²Ibid: 140.

⁶³Ibid: 141.

the blind. As mentioned earlier, voluntary organizations are doing excellent work in the production of artificial limbs and appliances. Bhagwan Mahaveer Viklang Sahayata Samiti has a Rehabilitation Centre which produces customized shoes and legs, which are fitted at free of cost to orthopedically disabled.⁶⁴

Medical Rehabilitation

Medical rehabilitation, in India, is defined as and is limited to major urban areas. The activities of the medical rehabilitation centres in Indian can be categorized as: small rehabilitation units; major rehabilitation institutes, and rehabilitation centres. India has about ten major rehabilitation institutes for the creation of human resources in the field. These institutes also conduct research for formulating rehabilitation programmes. Due to the less in numbers, these institutes cater to a large number of PWDs, resulting in providing low quality of care.

In the absence of a well-structured/framed policy, the training programmes and equipments in these institutes have not been updated regularly, and research contribution to the development of Indian rehabilitation models has been unsatisfactory. Most of these organizations do not admit severely disabled patients. Likewise, in government institutions, the majority of the patients are mild-category-disabled, which limits their ability to provide service to moderate and severe PWDs. As a result of this, severely disabled patients are either denied admission, thus forcing them to seek treatment in private centres, or receive inadequate attention.⁶⁵ However, occasionally, these institutions have been successful in developing aids and appliances for the PWDs. The small number of institutions have also hampered in bridging the gap of the professionals required on the ground.

Catering to the mild categories of disabled with simple intervention programmes, small rehabilitation units are usually run by voluntary organizations and government hospitals. These units do not have any long-term policy and qualified professionals.

It has been observed that the voluntary-run rehabilitation units are more humane. However, the service quality provided is usually below standard and fragmented. All

⁶⁴Ibid: 143.

⁶⁵Ibid: 52.

these three kinds of centres of rehabilitation, both in the voluntary sector and in the government are situated in the urban areas, and often in the same locality. This makes access difficult for people living in rural areas or non-metro cities.⁶⁶

Educational Facilities

The educational facility to the PWDs is provided by the state, philanthropic and voluntary organizations through either special schools or in regular schools with able-bodied children. However, the accessibility gaps still exist as most of these schools are situated in a handful of urban places. The challenge to provide education to the children who have disability is enormous: the foremost challenge is lack of policy on educating disabled children in rural India, which is widely scattered; second, lack of motivation among the trained staff to serve in rural areas; and the last ignorant among the people about how education can benefit their disabled children.

Even prior to independence, it was the voluntary sector that played a major role in establishing schools at various places for disabled children. As education is a state subject and the number of PWDs is so low and fragmented that the issue is marginalized, the Union Government has established special schools. Likewise, the local government and municipal bodies have also not paid any attention to the concern of children with disabilities. However, voluntary organizations had opened a few special schools.⁶⁷

Most of the special schools emphasize on academic education and offer no facilities for vocational training. A few institutions, which offer vocational training, have remained traditional in their approach in the sense they have confined themselves to offer training about conventional trades like tailoring, carpentry, book-binding etc. Moreover, they run a programme without trained staff or curriculum. As a result of the factor mentioned above, not many PWDs have found jobs after these training.⁶⁸

The facilities available in the urban areas are very limited that extend poor quality education to disabled students, whereas in the rural areas, these scarce facilities are nonexistent. So the children with disabilities suffer in a great deal in rural areas because

⁶⁶ Ibid: 52-53.

⁶⁷ Ibid: 55-56.

⁶⁸ Ibid: 62.

of the lack of integrated and special schools. There are certain inherent difficulties in organizing educational programmes for disabled children in rural areas. They are widely scattered, and it is not possible to establish special schools for them in rural areas and no trained staff would be willing to serve in rural areas. In addition, most parents in rural areas are ignorant that education can benefit their disabled children, and suffer from a lack of motivation. Above all, there appears to be no clear cut policy to impart education to the disabled children and accommodate in the mainstream society in the rural areas.

An Observation of Few Selected NGOs in Delhi

All India Confederation of the Blind (AICB) consists of various state and local grassroots associations working primarily with visually impaired children, women and the elderly. It has 24 affiliates across the country. The Confederation has now completed 38 years of its journey. The Confederation, which focuses on the impaired living in the rural areas, believes that if we get rid of the prejudices, all the visually impaired have huge potential towards the country's economic and social growth and development. The Confederation also strives to facilitate access to information and harnessing appropriate technologies for improving the quality of life.

One of the major contributions of this Institution is towards providing free hostel facilities to young, visually impaired women to continue with their higher studies in different colleges and Universities in Delhi. Apart from this, it also offers computer training, shorthand and stenography training to visually impaired students in general. There is also a legal cell to help students in accessing their due rights. In collaboration with the government of India and other agencies, it conducts research in the field of education for visually impaired students across the country in terms of accessibility and quality. It also works as an interest/pressure group in the formulation of different policies for the disabled in India.

AICB runs special schools through which it provides education to hundreds of visually impaired students with the use of adaptive technologies. It also has brail press where along with the study materials, different magazines, journal and material for competitive examination are being printed in brail to meet the requirements of many visually impaired persons. With all these reaching activities, the organization has certain limitations as its only catering to the needs of Delhi based visually impaired persons. The

other branches of this organization have not been able to serve in the same manner. Funding may be one of the major obstacles in this regard.

Similarly, Amar Jyoti Charitable Trust, a voluntary organization, renders rehabilitative services like vocational training, inclusive education, self-employment, child guidance, and medical care to PWDs. In 1981, The Trust established a Research and Rehabilitation Centre with units like an institute of physiotherapy, school, teachers training centre, orthopedic and prosthetic workshop, medical care centre vocational training centre, and child guidance centre. Over the last three decades, Amar Jyoti has become one of the few schools catering to all types of disabilities. Amar Jyoti Charitable Trust believes in “the mantra of convergence and inclusion in order to provide and enhance education, health and employment opportunities for children with disabilities. The Amar Jyoti Schools in Delhi and Gwalior have become models of inclusive education.”

Besides many other activities, the trust has a day boarding school as a model inclusive Institution. The institute also has its own medical centre and dental Unit for boarders as well as for people in the neighbourhood. Parents of children with special needs can come here for special counseling of their wards, and after an examination of their IQ and special medical needs like hearing impairment or behavioural issues, the institute refers them to Government Schools as per their needs for inclusive education across disabilities. The institute also offers counseling to Parents of special kids and helps in making home plans.

Children from standard 3rd to 8th are also taught tailoring. Few other certificate courses like beauty culture, tailoring fashion and textile, jewellery making, art and craft etc. and some skill development diploma courses in collaboration with NIOS are offered in the Institute to both disabled and abled children. The trust also has an in-house centre for making artificial limbs. The Institute also has a Language and Communication LAB. There are also Speech therapists for children with autism.

The school has its own library with an inclusive environment. One of the special attractions in this library is the Braille story books and magazines. At this Institute, they also have Special BEd teachers training programme offered by the Rehabilitation Council of India. Interns from different Colleges also come for short term internship. The

institute also helps parents to avail Disability certificates. As the Institute has limited intake capacity to accommodate in its own school, they assist with admission for the remaining disabled students in other nearby inclusive schools as per the provisions of the RPD Act.

One of the major challenges is minimal government funding in the field of inclusive education with a holistic approach. Some of the practical challenges, as stated, are like providing transportation for students coming for very far or providing a hydraulics wheelchair for students. Besides providing financial assistance to some students, the institute also provides financial assistance to its alumnus for higher studies.

Another famous organization working in this area is the National Federation of the Blind, the biggest organization assisting the blind in India. It is based on the philosophy: Let the Blind, Lead the Blind. The main aims of the Federation are “to strive for equality of opportunities for the blind in their education, training and employment, to stimulate the provision of remunerative employment for the blind, to explore new avenues of employment for the blind and to promote the production and distribution of educational & recreational materials to the blind in all available mediums. Promotion of the education of the blind in the light of modern and practicable concepts, undertaking or promotion of public education to disseminate information to the public at large regarding the potential of the blind as students, workers & citizens, establishment, sponsor or collaboration with other agencies in establishing organizations and institutions are also being given priority. It also works towards the promotion of research and in designing to stimulate progress in any aspect of the rehabilitation of the blind. It also cooperates with local, national and international agencies having objectives similar to those of the Federation or with likeminded individuals for such purposes as the Federation may deem fit and to establish branches in any part of the union of India.”

Tamana, literally meaning longing or, an aspiration, is a Delhi-based non-profit voluntary organization created solely for the cause of mentally challenged persons. "Tamana offers an Individual Educational Program for every student, aimed at social and economic independence, which incorporates special education, regular academic program through the NIOS, therapeutic interventions and vocational training. Each Centre of Tamana offers -speech, occupational and physiotherapy, life skills training,

computer education, music and dance, weight management and physical fitness, sports and extracurricular activities, counselling, behaviour modification, diagnostics and assessment facilities and family counselling.”

Tamana is a bridge for integrating high functioning special needs students in mainstream schools. It organizes daily remedial classes for slow learners and dyslexics attending regular schools. Due to the type of students, the organization has focussed on having a low teacher-student ratio of 1:5 to ensure that adequate attention is given to all students. Tamana, now has developed unparalleled expertise in handling special kids and developing them into normal, independent, confident citizens, capable of serving the society and the nation in almost the same way other citizens do. It pioneered the concept of integrated education well before this became a part of the National policy on education. At this stage, it is helping many children with minimal brain damage to get admission in normal schools, successfully playing a dual role. On the one hand, it convinces the schools not to strain the special child with the normal academic load; on the other hand, it provides counselling to the parents not to make unrealistic academic demands on their children.

National Association for the Blind is another organization working in the field of inclusive education in Delhi. The philosophy behind this organization is: Don't walk in front of me, I may not follow, don't walk behind me, I may not lead; walk beside me and be my friend. NAB has around 65 branches all over the country. They are all independent from each other.

One of the most enabling service that the institute offers is the early childhood training to visually impaired kids between the age of 5 to 7 in their preparatory school. It is during this time that the kids are given an orientation on shapes, identification of objects and a tactile base learning is developed so that they are prepared for inclusive education. Once they are prepared, they are sent to schools in the neighbourhood. Students supported by NAB are today studying in mainstream schools like DPS, Tagore International School, St. Mary's, Mt. Carmel, Springdales, Kendriya Vidyalaya, Sarvodaya Vidyalaya, Navyug and MCD schools etc. NAB has devised teaching techniques and provides a learning environment in their schools for the success of visually impaired students. Today, 280 blind students trained by NAB, are studying in various mainstream schools across Delhi.

As per the website, “NAB provides highly trained resource teachers who work in tandem with the school teachers and other staff. Resource teachers pay regular visits to these schools and provide useful guidance to mainstream school teachers in conducting educational and co-curricular activities. Special coaching by Resource teachers in subjects like Science, Commerce, Geography, Geometry, etc. are also available. NAB transcribes CBSE books in Braille and large print to make these books readable by blind students. It also records these books in audio format, making them more portable and accessible. Special equipment or learning tools for writing Braille, studying Mathematics and Geometry are available for students studying in the Integrated Education programme. Some other equipment like tape recorders, Braille Watches, talking calculators, white canes, school bags, etc. are also made available to such children. Transport facilities and scholarships are also provided to the deserving students.”

Resource classes for students are conducted in the evening. NAB also conducts awareness training for parents and one to one training in skills. Schools also contact NAB with their students for specialized training. NAB also provides several support services to mainstream school teachers and children through a dedicated team of qualified special educators. This includes combined training of teachers for sensitization with students with special requirements, preparation of question papers in accessible formats like braille/ large print etc. Children in secondary schools take their exams with the help of a Scribe or Computers. As such, the NAB provides special computer classes to students. Recommendation for laptop is given once they are ready. Special educators at NAB also feel that verbal communication while writing on the black board has actually helped everyone. NAB takes special care to see that children have time for other extracurricular activities. After class 12th, they go into regular colleges. In their observation, children receiving education in inclusive mode are doing better. Their life skills are also better.

The major challenge is with the funding. Children come from various parts of the country. Admission is provided on the availability of seats. There are practical challenges in admission to schools. There are complaints where schools do not take admission. Sometimes due to minimal resources and lack of awareness, schools do not take children. Admission of special kids needs schools where they get special attention. Elite schools are more open, but the expenses are on the parents. NAB does give

financial help to a few students. Funds are tough as sometimes even parents who can afford might wish for institutional funding for their wards. MHRD used to fund the institute earlier and Ministry of Social justice in funding for transportation and hostel/ building /furniture/preparation of books.

As the schools frequently change their publishers and different schools have different curriculum patterns, it is a major challenge in preparing the study materials in Braille and other alternate formats. It is a suggestion that at a minimum level, the publisher should give the soft copy. One important suggestion is towards the sensitization of schools in the field of inclusive education and there should be online admission for entry-level disable/ economically weak students. There is a need for more special educators. Management should have people with sensitive understanding. There has been a lot of learning and modification in the schools, but there is a long way to go to meet the requirements of students with multiple disabilities. To bring about progressive change, the CBSE and other boards need to provide appropriate guidelines towards the same.

The above observation and discussion made are of the organizations in Delhi who are actively contributing to promoting inclusive education. These are the leading organizations in India who are also working as pressure /interest groups in the disability sector by influencing policy formulation and implementation. The models adopted by these organizations for the promotion of inclusive education may help reach a maximum number of disabled in an effective manner. In collaboration with these organizations, the state can plan its programmes to meet the set objectives effectively and in a time bound manner. Contrary to this, there is also a perception that most of the NGOs are only profit-making organizations. In that situation, the role of the state becomes more important. By proper monitoring and auditing the activities of the organizations on a regular basis, the state can control them and also can take their expertise in providing need-based education in an inclusive environment.

Conclusion

This chapter provided a societal response to disabled persons. In doing so, it explored various measures taken by the State and the voluntary sectors. However, despite these measures, the social status of the disabled in India still needs attention. The chapter also dealt with the growth of voluntary action by the social activists in India in the 19th and

20th centuries. In the aftermath of India's independence, the development and growth of voluntary agencies were shaped by the government schemes that supported the voluntary organizations. Although the state government-financed programmes supported the work of voluntary agencies, they were also making the voluntary agencies not to depend on community support. As the assisted programmes made the provision for staff, but the affords to mobilize people to carry on their programme got somehow reduced. Moreover, the financial assistance given to various agencies were more concerned about raining funds rather than on increasing the volunteers. All these issues had a restrictive effect to a certain extent on the improvement and growth of the voluntary agencies in real sense. Similarly, there is a need for legislation to regulate standards of service in institutions set specially for the persons with disabilities, and special schools are set up for various categories of the disabilities in the voluntary sector without adequate buildings, equipment, or qualified staff.

The widening gap between the aspirations and fulfilling them by the government is because of the lack of growth of the peripherals and other supporting ideological and socio-economic structures. In the India context, the foremost requirement is to improve the field of Disability Studies by promoting teaching and participatory action research. The major problem lies in the poor understanding of the issue of disability and breaking the hurdles at the grassroots level. Disability Studies play a crucial role in bringing awareness to the stakeholders as well as help people who are involved in shaping and implementing policies for the people affected with disabilities. Gradually, this could muster the strength to fulfil the goals of equality and maximum participation of disabled persons in the nation-building process. Therefore, it is imperative to understand the various facets of disability and to accommodate the various related issues like rehabilitation and human rights in the education system in all schools, colleges and university curriculum. Furthermore, as disability phenomenon involves various aspects, there must be an interdisciplinary perspective involved in the Disability Studies. The development and enhancing the discipline further could be possible when experts, professionals and scholars from all disciplines are involved in the process.

What is important is the welfare of disabled persons now and in the future. As of now, the manner in which things are moving has made the various disabilities to compete for validation and recognition, for example, the way in which different kinds of disabilities

have expanded under the law. It is no secret that the able-bodied are involved in the decision making in the public and private spheres. So the saying "nothing about us, without us" is far from the case. By pushing the agenda of inclusiveness, the disability rights movement is addressing various issues. There should be a transformation in society from acceptance and inclusiveness to an equal partnership with the able-bodied people. Until and unless there are disable persons found in the various government offices, public space, and schools, it would be difficult to understand the needs of disabled persons and would be vague as it is now. In order to see the achievement of the goal of inclusiveness, a drastic shift in perspective is necessary for being equal partners in development and decision-making. The transformation is not so easy to achieve, but it is possible. Though the disability rights movement in India is historically enriched, discourses on the rare condition are seen recently, so also the understanding of disability in policy and in public. Rare conditions, for one, point to the urgent need to take another look at the lens of disability in the country. The movement is waging a tough battle, but it is not solely theirs to lead. Above all and most importantly, one has to ask whether we are trying and helping to make lives better for persons with disabilities, or is this rather a bargain of empowerment made by the abled persons.

Conclusion

The present study aims to discuss and bring to the forefront the issues pertaining to the education of students with disabilities. The conclusion summarizes these issues and discusses some measures that can prove helpful in providing need-based services. In this context, the study argues for making the educational system more inclusive and sensitive to the special needs of students with disabilities using measures like the establishment of special cells, increasing physical and material accessibility and staff development and orientation.

Inclusive education for the purpose of this study means a process by which all children are taught in a broad-based and need-sensitive set up. It emphasizes putting into practice teaching strategies for a wider, more diverse range of children as well as catering to the specific needs of their families. Inclusive education in contemporary times also includes identifying a child's learning style while simultaneously adapting the classroom and teaching strategies to ensure high-quality learning outcomes for all members of the class. It brings to life the slogan 'All children will be taught by All teachers at All schools'. The National Centre on Educational Restructuring and Inclusion developed the following working definition of inclusive education: "Providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate classrooms in their neighborhood schools, in order to prepare students for productive lives as full members of society."¹

Making education inclusive is a distinct process than mainstreaming or integrating it. Mainstreaming special education attempts to move students from special education classrooms to regular education classrooms but is limited to situations where they can keep up with their conventionally developing peers while lacking specially designed instruction or support. On the other hand, integration caters to "part-time" inclusion, thereby preventing students from becoming full-fledged members of the classroom community. With the evident shortcomings in both these systems, inclusive education attempts to reach out to all the learners and has the potential to act as a key strategy to

¹Rehabilitation Council of India (2012), *Status of Disability in India 2012*, Delhi: Rehabilitation Council of India.

achieve education for all. Nevertheless, in other words, this type of role has been explicitly relying on a comprehensive proportion towards the promotion of education. The most effective application would be an elastic temperament both in teaching as well as educational agendas. Such an approach should not be encouraged as an imperious academic outlook, rather it should hail the prolific aptitude for large-scale development. The comprehensive participation between the children and their parents should be welcomed to foster a planned educational curriculum so that it will impart a suitable platform for education.

The most convoluted issue in the promotion of education is the explicit access to inclusive education. To overcome this, barrier-free structures, ramps, hand rails, disabled-friendly toilets, suitable transportation or paid escorts and Braille/audio signages in school buildings is necessary. Such facilities are dependent on the financial capabilities of the institutions. Carrying out such activities in a phased manner can help ease the financial burden and allow institutions to apply for funding, as needed.

Further, to deepen the quality of inclusive education, Sections 16 and 17 of the RPwD Act can act as a point of reference. Refusing admission to children on the grounds of disability by private or public schools should not be an option. Each school should provide reasonable accommodations according to the student's requirements.² Children with disabilities lagging behind or unable to cope with curricular tasks should have access to remedial instructions through Remedial Instructional Aides Programme (RIAP) and National Tutors Programme (NTP).

Government institutions of higher education and other higher educational institutions receiving aid from the Government should reserve not less than five per cent seats for persons with benchmark disabilities.³ Benchmark disabilities should be given an upper age relaxation of five years for admission in all institutions of higher education⁴

²'Reasonable Accommodation' being defined as per Clause 'Y' of Section 2 of the Rights of Persons with Disabilities Act, Government of India, (2016). *Rights of Persons with Disabilities Act 2016*, New Delhi: Ministry of Law and Justice.

³As stipulated under Section 32 (1) of the Rights of Persons with Disabilities Act, 2016.

⁴ as per Section 32 (2) of the Rights of Persons with Disabilities Act, 2016.

Besides the practical attunement, running interference at the Policy construction stage is of utmost importance. MHRD and the state Departments of Education are the key policy-making agencies for this field. Achieving inter-departmental sync would prove useful. It includes coordinating with Ministries of Women and Child-Development, Science and Technology, Skill Development and Entrepreneurship, Information Technology and Electronics and Department of Empowerment of Persons with Disabilities and their related structures. An annual review of progress with representation from concerned Ministries/Departments and primary stakeholders would be constructive. The onus of establishing all necessary linkages lies on the MHRD. A holistic view should be taken for the same. Attempts should be made to facilitate creating an environment which encourages quality services, training of the instructional and supports human resource. One of the possibilities for it could be achieved by targeting participation in the schooling process from the Foundational stage through Grade 12. For all administrative, financial and academic purposes, all aspects and stages of education in respect of children/youth with disabilities should come under the purview of MHRD.

To forward this aim, intervention at the early childhood care and education (ECCE) services would also have a great impact. It could act a support base for families with children with disabilities while simultaneously providing necessary training to infants and pre-schoolers, thereby aiding timely and targeted intervention. It would help in extending the outreach of the programmes to cover auxiliary yet crucial issues of children with disabilities from 0-8 years of age. The stakeholders in this category would include the parents, Aanganwadi workers and teachers. Attending regular pre-school programmes can prove extremely challenging for all the parties involved. In such a scenario, well-equipped pre-schools with residential facilities co-located with special schools can prove immensely helpful. In terms of trained human resources, every district should have qualified personnel to undertake periodic home visits to aid and advise the parents and attend to the requirements of young children with disabilities. Different National Disability Institutes under the Union Department of Empowerment of Persons with Disabilities need to take the lead on the task of developing suitable audio-visuals and documentaries in regional languages for extending the outreach of such programmes.

Further, access to higher education for persons with disabilities also proves extremely challenging, as has been noted in this study. The higher education stream needs

regulation and sensitization to accommodate the narrative of persons with disabilities. The instruction mediums need to be more friendly to students with disabilities. Certain initiatives of Department of Education, Ministry of Human Resource Development like Activity Based Learning (ABL), and Continuous and Comprehensive Evaluation (CCE) look extremely promising and other education boards of State governments need to follow suit. Continued and persistent efforts along these lines show the potential of seamless inclusion of education for persons with disabilities.

Though many significant steps are being undertaken for achieving inclusive education for persons with disability, but there are numerous challenges in deepening the same. One of the basic difficulties arises due to inaccurate quantitative and qualitative data on persons with disabilities. This lack of crucial mapping hinders effective policy interventions and puts constraints on making budget allocations for the same. This, in turn, impacts negatively all other decisions concerning persons with disabilities. The reasons for such a gap in information include a variety of causes, including the lack of tools to carry out such an exercise as well as prevailing social taboos. Given the diversity and heterogeneity of our country, including socio, cultural, linguistic, economic and geographical and political variations, competent mapping resource is lacking. While social taboos limits the intervention as the public chooses to conceal having a child/person with a disability in the family. In addition to this, the term 'disability' itself is varied in different contexts such as social, medical, educational and legal. Besides this, major differences are observed in social attitudes to different types of disabilities, age, gender, area of living such as rural, urban or tribal and the socio-economic status of the family. Increased awareness and benefits provided by the government over the years have encouraged volunteer information on disability to qualify to receive certificates and the linked benefits and concessions, yet the process remains erratic. Thus, there is an impending need to have a comprehensive central register of persons with disabilities with clear definitions and descriptions. With advances in technology and research methodologies, it seems possible to have centralized registers in each State provided guidelines on defining each disability are delineated.

Further, to make this process a success, adherence to the narratives of all stakeholders at all stages from policy-making to evaluation remains necessary. While this is hardly a new viewpoint, yet in this context, the role of non-state actors can also be experimented with. Though there have been persistent issues of the accountability and transparency of

these non-state actors, especially in financial matters, yet it cannot be denied that the grassroots nature of their work keeps them contextually relevant. Their involvement both in this field and other such interdisciplinary fields have shown more cultural impact on the targeted populations than perhaps without their intervention. They have shown to aid building local capacities by emphasizing a rights-based approach to development and dealing with social exclusion through the empowerment of marginalized groups. All these efforts to encourage sustainable development may help in deepening the quality of education for the disabled. For this, previous experience in developmental projects in the country shows that a 'bottoms up' approach can be helpful. Appropriate mechanisms for strengthening consultation and participation need to be put in place at the local, regional and national levels.

Universal Design and Accessibility

Education to the students with special needs is an extremely challenging task for all parties involved and at all levels. Developed countries such as USA, UK, Canada and Australia have already set precedence for the same. Taking the initiative of recognizing the diverse needs of their population, these nations managed to put in place policies and programmes that channeled advanced technologies to further their aim. Such measures have already gained momentum in these countries but in developing countries like ours, despite of a number of policies and programmes that have been put in place still a lot has to be done in this regard. The USA has developed concepts like assistive technology and universal design. In many cases, especially with universal design, as the name suggests not much, further research is required and a set of principles has already been established by the US that provides guidance for the designing of products and environments. These are functional and marketable models that can largely be adopted “as is” to push forward our own goals of inclusive education. Such models are particularly suited to a diverse society like ours. By using universal design principles, the courses, lectures, discussions, visual aids, videotapes, printed materials, labs, and fieldwork can be made accessible for all the students with different needs like those defined by age, race, ethnicity, gender, native language and level of ability to hear, see, move and speak with some modifications and changes.

The design should communicate necessary information effectively to all the users, according to their needs and abilities and should also minimize the danger of accidental

or unintended actions. The design should be in such a way which can be used efficiently and comfortably with minimum difficulty and appropriate size and space should be provided for approach, reach and use to all users depending on their body size, posture or mobility requirements.⁵

Universal accessibility means making a device, product, website or building usable by the greatest number of people irrespective of their languages, gender, height or abilities (disabled). It means bringing the concerned subjects under the reach of a maximum number of people.

Universal design is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Designing any product or technology involves the consideration of many factors like aesthetics, engineering, environmental issues, industry standards, safety concerns and cost.⁶

Provision of Physical Access to Persons with Disabilities

While persons with disabilities need special arrangements in the environment for their mobility and independent functioning, yet many institutes have architectural barriers that disabled persons find challenging to negotiate in their daily lives. The Persons with Disabilities Act 1995 expects the institutions to overcome these limitations and make the environment disable friendly. Special facilities like ramps, rails and special toilets, and other custom changes need to be made to suit the special needs of persons with various disabilities.

Use of Assistive Technology

While we live in an age where real-time communication and information sharing are effortless, yet the availability and dissemination of accurate and timely information to the students with special needs are still is a distant dream. Considerable advances and innovations have been made in the field, making it inexcusable to ignore the needs of the disabled. The application of erudite hardware, as well as a software application in disability education, have been introduced to overcome the hinderances for people with

⁵Ibid.

⁶ http://www.design.ncsu.edu/cud/univ_design/ud.htm (accessed on 20 December 2019).

disability and to facilitate accessibility for mainstream education. So, the promotion of scientific and technological means in disability education should be fortified on a larger scale to meet the complex needs of the special education. Everyone should come forward; students, teachers and parents to the circulation and application of these scientific and technological aids. For this purpose, the present study looks into the usage of some of the assistive technologies that are useful for people with disabilities in the current times like the satellites, internet and World Wide Web.

The expansion of the assistive scientific technologies in education has been cumulatively increasing because this set up has been facilitating and encouraging more disable students to come forward to mark their roles in mainstream education. It is not out of place to say that the growth of assertive scientific technologies in education has been catering to all forms of disabilities. Owing to this new modern outlook, disability education opens an unswerving interactive process with the common mass in mainstream students.⁷

The mainstream should acknowledge its responsibility to engender significant services to promote and facilitate scientific characters for disability education. The mainstream should take due initiative for the adjustment of disability education, and this approach should be made with a nexus between the state as well as with NGOs. The expansion of technology will nurture the learning as well as teaching methods of special education and will also facilitate due adjustments in the mainstream educational set up. This outlook can introduce special scientific technologies in readings, classroom instruction and interaction activities, organize the research materials, and can also bring a new dimension to the approachability of education. Likewise, it will also make the disable students to become poised and to venture out their experience in several fields of education.

The application of satellite technology for the expansion of education has uplifted the new standards for the user-friendliness of education. India has also taken due to technological initiatives for the promotion of modern education. These facilities have been nurturing expansion of participation in educational and promoted several intuitions to look after the improvement of scientific technologies in education. This initiative can

⁷J. Ray and M. K. Warden (1995) *Technology, Computers and the Special Needs Learner*, Albany, NY: Delmar Publishers.

be applied for the modernization of disability education. In recent years, several satellite-based models have been introduced to promote technology-friendly education for disabled students. The facilities of radio, television, computers, and Teleconferencing or video conferencing have been indorsed to facilitating disable education. This technological set up has nurtured several audio-visual platforms and developed the yardsticks to analyze languages in reading and teachings. The radio programs have given a new dimension to teaching-learning ability in disability education. Radio programs have given distinct attention to exposer, counselling, and information transmission to disabled students. Numerous special educational slots can be presented both in television as well in radio to enlarge the scope of special education and to nurture the skills of the disabled students.

The expansion of the technology in the field of education has been protected the user-friendly services and it also makes certain for the right opportunities of access to fundamental education. The accessibility in education has nurtured the platform in such a way that the numerous technological aids have been generated to deliver study materials. Today the quality of disability education has been significantly modernized by the active roles of intent and WWW (world wide web). They have open new opportunities by surpassing the stumbling blocks in the special education system. Their low-cost delivery and wide availability have ensured that they have become one of the most widely used media for the delivery of education. The web world offers numerous multimedia curricula, audio-visual services, communicating prospects to facilitate the modern education system for people with disabilities. Whereas there are features that have been encrypted and coded with intricate formats with the mixture of Java, Text, Applets, Video, Images have been delimited the scope of accessibility. At the same time, students with hearing impairments are not able to hear the auditory content of the web site, and some students with severe learning disabilities may be unable to process large amounts of text information without the use of assistive technologies.

Besides, documents created by using adobe portable document format (PDF) are challenging to read with screen readers and refreshable Braille displays. Thus, if materials are provided on a website in PDF format, an alternative version should also be available in plain text or HTML format. Of course, this is only feasible for textual information and would not apply to materials or portions of materials that are inherently graphic in nature, such as pictures, graphs and maps.

These platforms need to develop more user-friendly access or due modifications in the existing parameters of technologies. On a web page named <http://www.access-board.gov/news/508update.htm>, new regulations and alterations have been introduced to terminate the issue of accessibility. Section 508 has underscored standard guidelines to facilitate technological accessibility and marked the new producers and provision in the web world for disability-friendly services. This attitude has been largely prompted in a developed country like USA. India should come forward to make such technological standards accessible to the disabled people. The WWC and consortium⁸ have established new emphatic technologies viz. strategies for the application of software, guidelines for the use of different tools, and more prominently a user-friendly internet domain. Now the small of the disable association are being explicitly benefited by these programs. In the developed countries, by and large, the physical limitations and problems in learning and teaching have been successfully eliminated with reasonable features of webpages and internet.

The most pertinent necessity is the correct assessment and reorientation of the plans and policies and their implications. This will help to nurture the quality of education and facilitate several opportunities in the field of learning as well as employment. The institutions should amend and adjust their existing processes of teaching and should also improvise the evaluation parameters of examinations following the fundamental necessity of the disabled children. The assessment should be designed with the modern scientific temper to give a smooth and hassle-free educational and future to the students with disabilities. No shortcomings should be tolerated in this regard. The examination methods and the teaching procedures should be developed to ensure the accessibility of education. The physical disability students should be allowed to do their assignments with the help of large prints, in Braille, on Audio cassettes, or in normal print. These days assistive computer technologies have been introduced in education to promote computer-based examination – CMA i.e. computer marked assignments, has been resolved the complications of evaluation. CMA has systematized to provide braille format both in question papers as well as in assignments. The use of scribe in the examination has been replaced with CMA model, and today this accentuated a new paradigm in the assessment process. In some assessments, the promotion of audio-visual aids and other scientists has been introduced to make the process smooth and effective.

⁸ <http://www.w3.org/> (accessed on 20 December 2019).

So, the institutions should acknowledge the significance of erudite technologies to improve the parameters of assessment in disability education.

The inadequate teaching methods, poor infrastructures and ignorance of application scientific technology are some of the major stumbling blocks for the reasonable growth of disability education, and sometimes these factors adversely affect the education process at high cost. If the promotion of correct learning aids and amenities of disabled students are essential for the development of education, then inappropriate teaching methods with the absence of sensible training would extinguish prospects of disabilities in the teaching-learning process. Beginning with the students, teachers, parents and the state policy-makers, everybody should acknowledge their applicable roles for the proper application of modern scientific technology in disabled education. This combined alliance will stimulate the mainstream to open vistas for the development of the technology-friendly environment for disabled education and also to give a fair chance of representation and accessibility.

Another facet that remains crucial is the change in outlook and the reevaluation of the sociocultural conduct. The mainstream needs to reorient its several platforms accordingly. Establishments should give adequate space and opportunities for people with disabilities. Sometimes, with the lack of such arrangements, they are passively unpromising the accessibility. The mainstream should form proper representations and prospects for disabled people and should also need to encourage them for active participation for inclusion. This awareness and engagement will nurture the future of the disabled students and will also give acceptance to their roles in the mainstream.

Inclusive Curriculum Development and Course Designing

The journey of disability from special to integrate, and then eventually integrate to inclusive have marked new milestones. The study deciphers the concept of inclusive as the promise of the accessibility or the general accessibility in all scenarios and grounds. From the foundation of the education to employing a due platform in the mainstream, each stage and prospect should be facilitated with universal accessibility. The adoption of modern methodical approaches is vehemently necessary in this regard to widening the scope of universal accessibility.

The planning and design of inclusive education is a daunting task, and for which the outlook should be developed from the study of the assorted disable student groups by keeping their different or similar needs. This requires special skills, and therefore, people who are proactively working in this field often bear the correct insight, awareness on the disable education methods and procedures. The institutions those who are promoting the universal accessibility for disable education should need to incorporate special team and board to look after the essential requirements. They should include people with correct exposure to the issues of disability and due knowledge on disability education so that they can offer several academic opportunities, teaching faculty, syllabus, administration, committee, management, and policies to validate and modern parameters of universal accessibility. To make such an approach successful, the most relevant necessity would be to guard the entire process with periodical feedbacks from both the students with a disability as well as the concerned mainstream administration.

The outline and the format of educational institutions should promote universal accessibility for disability. Disable students have to face several barriers while they are accessing their education. Starting from the mobility problems to study materials, every day a disabled student has to confront one or other issues. At times the arrangements made by the institutions are incomplete to deal with these issues. Therefore, the setup of universal accessibility in education should be taken into consideration with effective solutions and measures. The institution should enforce disability-friendly methods in education and should also give special attention to their hinderances in the accessibility of education. The fundamental rights of the disable education should be protected in all institutions, and the concerned institution should acknowledge its duties and responsibilities in this regard.

The enforcement of universal access to education promotes reasonable adjustments. The outlook of reasonable adjustment finetunes the existing parameters of the concerned institution to protect and safeguard the universal accessibility. The adjustments should be designed with appropriate people by keeping a strong guard on the supplementary necessity, modification, vision, planning, and also by making juxtaposition with the mainstream standards. Several factors are explicitly accountable in this process viz. the preceding working surroundings, the distribution of budget and its new alterations, and, more importantly, the tentative mutilation or the possibilities. The modulation should be encouraged, but only as an additional provision in the prevailing mainstream education,

not at the cost of adversely affecting the fundamental activities of education. The approach should be more to look after the additional provision or services to promote universal access to education for people with disabilities.⁹

The raise of universal design values can galvanize the existing accessibility pattern by expanding the new educational prospects, technological aids, new skills for learning a language. This attitude will give assortment in the classroom activity. Active participation and discussion should be encouraged to discuss and analyze the needs and services for the promotion of inclusion and accessibility in education. This will help to rationalize the problem with the field of disability education and will eventually help to dismiss the bigotry and parochial temperaments in the approach. Special attention should be given to facilitate physical accessibility and to develop conducive environments in the classroom, library, laboratories with a wide range of revisions. In this process, the requirement of privacy and safety should be taken care of. Alternate delivery methods, including lecture, discussion, hands-on activities, internet-based interaction, and fieldwork should be followed and to be made accessible to students with a wide range of abilities, disabilities, interests and previous experiences. Printed and web-based materials in simple, intuitive, and consistent formats should be prepared. Text descriptions of graphics presented on web pages, arranging contents in order of importance should be entertained. Similarly, interaction encourages different ways for students to interact with each other and with the institution. These methods may include in-class questions and discussion, group work, and internet-based communications.

Accessible curricula refer to the designing of programmes/courses and educational materials barrier-free (fully accessible for all) without affecting the content and standard.¹⁰ If the course content is well designed, disabled students will be able to gain access to it. It will enable them to receive the same learning experience as their contemporaries get. A consequence of this approach is that if course materials are made accessible for students with disabilities, it increases their usability. Inclusion in education involves valuing all students and staff equally by increasing the participation of students,

⁹ M. Herrington, D. Simpson (2002) (eds.), *Making Reasonable Adjustments for Disabled Students in Higher Education* (Staff Development Materials: Case Studies and Exercises), Nottingham: University of Nottingham.

¹⁰ C. Doyle and K. Robson (2002), *Accessible Curricula: Good Practice for All*, Cardiff: UWIC Press. <http://www.techdis.ac.uk/pdf/curricula.pdf> (accessed on 25 December 2019).

reducing their exclusion from learning activities and restructuring the cultures policies and practices. Proper planning of the teaching and learning strategies makes the delivery of the programme as inclusive as is reasonably possible. Some important principles like viewing the difference between students as resources to support learning rather than as problems to be overcome, developing a more student-centered approach in all the programmes, encouraging dialogue and collaboration amongst the students, facilitating to get student's feedback and incorporating them in further programmes, and improving facilities for staff as well as for students should be adopted strictly. Similarly, the issues like inclusion of disability problems not only in the disability-related trainings but also in all other training programs, emphasizing the role of institutions in building community and developing values, as well as in increasing academic achievement, fostering mutually sustaining relationships between institutions and communities, and recognizing that inclusion in education is one aspect of inclusion in society should also be given utmost importance.¹¹

Programme specifications and descriptions give sufficient information to students with disabilities and others to complete the courses/programmes successfully. Availability of programme and course-related specifications, descriptions and other facilities for the disabled learners through manuals or students' handbooks should be assured. The programme specifications and descriptions should help in every respect so that the students can perform their tasks successfully. Before admission in any course, students should be made aware of assignments and activities, such as fieldwork and work-based learning. This will help in reducing the impediments caused due to various impairments. This early provision of information will also enable students to choose a course more suited to their situation if the difficulties cannot be overcome. Some of the issues which need to be addressed in programme specifications could be the core required elements of the programme that all students have to achieve, availability of reasonable adjustments to support students with particular impairments to meet their individual needs and how they can proceed through the programme, the main mechanisms available for dealing with any concerns by students or staff, and also the related problems and issues.¹²

¹¹M. Fuller, A. Bradley and M. Healey (2004b), "Incorporating Disabled Students Within an Inclusive Higher Education Environment", *Disability and Society*, 19(5): 455-468.

¹² University of Strathclyde (2000) *Teachability: Creating an accessible curriculum for students with disabilities*. Glasgow: The University of Strathclyde. Available at <http://www.teachability.strath.ac.uk/> (accessed 25 December 2019).

Therefore, the educational programmes formulated by the state should encourage the institutions, centres and divisions to review all existing curriculum, materials and resources for making necessary modifications to ensure access for students with disabilities. At a minimum, the institutions should ensure that the curriculum for each course or programme and its associated materials to be reviewed and revised as necessary when the course undergoes revision. The feedback of students with various disabilities should be considered and addressed in the revision of the courses or related services.

Support Services

Experience has shown that though study materials in education help the majority of learners to study for their chosen courses successfully, there are still a large number of learners who find it difficult to use the materials in the best possible way because of their physical limitations or some other problems. These learners require additional help to achieve what they like to do. The ways and means of providing this additional help are called 'support services'.¹³ These are more helpful and essential for the students who are educationally disadvantaged and physically challenged because they need a variety of assistance during their studies. For example, technical support (i.e. provision for hearing aid, wheelchair, screen magnifier, Braille books, sign language interpreters and other adoptive technologies) and institutional support (infrastructural, administrative and financial assistance) to overcome physical and social limitations.

The students who come for fresh admission generally do not have sufficient knowledge or information about the procedures. In the case of disabled students, it is more problematic. They seek help in different ways. The institutions should arrange special facilities keeping their physical limitations in view. There should be special staff who can assist these students in admission procedures such as in purchasing forms, in filling them properly, in choosing the courses/programmes which suit those students and in providing non-academic support. The institutions should make a special proforma for these students to get more information about their physical limitations, and the assistance they need while pursuing the programme.

¹³ Learner Support Systems and Services (2012), MADE course material, Block- 1, STRIDE, IGNOU.

Though print as a medium of instruction has been used for a long time successfully, in some cases, it is found less effective. The people with various special needs are being deprived of accessing the print materials to their satisfaction. The demand is growing for more sophisticated formats with multimedia technologies. These are not only helpful for the disabled or people with learning disabilities but also for all learners who have a different interest and would like to have the instructional package in a compressed and systematic manner according to their own choice. The alternatives, along with the print are as follows:

- E-text materials that are friendly to screen reading software and speech synthesizers (for people with total visual impairments).
- Large print/with large font size materials compatible with screen magnifiers (for low vision people).
- Should be available in Braille, Daisy book format or talking book format (in MP3 and audio) (for the learners with visual impairments and others with a different interest in audio materials)
- E-text should be supplemented with audio-visuals wherever necessary with the help of multimedia technologies.
- The visuals should be further supplemented with captioning (open or close and live speech) and pictures should be with DVS (Descriptive Video Services) (for learners with hearing, vision impairments and people with various learning disabilities).
- Importance should be given to sign language interpretation along with the provision of graphs, flow-charts, diagrams, images and tables in the course materials. (For learners with hearing and speech impairments).

The physically disadvantaged learners may have problems in understanding or cope up with their studies, which might lead to depression. Counselling sessions will help them to get acquainted with the learning/study skills and even motivate them to study. The counsellors can have one to one counselling with these students based on their problems and requirements. They can facilitate learning by using different tools and by applying alternative mechanisms according to their impairments. Counsellors can reassure the students about the flexibility of the institutions in meeting their needs both in terms of organisational and technical support. Some suggestive measures for the counsellors which should be adopted during their counselling and tutoring sessions could be to face

the class when speaking (repeat discussion questions/responses), giving both written and oral instructions (write key phrases on black or whiteboards), and if lecturing in darkened space (e.g. when showing slides), it is important to give handouts to visually impaired students because they may face difficulties in taking notes in such conditions. The counsellors or tutors are the bridge between institutions and the learners, and therefore, s/he should develop leadership quality and update his/her knowledge about the disabled learners, which will prove beneficial for the institution and these educationally disadvantaged learners. While dealing with such learners, one should refrain from being sympathetic towards them, rather should try and develop empathy and believe in their potential as learners to make the system more inclusive.¹⁴

Like qualitative study materials and teaching facilities, financial assistance and scholarships for the students are highly essential to complete their studies successfully because education is more expensive for the disabled students than the normal ones. They depend a lot upon technologies in their studies. Mobility is another hindrance to overcome for which they spend much money. Even visually impaired students depend on readers for reading the materials, and hearing-impaired students depend on sign language interpreters to help them understand the content and lectures properly. They have to pay for such services. Therefore, the educational institutions should make some provisions for providing financial assistance to the disabled students for purchasing aids and technological tools. These students should be given fee concessions in their admission. Visually impaired students should be provided the reader's allowance and in the same manner, other disabled students should be provided some allowances to meet their requirements. There should be the provision of special scholarships for disabled students to increase their motivation level for further studies.

Support Mechanisms during Assessment

Assessment and examination policies, practices and procedures should provide disabled students the same opportunities as their peers get to demonstrate the achievement of learning outcomes. Institutions should consider implementing procedures for agreeing on alternative assessment and examination arrangements when and wherever necessary. For disabled students, they must be assessed in such a way as not to disadvantage them and

¹⁴J. Ryan (1997), *Equal Opportunities in the Curriculum: Good Practice Guide*, Oxford: Oxford Brookes University.

equally important not to give them an advantage over other students. It is advisable to examine issues of disability at the design stage of a course (or re-design) and not just when it gets to issues of assessment. The following aspects such as wide publicize, easy for students to follow, operation with minimum delay, allowing flexibility in the conduct of the assessment, protecting the rigour and comparability of the assessment, applying consistently across the institution, and no dependence on students' individual funding arrangements should be taken care while designing any programmes.

The students with certain physical limitations need some support for submitting assignments. They should be given time flexibility as there is a possibility of health and medical problems. Many of them need more time to work on assignments than their counterparts. At the same time, these students should be allowed to submit the assignments in the formats they like: in print, audio, hand written or in any other format. Alternative assignments should be given for the visually impaired students instead of questions based on pictures, graphs and diagrams. The institutions should make necessary arrangements for the students with physical limitations during their practical and laboratory work. They should always discuss procedures and any special safety considerations with the students before allowing for an experiment to begin. Safety rule sheets should be available in alternative formats such as on disc or large print. Evacuation plans for fire and other emergencies need to be arranged and discussed. The evacuation plan should cover individuals with mobility difficulties and visually impaired students. All students should be given safety quizzes or safety-rule sheets to read, sign, date, and return to the instructor. Open-ended questions should be asked to obtain clarification. The students with visual impairments should be given opportunities to become familiar with the laboratory before the first session.¹⁵

There is a belief that it is impossible for students to develop a satisfactory understanding without significant exposure to field-based learning and teaching and the related assessment. Much of the advancement in knowledge and understanding in various subject areas is founded on accurate observation and recording in the field. Developing field related practical and research skills are, therefore, essential for students wishing to

¹⁵ M. Healey, A. Jenkins, J. Leach (2005), *Issues in Developing an Inclusive Curriculum: Examples from Geography, Earth and Environmental Sciences* In Michele Hills and Mick Healey (eds.), *University of Gloucestershire, Gloucestershire, U.K: Geography Discipline Network (GDN), [www.leedsmet.ac.uk/Mick_Healeys_abstract\(1\).DOC](http://www.leedsmet.ac.uk/Mick_Healeys_abstract(1).DOC)* (accessed on 15 December 2019).

pursue careers in research. Additionally, field-based studies allow students to develop and enhance many skills (team working, problem-solving, self-management, interpersonal relationships), which are of much value to all employers and to life-long learning. Hence, institutions should ensure that, wherever possible, disabled students have access to academic and vocational placements, including field trips and study abroad. Where fieldwork is a formal requirement or standard component of the programme, institutions should consider ways of ensuring the specified learning opportunities for disabled students.

Physically disadvantaged students need some extra support even during examinations. Some important provisions such as flexibility in the balance between assessed course work and examinations, demonstration of achievement in alternative ways (through signed presentations or viva voice examinations), additional time allowances, rest breaks and re-scheduling of examinations, the use of computers, amanuenses, readers and other support in examinations, the availability of examinations or the presentation of assessed work in alternative formats, and the provision of additional rooms and invigilators for those using alternative arrangements should be inbuilt into the system. During filling up the forms for the examinations, the students with various disabilities should be asked to fill a special proforma, mentioning the assistance they need during the exams.¹⁶

Training of Professionals in Disability Sector

Particularly, in developing and under-developed countries, the present traditional and campus based educational system cannot meet to the needs of these sections of the society. Professional education services depend largely on the continuous upgrading of staff through training on a regular basis. It could be fortnightly, monthly, or seasonal training. Special training requirements can be determined by the concerned authority and training can be conducted for different personnel, including teachers, officers and staff at various levels depending upon the skills and training needs of the individuals. However, educational institutions can provide need-based and individualized services and can reach the unreached in every corner of the world. These institutions also can take initiatives for preparing trainers who can address the issues related to the education of persons with disabilities efficiently. Training of various professionals working in the

¹⁶ D. Moursand (1997), "The Growth of Instructional Technology", *Learning and Leading with Technology*, 25(2): 4-5.

field of disability can be achieved through proper planning, which can solve many of the problems of the government agencies and NGOs working in the disability sector. With commitment and dedication, it is possible to train a number of people in the shortest period of time with limited financial resources by the use of technology.

As mentioned earlier, the Right to Education Act has been a turning point in the country. In almost all chapters in this study, an attempt has been made to highlight the gaps in terms of reaching all children with quality education. The various models ranging from home-based instruction, special schools and inclusive education are discussed with their suitability to different types and degrees of disabilities. The number of trained teachers available to meet the educational needs is far from satisfactory. However, one major achievement is the Regulation of Teacher Certification by the RCI. In comparison to the 1970s and early 1980s, when there were no norms and quality to teacher education, today it has been found that most of the organizations have employed qualified and RCI certified teachers. Considering the demand, the number of teachers required to serve in inclusive and other educational settings is still significantly high and there is an urgent need to focus on this aspect. Increasing the salary of special education teachers to bring them at par with mainstream educators will attract better teachers to work in the field. If the quality of the teachers is good, the education of children will also be good.

The situation in India regarding the training of disability professionals is quite dismal. As per the present policies and existing programmes, it is not possible to meet these requirements in terms of quantity and quality. In this case, once the need has been assessed, separate and exclusive programmes can considerably lessen the burden if the methodology is appropriately adapted. Even today, all over the world, untrained professionals, including special educators, are working for the disability sector. In this way, the welfare of persons with disabilities cannot be thought about, and it also cannot meet the targets set by the governments. In India, RCI has developed a number of training programmes which are being offered all across the country by institutions recognized by it. The trained personnel are very less in number as compared to the actual needs. Besides the parents of disabled children and teachers, RCI has identified 19 categories of personnel who need specialized training. There are some other categories like policy-makers, general teachers, institutional heads and others who also need to be trained. The present training methods cannot accommodate such a large number of

people. Therefore, a new setup with appropriate design and planning has to be evolved, which can play a vital role.

Establishment of Special Cells

It is a fact that all professionals working in the education system are not fully aware of the needs of persons with various disabilities. In order to develop awareness in the education system and also to provide necessary guidance and support services to disabled students, it is necessary to establish special cells in all educational institutions all over the country. The role and functions of this cell should be to facilitate and assist the students with disabilities during admission, to provide guidance and counselling to students and employees with various disabilities, to monitor the support services and financial assistance provided to the disabled students, to create awareness about the needs of persons with disabilities and other general issues concerning disabilities in education, and to assist disabled graduates to gain successful employment in the public as well as private sectors.

The special cell should be coordinated by a faculty member and s/he should be nominated by the head of the institution. He/she will work as coordinator and the duties s/he renders should be considered under his workload. There should also be a provision for appointing one officer's level employee and supporting staff to assist the coordinator to manage the functions of the cell. If needed, the cell can appoint volunteers from different fields to provide specialized services to persons with various disabilities. It should also have a budgetary provision for conducting different programmes such as training, orientation programmes, brainstorming sessions, for purchasing stationery and for contingencies in order to achieve its objectives and function efficiently. The disability cell should also be involved in arranging awareness programmes on disabilities within and outside the institute.

In addition, the cell should also be made responsible for the issues like circulating decisions of the Government of India (GOI) and the institution and to collect regularly, on an annual basis, information and data regarding programme/course wise admissions of disabled candidates, and to take follow-up action, wherever required. Circulating GOI and institution's decisions, and to collect information about appointments, training of all staff in teaching and non-teaching posts in the institution, and take follow-up action wherever required, collecting reports and information regarding GOI orders on various

aspects of education, training and employment of persons with disabilities for evolving new policies or modifying existing ones, and analyzing information collected, under various aspects, and report to the concerned authorities of the institution or to the higher educational bodies in the country should also some of its major functions. It should deal with representations received from persons with various disabilities regarding their admission, recruitment, promotion and other similar matters in the institution, functioning as a cell to redress grievances of students and employees with disabilities of the institution, and render them necessary help in solving their academic as well as administrative problems. The cell should also maintain detailed information about the employment of persons with disabilities and to take care of filling all the posts reserved for them according to the law and procedures prescribed by GOI from time to time at the institution.

Moreover, the right to inclusive education must be underpinned by the creation of inclusive environments throughout society. This will require the adoption of the human rights model of disability, which recognizes the obligation to remove societal barriers that serve to exclude and marginalize persons with disabilities and the need to adopt measures to ensure the implementation of the rights. The state must ensure a comprehensive and intersectoral commitment to inclusive education throughout the government. Education ministries cannot realize inclusive education in isolation. All relevant ministries and commissions with responsibilities that cover substantive articles of the Convention must commit to and align their understanding of the implications of an inclusive education system in order to achieve an integrated approach and to work collaboratively towards a shared agenda. Accountability measures for all ministries involved must be put into place to uphold such commitments. Partnerships should also be forged with service providers, organizations representing persons with disabilities, the media, civil society organizations, local authorities, student associations and federations, universities and teacher education colleges. There should be compliance with international human rights standards. Inclusion principles and practices must be considered as integral to reform, and not simply as add-on programmes. The state should introduce the comprehensive quality standards for inclusive education and disability-inclusive monitoring mechanisms to track progress in implementation at all levels and ensure that policies and programmes are implemented and backed by the requisite investment.

There should be a consistent framework for the early identification, assessment and support required to enable persons with disabilities to flourish in inclusive learning environments. It should be obligatory for local authorities to plan and provide for all learners, including persons with disabilities, within inclusive settings and classes, including in the most appropriate languages, accessible formats and modes and means of communication. Formulation of legislations to guarantee all persons with disabilities, including children with disabilities, the right to be heard and to have their opinion be given due consideration within the education system, including through school councils, governing bodies, local and national governments, and mechanisms through which to challenge and appeal decisions concerning education is required. The creation of partnerships and coordination between all stakeholders, including persons with disabilities through their representative organizations, different agencies, development organizations, non-governmental organizations and parents or caregivers, is highly desirable. Similarly, legislations must be supported by an education sector plan, developed in consultation with organizations of persons with disabilities, including children with disabilities, and detailing the process for the implementation of an inclusive education system.

Conclusion

In terms of learning needs, it is invidious to treat disabled students as a separate category. Rather these students fall along with a range of learner differences and share similar challenges and difficulties that all students face in getting an education. Sometimes the barriers are more severe for them, but sometimes not. Arguably, in the long run, the main beneficiaries of disabled-friendly mechanisms and the need to make suitable adjustments in advance are the non-disabled students because many of the adjustments, such as well-prepared handouts, instructions given in writing as well as verbally, notes put on-line, and variety and flexibility in forms of assessment, are simply good teaching and learning practices which benefit all students. One unintended consequence of these (disability) support mechanisms is that as departments and institutions introduce more flexible learning and alternative ways of assessment for disabled students, demand is likely to rise for giving greater flexibility for all students. Therefore, let people know that the doors of all the educational institutions are open to everyone in the community.

ANNEXURE 1
DISABILITY AND RIGHT TO EDUCATION IN INDIA: POLITICS, POLICIES AND PROGRAMMES

(INDIVIDUAL QUESTIONNAIRE)

Dear Madam/Sir,

This questionnaire is prepared to collect information pertaining to a research for a Doctoral Thesis on the above mentioned title.

There are three parts to this questionnaire, Part A, Part B and Part C. Please feel free to respond to all the statements/items. It may take a few minutes to respond. The answers will be kept confidential and will be used for the purpose of research only. Your cooperation in this regard is highly appreciated. I assure you that information provided will be used only for this research purpose.

With kind regards,

Tata Ramakrishna

Assistant Professor, STRIDE, IGNOU and Research Scholar Centre for Political Studies, JNU, New Delhi

PART-A: (Individual Profile)

1. Gender : Male/Female
2. Age:
3. Category of disability: _____
4. Name of the Institution (School/College/University and Course/class) last highest degree you are/were enrolled in/ have completed.

5. Type of institution of last highest degree enrolled/last attended.
 - a. Government
 - b. Private
 - c. Any other (Please specify) _____

PART-B: (About the provisions and facilities available for the students with disabilities at your institution)

Policy Awareness and Implementation

6. Is/was any specific information being provided for the students with disabilities during the advertisement for the admission into your institution?
Yes No
7. Are/were there any specific information or guidelines being provided for students with disabilities in your prospectus/browsers/official documents?
Yes No

8. Has/did your institution taken any specific steps to make the curriculum inclusive (in terms of development and delivery)?

Yes No

If yes, please specify:

9. Are/were you aware of any government guidelines to Educational Institutions in terms of policies and programmes for promoting inclusive education?

Yes No

10. Is/did your institution implementing/implement government guidelines pertaining to the students with disabilities to impart accessible and quality education?

Fully Partially Not at all

Can you specify some of these?

11. Does/did your institution provide 3% reservation in admission to students with disabilities?

Yes No

12. Is there any provision for representation of persons with disabilities in the academic/administrative bodies/ committees at your institution?

Yes No

Accessibility (physical and environmental)

13. Are/were the needs and requirements of the students with disabilities being taken care of by your institution to provide you with an accessible environment?

Fully Partially Not at all

14. Is/was your campus premises (buildings, toilets, classrooms, laboratories etc.) physically accessible for the students with disabilities?

Fully Partially

15. Does/did your institution provide any transport facilities (within the campus and to reach the institution) to the students with disabilities?

Yes No

16. Do/did the students with hearing impairment and visually impairment get the facility of sign language interpreters and signage (Braille) facilities in your institution?

Yes No

17. Is/was the website of your institutions developed under World Wide Web Consortium (W3C) accessibility guidelines?

Yes No

Information Services

18. Are/were there any special guidelines/modules/documents available for the students with disabilities in your institution?

Yes No

19. How is/ was the information related to academic and administrative issues provided to the students with disabilities? Tick mark (✓) your answer below.

- a. Study guide
- b. Website/e-mail
- c. Telephone
- d. Letters/Postal communication
- e. Notice boards of institution.
- f. Any other, please specify:

Curriculum Development and Delivery

20. In which formats the course materials (reading materials, reference books, etc.) of your institution are/were available? Tick on the options given below:

- a. Normal print
- b. Large print
- c. E-text
- d. Digital Audio Book format (DAISY format)
- e. Braille
- f. Any other, please specify

21. Are/were the diagrams, charts and tables used in the course materials/classroom teaching also explained textually in other formats?

Yes No

22. Are/were the course materials/classroom teaching of your institution supplemented with any audio video programmes?

Yes No

23. Are/were any specific safety measures being taken for the students with disabilities during practicals/lab works?

Yes No

24. Are/were the students with disabilities being allowed to submit the home work/assignment responses/class presentations in any formats as per their comfort/choice?

Yes No

25. Are/were there any special counseling/tutorials sessions being conducted for students with disabilities to meet their needs?

Yes No

26. Does/did your institution provide any special library services to the disable students?

Yes No

27. Do/did the students with disabilities get equal opportunities along with others to participate in all curricular and co-curricular activities of your institution?

Yes No

Assistive Technologies

28. Does/did your institution provide any assistive technologies/special devices to the students with disabilities?

Yes No

29. If yes, mention the technologies and the category which is being benefitted.

Scholarship and Financial Assistance

30. Is/was there any fee concession/exemption in admission for students with disability?

Yes No.

31. Are/were there any scholarships/fellowship/financial assistance being provided to students with disability for pursuing studies in your institution?

Yes No

Assessment and Evaluation

32. Are/were there any special facilities extended to the students with disabilities during assessment/evaluation?

Yes No

If yes, please specify

Yes No

33. Do/did students with visual impairment or of similar nature get the facility of extra time, scribes/writers facility during the examinations?

Yes No

Did you avail it?

Yes No

Training and Human Resource Development

34. Are/were there any special staff (both teaching and administrative) to deal with the issues related to the disabled students?

Yes No

Special Services

35. Is/was there the facility of single window system available during admission process for the students with disabilities at your Institution?
Yes No
36. Do you have any separate induction programme for students with disabilities to meet and discuss their requirements to complete the courses/programmes after their admission?
Yes No
37. Does/did your institution provide hostel facilities to the students with disabilities?
Yes No. Not applicable
38. Is/was there facility of any special cell/unit at the institutional level to deal with the issues related to students with disabilities?
Yes No
39. Is/was there any placement cell for students with disabilities in your institution?
Yes No Not applicable

PART-C (Suggestions and Recommendations)

40. What measures would you suggest from your personal experience to improve access and equity to all students including students with disabilities?

41. How the curriculum/educational setup of your Institution can be made more inclusive (friendly for the students with disabilities) without affecting its quality?

42. Any other comments/suggestions you would like to offer.

ANNEXURE 2
DISABILITY AND RIGHT TO EDUCATION IN INDIA: POLITICS, POLICIES AND PROGRAMMES

(QUESTIONNAIRE FOR EDUCATIONAL INSTITUTIONS)

Dear Madam/Sir,

This questionnaire is prepared to collect information pertaining to a research for a Doctoral Thesis on the above mentioned title.

There are three parts to this questionnaire, Part A, Part B and Part C. Please feel free to respond to all the statements/items. It may take a few minutes to respond. The answers will be kept confidential and will be used for the purpose of research only. Your cooperation in this regard is highly appreciated.

With kind regards,

Tata Ramakrishna

Assistant Professor, STRIDE, IGNOU and Research Scholar Centre for Political Studies, JNU, New Delhi

PART-A: (Institutional Profile)

1. Name of the School/College/University and complete address :

Name:

Address:

2. How old is your institution and when was it established?

a. Year of establishment _____

3. Does your institution provide co-education?

Yes No

If no then specify:

To Girls only To Boys only

4. Your institution is?

a. Government

b. Private

c. Any other (Please specify) _____

5. Does your institution provide hostel facilities?

Yes No

PART-B: (About the provisions and facilities available for the students with Disabilities at your Institution)

Policy Awareness and Implementation

6. Does your institution receive regular information/guidelines pertaining to the issues related to the students with disabilities from the government Agencies/Authorities?

Always Occasionally Never

7. Is any specific information being provided for the students with disabilities during the advertisement for the admission into your institution?

Yes No

8. Are there any specific information or guidelines being provided for any specific sections of students including students with disabilities in your prospectus/browsers/official documents?

Yes No

If yes please tick on the options given below:

- a. Scheduled tribes
- b. Scheduled cast
- c. Women
- d. Students with disabilities

9. Is the curriculum/educational setup of your institution inclusive in nature?

Yes No

10. Has your institution taken any specific steps to make the curriculum inclusive (in terms of development and delivery)?

Yes No

If yes, Please specify:

11. Is there any inspection being done by the government agencies/Funding agencies pertaining to the issues related to the students with disabilities in your institution?

Regularly Occasionally Never

12. Is your institute open to students with special needs?

Yes No

If no, please specify:

13. Does your institution get any financial assistance / funding from the government to provide an inclusive environment to disabled students?

Yes No

If yes, mention the nature of assistance:

14. Is your institution implementing government guidelines pertaining to the students with disabilities to impart accessible and quality education to them?
Fully Partially Not at all
15. Does your institution provide 3% reservation in admission to students with disabilities?
Yes No
16. Does the Management body of your institution include any expert on disability issues or persons with any disability?
Yes No

Accessibility (physical and environmental)

17. Are the needs and requirements of the students with disabilities being taken care of by your institution to provide them an accessible environment?
Fully Partially Not sure
18. Is your campus premises (buildings, toilets, classrooms, labs., etc.) physically accessible for the students with disabilities?
Fully Partially Not sure
19. Does your institution provide any transport facilities (within the campus and to reach the institution) to the students with disabilities?
Yes No.
20. Do the students with hearing impairment get the facility of sign language interpreters and signage facilities in your institution?
Yes No
21. Is the website of your institutions developed under World Wide Web Consortium (W3C) accessibility guidelines?
Yes No

Information Services

22. Are there any special guidelines/modules/documents available for the students with disabilities in your institution?
Yes No
23. How the information related to academic and administrative issues is being provided to the students with disabilities? Tick the options given below:
- a. Study guide
 - b. Website/e-mail
 - c. Telephone
 - d. Letters/Postal communication
 - e. Notice boards of the institution.
 - f. Any other, please specify

Curriculum Development and Delivery

24. In which formats the course materials (reading materials, reference books, etc.) of your institution are available? Tick on the options given below:
- a. Normal print
 - b. Large print
 - c. E-text
 - d. Digital Audio Book format (DAISY format)
 - e. Braille
 - f. Any other, please specify
-

25. Are the diagrams, charts and tables used in the course materials/classroom teaching also explained textually in other formats?

Yes No

26. Are the course materials/classroom teaching of your institution supplemented with any audio video programmes?

Yes No

27. Are any specific safety measures being taken for the students with disabilities during practicals/lab works?

Yes No

28. Are the students with disabilities being allowed to submit the home work/assignment responses/class presentations in any formats as per their comfort/choice?

Yes No

29. Are there any special counseling/tutorials sessions being conducted for students with disabilities to meet their needs?

Yes No

30. Does your institution provide any special library services to the disable students?

Yes No

31. Do the students with disabilities get equal opportunities along with others to participate in all curricular and co-curricular activities of your institution?

Yes No

Assistive Technologies

32. Are there any assistive technologies/special devices being used by your institution to impart education to disabled?

Yes No Can't say

33. Does your institution provide any assistive technologies/special devices to the students with disabilities?

Yes No

If yes, mention the technologies and the category which is being benefitted?

Scholarship and Financial Assistance

34. Is there any fee concession/exemption in admission for any sections of students? Yes
No.

If yes, tick on the options given below:

- a. Scheduled tribes
 - b. Scheduled cast
 - c. Women
 - d. Students with disabilities
 - e. Any other, please specify
-
-

35. Are there any scholarships/fellowship/financial assistance being provided to the following students for pursuing studies in your Institution?

Yes No

If yes, tick on the options given below.

- a. Scheduled tribes
 - b. Scheduled cast
 - c. Women
 - d. Students with disabilities
 - e. Economically backward
 - f. Meritorious Students
 - g. Any other, please specify
-
-

Assessment and Evaluation

36. Are there any special facilities extended to the students with disabilities during assessment/evaluation?

Yes No

37. Do students with visual impairment or of similar nature get the facility of extra time, scribes/writers facility during the examinations?

Yes No

Training and Human Resource Development

38. Does your institution provide any special training for the employees to effectively deal with the students with disabilities?

Yes No

39. Are there any special staff (both teaching and administrative) to deal with the issues related to the disabled students?

Yes No

Special Services

40. Is there the facility of single window system available during admission process for the students with disabilities at your institution?

Yes No

41. Do you have any separate induction programme for students with disabilities to meet and discuss their requirements to complete the courses/programmes after their admission?
Yes No
42. Does your institution provide hostel facilities to the students with disabilities?
Yes No. Not applicable
43. Is there facility of any special cell/unit at the institutional level to deal with the issues related to students with disabilities?
Yes No Can't say
44. Is there any placement cell for students with disabilities in your institution?
Yes No Not applicable
45. If possible, please provide data related to enrolment, completion and dropout of the students with disabilities in your institution for the last three academic years as sought in table – 41A and 41B.

Table -41A: Enrolment Data

Sl. No.	Academic Years	Total Enrolment of the Institution	Number of Disabled Students Enrolled
1.	2015-2016		
2.	2016-2017		
3.	2017-2018		

Table -41B: Completion and Drop Out Data

Sl. No.	Academic Years	Number of Disabled Student Successfully Completed	Number of Drop Out Disabled Students
1.	2015-2016		
2.	2016-2017		
3.	2017-2018		

PART-C (Suggestions and Recommendations)

46. What measures would you suggest on behalf of your institution to provide access and equity to all students including students with disabilities?

47. How the curriculum/educational setup of your Institution can be made more inclusive (friendly for the students with disabilities) without affecting its quality?

48. Any other comments/suggestions you would like to offer.

ANNEXURE 3
DISABILITY AND RIGHT TO EDUCATION IN INDIA: POLITICS, POLICIES AND PROGRAMMES

(QUESTIONNAIRE FOR THE NON-GOVERNMENTAL ORGANISATIONS WORKING IN THE FIELD OF EDUCATION FOR PERSONS WITH DISABILITIES)

Dear Madam/Sir,

This questionnaire is prepared to collect information pertaining to a research for a Doctoral Thesis on the above mentioned title.

There are three parts to this questionnaire, Part A, Part B and Part C. Please feel free to respond to all the statements/items. It may take a few minutes to respond. The answers will be kept confidential and will be used for the purpose of research only. Your cooperation in this regard is highly appreciated.

With kind regards,

Tata Ramakrishna
Assistant Professor, STRIDE, IGNOU and Research Scholar Centre for Political Studies, JNU,
New Delhi

PART-A: (Organizational Profile)

1. Name of the organization and complete address:

Name:

Address:

2. How old is your organization/when was it established?

3. Does your organization work only in the field of special needs of boys, girls or both?

For Girls only

For Boys only

For Both

4. For which category/categories of persons with disabilities does your organization work?

Please specify:

5. What is the source of funding

a. Government

b. Private

c. Both

d. Any other (Please specify)

6. What is the nature of your organizational association in **imparting inclusive education** to the persons with disabilities? Please provide the details.

PART-B: (Provisions and facilities available for the education of persons with disabilities at your organization)

Policy Awareness and Implementation

7. Does your organization follow and receive regular information/guidelines pertaining to the issues related to the persons with disabilities from the Government Agencies/Authorities?

Always Occasionally Never

8. Does your organization get any financial assistance/funding from the government to provide an inclusive environment through inclusive education to disabled students?

Yes No

If yes, please mention the nature of assistance:

9. Has your organization taken any initiative for the implementation of government guidelines pertaining to the persons with disabilities to impart accessible and quality education to them?

Fully Partially Not at all

Please provide the possible information:

10. Is your organization working for the implementation of three percentage reservation in admission to students with disabilities in the educational institutions?

Yes No

If yes, please provide the possible information:

Accessibility (physical and environmental)

11. Are the needs and requirements of the students with disabilities being taken care of by your organization to provide them an accessible environment?

Fully Partially

Please specify some of these special needs and requirements that your organization provides:

12. Is your campus premise (buildings, toilets, classrooms, labs. etc.) physically accessible for the persons with disabilities?

Fully Partially Not sure

13. Is the website of your organization developed under World Wide Web Consortium (W3C) accessibility guidelines?

Yes No

Information Services

14. Are there any special guidelines/modules/documents pertaining to education available for the persons with disabilities in your organization?

Yes No

If yes, please provide the possible information:

15. How the information related to academic and administrative issues being provided to the persons with disabilities?

- a. Website/e-mail
- b. Telephone
- c. Letters/Postal Communication
- d. Notice boards of the organization
- e. Others please specify:

Curriculum Development and Delivery

16. Has your organization taken any specific steps to make the curriculum inclusive (in terms of development and delivery)?

Yes No

If yes, please provide the possible information:

17. In which formats the course material (reading materials, reference books etc.) of your organization are available? Tick on the options given below:

- a. Normal print
- b. Large print
- c. E-text
- d. Digital Audio Book format (DAISY format)
- e. Braille
- f. Other please specify

18. Are there any special counseling/tutorial sessions being conducted by your organization for the persons with disabilities to meet their educational needs?

Yes No

If yes, please provide the possible information:

19. Does your organization provide any special library services to the disable students?

Yes No

If yes, please specify the services:

Assistive Technologies

20. Are there any assistive technologies/special devices being used by your organization to impart education to disabled.

Yes No

If yes, please specify:

21. Does your organization provide any assistive technologies/special devices to the persons with disabilities to meet their educational needs?

Yes No

If yes, mention the technologies and the category which is being benefitted:

Scholarship and Financial Assistance

22. Are there any scholarships/fellowships/financial assistance being provided to the persons for pursuing studies in your organization as well as others?

Yes No

If yes, please specify the nature of assistance:

Assessment and Evaluation

23. Is your organization working for providing any special facilities to the persons with disabilities in their assessment/evaluation during studies in your Institute and outside?

Yes No

If yes, please provide the possible information:

Training and Human Resource Development

24. Does your organization provide any special training for the employees to effectively deal with the persons with disabilities?

Yes No

If yes, Please provide specific information:

25. Does your organization conduct any awareness/training programmes for the other agencies to impart inclusive education to the persons with disabilities?

Yes No

If yes, please provide the possible information:

26. Does your organization conduct any awareness/training programmes for the parents and family members of disabled persons to impart inclusive education?

Yes No

If yes, please provide the possible information:

Special Services

27. Does your organization provide hostel facilities to the students with disabilities?

Yes No

28. Is there any placement cell for persons with disabilities in your organization?

Yes No

29. Is there any legal advocacy cell for persons with disabilities in your organization?

Yes No

PART-C (Suggestions and Recommendations)

30. What measures would you suggest on behalf of your organization to provide access and equity for the education of persons with disabilities?

31. How the curriculum and educational setup can be made more inclusive (friendly for the persons with disabilities) without affecting its quality?

32. Any other comments/suggestions you would like to offer.

ANNEXURE 4

DISABILITY AND RIGHT TO EDUCATION IN INDIA: POLITICS, POLICIES AND PROGRAMMES

(QUESTIONNAIRE FOR PARENTS)

Dear Madam/Sir,

This questionnaire is prepared to collect information pertaining to a research for a Doctoral Thesis on the above mentioned title.

There are three parts to this questionnaire, Part A, Part B and Part C. Please feel free to respond to all the statements/items. It may take a few minutes to respond. The answers will be kept confidential and will be used for the purpose of research only. Your cooperation in this regard is highly appreciated. I assure you that information provided will be used only for this research purpose.

With kind regards,

Tata Ramakrishna

Assistant Professor, STRIDE, IGNOU and Research Scholar Centre for Political Studies, JNU, New Delhi

PART-A: (Profile of the ward)

1. Gender : Male/Female
2. Age:
3. Category of disability: _____
4. Name of the Institution that the ward attends for education/other activities

5. Type of institution
 - a. Government
 - b. Private
 - c. Any other (Please specify)

PART-B: (Parents impression on the provisions and facilities available for their ward in the institution)

Policy Awareness and Implementation

6. How did you come to know about the Institution when you admitted your ward in his/her Institution?

7. Are/were you aware of any government guidelines to Educational Institutions in terms of policies and programmes for promoting inclusive education?
Yes No
8. Is/did your ward's institution implementing/implement government guidelines pertaining to the students with disabilities to impart accessible and quality education?
Fully Partially Not at all
Can you specify some of these?

Accessibility (physical and environmental)

9. Are/were the needs and requirements of the students with disabilities being taken care of by your ward's institution to provide them with an accessible environment?
Fully Partially Not at all
10. Does/did your ward's institution provide any transport facilities within the campus and to reach the institution?
Yes No
(If No, how do you manage sending your ward to the Institution?)

11. Are you satisfied with the safety measures as available in your ward's institution?
Yes No Somewhat satisfied/ not satisfied
12. As a parent, do you have any suggestion how the present facilities in the premises of your ward's institution (buildings, toilets, classrooms, laboratories etc.) can be improved for the students with disabilities?

Information Services

13. Are/were there any provisions in your ward's institution where parents are given special guidance or counseling regarding the special needs for the students with disabilities?
Yes No

Please specify

Curriculum Development and Delivery

14. Are you satisfied with the formats of the course materials (reading materials, reference books, etc.) as being provided to your ward in their institution?
Yes No Somewhat satisfied/ not satisfied

15. Are you satisfied with the teaching method as practiced in your ward's institution?
Yes No Somewhat satisfied/ not satisfied
16. Do/did the students with disabilities get equal opportunities along with others to participate in all curricular and co-curricular activities of their institution?
Yes No

Assistive Technologies

17. Does/did your ward's institution provide any assistive technologies/special devices in meeting his/her educational needs?
Yes No

If No, how did you manage?

Scholarship and Financial Assistance

18. Do/did you feel any kind of financial burden in meeting the needs of your ward's education?
Yes No.

Representation

19. Has/did your ward's institution take the opinion and suggestions of parents while taking any specific steps to make the curriculum inclusive (in terms of development and delivery)?
Yes No

If yes, please specify:

20. As a parent of a disabled child, have you ever been involved in the decision making process regarding any policy formulation and implementation of your child's education?
Yes No

If yes, please specify:

PART-C (Suggestions and Recommendations)

21. What measures would you suggest from your personal experience as a parent to improve access and equity to all students including students with disabilities?

22. How the curriculum/educational setup of your ward's Institution can be made more inclusive (friendly for the students with disabilities) without affecting its quality?

23. Any other comments/suggestions you would like to offer.

ANNEXURE 5

DISABILITY AND RIGHT TO EDUCATION IN INDIA: POLITICS, POLICIES AND PROGRAMMES

(FOCUS GROUP DISCUSSION)

Focus group discussions were conducted at various institutions as part of the field research for an intensive understanding of various issues of students with disabilities and their personal experiences and expectation in the field of education. Their valuable suggestions and recommendations have also been noted in the study.

Various focus group discussions were planned with a group of seven to eight students to discuss issues in the following broad themes:

Provisions and facilities available for the students with disabilities at their institutions:

- *Policy Awareness and Implementation*
- *Accessibility (physical and environmental)*
- *Information Services*
- *Curriculum Development and Delivery*
- *Assistive Technologies*
- *Scholarship and Financial Assistance*
- *Assessment and Evaluation*
- *Training and Human Resource Development*
- *Special Services*

Bibliography

Primary Sources

International

- Department for International Development. (2000a). *Disability, Poverty and Development, An Issues Paper*. London: DFID.
- Department for International Development. (2000e). *Realising Human Right for Poor People: Strategies for Achieving the International Development Targets*. London: Department for International Development.
- Department of Education and Training. (1992). *Disability Discrimination Act, 1992*. Australian Government.
- Disability Discrimination Act, 1995. British Government.
- Disabled Peoples' International. (1985). *Proceeding of the First World Congress, Sweden*, Disabled Peoples' International.
- National Disability Arts Collection & Archive. (2018). *Fundamental Principles of Disability*, London: London: UPIAS
- Sargent Report, 1944.
- UNESCO. (2003). *Overcoming Exclusion Through Inclusive Approaches in Education: A Challenge and a Vision*. New York: UNO.
- UNICEF. (1994). *Rights of Children with Disability*. Lucknow: UNICEF.
- United Nation (2015). *The Right to Education for Persons with Disabilities: Overview of the Measures Supporting the Right to Education for Persons with Disabilities reported on by Member States*. France: The United Nations Educational, Scientific and Cultural Organisation.
- United Nations. (1945). *United Nations Charter – 1945*. New York: UNO.
- United Nations. (1975). *Declaration on the Rights of Disabled Persons*. New York: UNO.
- United Nations. (1976). *Declaration of International Year for Disabled Persons*. New York: UNO.
- United Nations. (1982). *The World Programme of Action Concerning Disabled Persons*. New York: UNO.
- United Nations. (1993). *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities by the Forty-Eighth Session of the General Assembly*. New York: UNO.

- United Nations. (1994). *Asian and Pacific Decade of Disabled Persons, 1993-2002: Mandates for Action*. New York: UNO.
- United Nations. (1994). *Standard Rules on the Equalisation of Opportunities for Persons with Disabilities*. New York: UNO.
- United Nations. (1994). *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities*. New York: UNO.
- United Nations. (1998). *Principles and Recommendations for Population and Housing Censuses*. Sales No. E 98. XVII.8. New York: United Nations.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York: UNO.
- United Nations. (2015). *Universal Declaration of Human Rights 1948*. New York: UNO.
- United Nations. *The United Nations and Disabled Persons – The First Fifty Years*. New York: UNO.
- World Health Organization. (1980). *International Classification of Impairments, Disabilities and Handicaps (ICIDH)*. Geneva: World Health Organization.
- World Health Organization. (1998). *The World Health Report Life in the 21st Century: a Vision for All, Report of the Director General*. Geneva: WHO.
- World Health Organization. (2000). *ICIDH-2: International Classification of Functioning, Disability and Health*. Geneva: WHO.

National

- Government of India. (1978). *National Employment Service Manual*. New Delhi: Ministry of Labour.
- Government of India. (1981). *NSSO 36th Round*. New Delhi: Ministry of Statistics and Programme Implementation.
- Government of India. (1981). *Round Number 37th*. New Delhi: National Sample Survey Organization, Ministry of Statistics and Programme Implementation,.
- Government of India. (1986). *National Policy of Education*. New Delhi: Ministry of Human Resource Development.
- Government of India. (1991). *A Report on Disabled Persons, 47th Round (July-December, 1991) NSSO Report No. 393*. New Delhi: Dept. of Statistics.
- Government of India. (1991). *NSSO 47th Round*. New Delhi: Ministry of Statistics and Programme Implementation, New Delhi.

Government of India. (1991). *Round Number 47th*. New Delhi: National Sample Survey Organization, Ministry of Statistics and Programme Implementation.

Government of India. (1992). *National Plan of Action for the International Year of Disabled Persons*.

Government of India. (1992). *National Programme for Control of Blindness*. New Delhi: Directorate General of Health Services.

Government of India. (1992). *Present Status of National Programme for Control of Blindness*. New Delhi: Ministry of Health and Family Welfare.

Government of India. (1992). *Programmes and Concessions to the Disabled Persons through the Central Government*. New Delhi: Ministry of Social Justice and Empowerment.

Government of India. (1995). *Directory of Institutions working for the Disabled in India*. National Information Centre on Disability and Rehabilitation. New Delhi: Ministry of Social Justice and Empowerment.

Government of India. (1995). *Gazette on Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*. New Delhi: Ministry of Social Justice and Empowerment.

Government of India. (1996). *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*. New Delhi: Ministry of Law, Justice and Company Affairs.

Government of India. (1997). *Mid-Term Review Meeting on the Progress of Implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons*, Seoul, 26-29 September, 1997. New Delhi

Government of India. (1998). *Concessions/Facilities Available to Disabled through State/UT Governments*. New Delhi: Ministry of Social Justice and Empowerment.

Government of India. (1999). *Annual Report*. New Delhi: Central Social Welfare Board

Government of India. (1999). *National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental retardation and Multiple Disabilities Act, (1999)*. New Delhi: Ministry of Social Justice and Empowerment.

Government of India. (2000). *India 2000: A Reference Annual*. Publication Division. New Delhi: Ministry of Information and Broadcasting.

Government of India. (2001). *Annual Report 2000-01*. New Delhi: Ministry of Law, Justice and Company Affairs.

Government of India. (2001). *Annual Report 2000-01*. New Delhi: Ministry of Rural Development.

Government of India. (2001). *Census of India-2001*. Office of the Registrar General and Census Commissioner. New Delhi: Ministry of Home Affairs.

Government of India. (2001). *Notification of 31st May 2001*. New Delhi: Ministry of Social Justice and Empowerment, New Delhi.

Government of India. (2002). *A Handbook for Parents of Children with Disabilities*. New Delhi: Planning Commission of India.

Government of India. (2002). *Health Information of India-1997-2002*. New Delhi: Ministry of Health and Family Welfare.

Government of India. (2002). *National Human Development Report 2001*. New Delhi: Planning Commission of India.

Government of India. (2002). *NSSO 58th Round*. New Delhi: Ministry of Statistics and Programme Implementation.

Government of India. (2002). *Sarva Shiksha Abhiyaan: Education for All*. New Delhi: Ministry of Human Resource and Development.

Government of India. (2004). *Education for All: India Marches Ahead*. New Delhi: Ministry of Human Resource Development.

Government of India. (2006). *National Policy for Persons with Disabilities*. New Delhi: Ministry of Social Justice and Empowerment.

Government of India. (2006). *Annual Report- 2005-2006*. New Delhi: Ministry of Human Resource and Development.

Government of India. (2010). *Evaluation Report on Sarva Shiksha Abhiyan*. New Delhi: Planning Commission.

Government of India. (2011). *Census of India-2011*. Office of the Registrar General and Census Commissioner. New Delhi: Ministry of Home Affairs.

Government of India. (2013). *Annual Report 2012-13*. New Delhi: Ministry of Human Resource Development.

Government of India. (2014). *National Compendium of Laws, Policies and Programmes for Persons with Disabilities*. New Delhi: Ministry of Social Justice and Empowerment, The Office of the Chief Commissioner for Persons with Disabilities. Department of Disability Affairs.

Government of India. (2014/2015). *Annual Report 2014-2015*. New Delhi: Ministry of Human Resource Development.

- Government of India. (2015). *Annual Reports 1995-96, 1996-97, 1998-99, 1999-2000, 2000-01, 2001-2002, and 2014-15*. New Delhi: Ministry of Social Justice and Empowerment.
- Government of India. (2016). *Rights of Persons with Disabilities Act 2016*. New Delhi: Ministry of Law and Justice.
- Government of India. *National Handicapped Finance and Development Corporation - Aims and Objectives*. New Delhi: Ministry of Social Justice and Empowerment.
- Government of India. *Prashikshan Pustika*. Zila Punarvas Kendra. Yojana, New Delhi.
- Government of India. *The Mental Act, 1987*. The Gazette of India.
- Government of India. *Training Manual for Village Rehabilitation Workers*. District Rehabilitation Centre Scheme, Ministry of Welfare, New Delhi: Wiley Eastern Limited.
- Government of India.(2001). *Annual Report 1995-96, 1996-97, 1997-98, 2000-01*. New Delhi: Ministry of Health and Family Welfare.
- Government of NCT of Delhi. *Annual Reports, Brochures*. New Delhi: Department of Social Welfare, Asha Kiran.
- Institute for the Physically Handicapped. *Annual Reports*. New Delhi.
- National Council of Educational Research and Training. (1987). *Project Integrated Education for the Disabled (PIED)*. New Delhi: National Council of Educational Research and Training.
- National Council of Educational Research and Training. (1988). *Scheme of Integrated Education for the Disabled Children*. New Delhi: National Council of Educational Research and Training.
- National Council of Educational Research and Training. (2013). *Evaluation of the Implementation of the Scheme IEDSS in India*. New Delhi: Department of Education of Groups with Special Needs, National Council of Educational Research and Training.
- National Human Rights Commission. (2004). *Annual Report 2003-04 (Chapter-2)*. Delhi: National Human Rights Commission.
- National Human Rights Commission. (2005). *Disability Manual*. Delhi: National Human Rights Commission
- Planning Commission of India. *Documents from 1st to 11th Five Year Plans*. Rehabilitation Council of India (RCI) Act, 1992.
- Rehabilitation Council of India. (1996). *Report on Manpower Development*.

Rehabilitation Council of India. (2000, 12). *Status of Disability in India – 2000, 12*.
Rehabilitation Council of India. (2001). *Draft National Policy on Special Education*.
Workshop on appropriate models of education for children with special needs. New
Delhi.

Primary Web Sources

International

Canadian International Development Agency (CIDA). (2003). *India Country Program Framework (2002-2007)*. www.acdi-cida.gc.ca (accessed on 10 June 2017)

Dakar, S. (2000). *World Education Forum Final Report*,
<http://unesdoc.unesco.org/images/0012/001211/121117e.pdf> (accessed on 11 July 2017).

International Labour Organization. (2007).
http://www.ilo.org/wcmsp5/groups/public/dgreports/dcomm/documents/publication/wcms_087707.pdf (accessed on 5 October 2017)

The United Nations. (1993). *The UN Standard Rules on Persons with Disability*, New York: UNO. <http://www.un.org/disabilities/documents/gadocs/standardrules.pdf> (accessed on 12 June 2017)

The World Bank. (2007). *People with Disabilities in India: From Commitments to Outcomes* http://siteresources.worldbank.org/INDIAEXTN/Resources/295583-1171456325808/DISABILITYREPORTFINALNOV_2007.pdf (accessed on 12 November 2018)

UNESCO. (1989). *The United Nations Convention on the Rights of the Child*, Paris: UNESCO. <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> (accessed on 12 July 2018)

UNESCO. (1994). *Salamanca Statement*. http://www.unesco.org/education/pdf/SALAMA_E.pdf (accessed on 10 July 2017)

UNESCO. (1995). *World Education Report 1995*
<http://unesdoc.unesco.org/images/0010/001017/101731Eb.pdf> (accessed on 12 April 2018)

UNESCO. (2009). *Empowering Persons with Disabilities through ICTs*. Accessible from
<http://unesdoc.unesco.org/images/0018/001847/184704e.pdf>

- UNESCO. (2009). *Policy Guidelines on Inclusion in Education*. France: UNESCO.
<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> (accessed on 12 September 2018)
- UNESCO. (2015). *The Right to Education for Persons with Disabilities: Overview of the Measures Supporting the Right to Education for Persons with Disabilities reported on by Member States*. France: UNESCO.
- UNHR. (1966). *International Covenant on Economic, Social and Cultural Rights*.
<https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx> (accessed on 15 August 2017)
- United Nations Economic and Social Commission for Asia and Pacific (UNESCAP). (not dated). *Country Paper, Sources of National Disability Data*.
<http://www.worldenable.net/escapstats/paperindia.htm> (accessed on 12 April 2017)
- United Nations Economic and Social Commission for Asia and Pacific (UNESCAP). *Biwako Millennium Framework for Action towards an Inclusive, Barrier-Free and Rights-Based Society for Persons with Disabilities in Asia and the Pacific*
<https://www.unescap.org/resources/biwako-millennium-framework-action-towards-inclusive-barrier-free-and-rights-based-society>. (accessed on 28 October 2018)
- United Nations. (2006). *Convention of Rights for Persons with Disabilities*. New York.
http://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf (accessed on 12 June 2018)
- United Nations. (2015). *Universal Declaration of Human Rights-1948*, New York.
http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf (accessed on 7 October 2018)
- United Nations. (2016). *Committee on the Rights of Persons with Disabilities, General Comment No. 4 on Article 24: Rights of Inclusive Education*. https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/CRPD_General_Comment_4_Inclusive_Education_2016_En.pdf(accessed on 6 December 2019)
- United Nations. (2017). *World Population Prospect: The 2017 Revision*. New York.
https://esa.un.org/unpd/wpp/Publications/Files/WPP2017_KeyFindings.pdf(accessed on 2 October 2018)
- WHO. (2018): Disability information, <https://www.who.int/disabilities/en/>

World Health Organization and World Bank. (2011). *World Report on Disability*.
http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf?ua=1
(accessed on 5 October 2018)

National

Department of Higher Education. (2005). *Action Plan for Inclusive Education of Children and Youth with Disabilities*.
[http://education.nic.in/INCLUSIVE.asp#II.%20%20%20EDUCATION%20OF%20CHILDREN%20AND%20YOUTH%20WITH%20DISABILITIES%](http://education.nic.in/INCLUSIVE.asp#II.%20%20%20EDUCATION%20OF%20CHILDREN%20AND%20YOUTH%20WITH%20DISABILITIES%20) (accessed on 12 March 2017)

Disability India Network. (not dated). *Definition and Certification*.
<http://www.disabilityindia.org/certificate.cfm> (accessed on 12 November 2017)

Dube and Charowa. (2005). 1995 Poverty Assessment Study Report cited in Rebecca Yeo, *Disability, Poverty and the 'New' Development Agenda: A Report to the KaR Programme*.
<https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/yeo-Disability-poverty-and-the-new-development-agenda.-Final-draft-12th-september.pdf>(accessed on 12 May 2018)

Government of Delhi. (1986). *National Policy on Education, 1986*. MHRD, New Delhi:
http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
(accessed on 11 February 2018)

Government of India. (1992). *Programme of Action (National Policy on Education, 1986), MHRD*.
http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf (accessed on 12 February 2018)

Government of India. (1992). *The Rehabilitation Council of India Act, 1992*.
<https://indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf> (accessed on 16 March 2018)

Government of India. (1995). *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*.
<http://niepmd.tn.nic.in/documents/PWD%20ACT.pdf> (accessed on 14 October 2018)

Government of India. (1999). *The National Trust Act-1999*. Ministry of Law, Justice and Company Affairs, New Delhi.
http://disabilityaffairs.gov.in/upload/uploadfiles/files/National_Trust_act-engsih.pdf(accessed on 12 December 2017)

- Government of India. (2009). *Right to Education Act 2009*. MHRD. http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf (accessed on 12 October 2018)
- Government of India. (2015). *First Country Report of India on Status of Disability*. Department of Empowerment of Persons with Disabilities, New Delhi,:43. <http://www.disabilitystudiesnalsar.org/cr/FirstCountryReport-Ministry-16June%202015final..doc>(accessed on 6 December 2019)
- Government of India. (2016). *Rights of Person with Disability Act 2016*. New Delhi: Ministry of Law and Justice. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>(accessed on 10 January 2018)
- Government of India. Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, <http://disabilityaffairs.gov.in/content/page/list-of-registered-ngo.php>(accessed on 17 December 2019)
- Government of India. *National Mission in Education through ICT*. MHRD <http://mhrd.gov.in/technology-enabled-learning-0> (accessed on 24 November 2018)
- MHRD. (2013-14). *Annual Report (2013-14)*:192. https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2013-14.pdf(accessed on 6 December 2019)
- MHRD. (2014-15). *Annual Report (2014-15)*. International Cooperation and UNESCO:211. https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Part2.pdf. (accessed on 8 December 2019)
- MHRD. (2015-16). *Annual Report (2015-16)*:266. https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR_2015-16%20ENGLISH.pdf(accessed on 6 December 2019)
- Ministry of Home Affairs. (2001). *Census of India 2001*. Office of the Registrar General and Census Commissioner. India http://www.censusindia.gov.in/2011-common/census_data_2001.htmls(accessed on 12 July 2017)
- Ministry of Law, Justice and Company Affairs. (1995). *Equal Opportunities, Protection of Rights and Full Participation) Act 1995* <http://niepmd.tn.nic.in/documents/PWD%20ACT.pdf> (accessed on 14 October 2018)

- NCERT. (2005). *National Curriculum Framework 2005*.
<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>(accessed on 12 April 2018)
- Planning Commission of India. *Fifth Year Plan 1974-78*.
<http://planningcommission.nic.in/plans/planrel/fiveyr/5th/welcome.html> (accessed on 18 July 2018)
- The Constitution of India*. <http://legislative.gov.in/sites/default/files/COI-updated.pdf>
- The Secretary to Government Department of Health and Others (2011) case*, in the Judgment of September 29.
<https://www.aicb.org.in/images/advocacy/highCourtCases/P.%20Divya%20Versus%20The%20Secretary%20to%20Government%20Department%20of%20Health%20&%20Others.pdf>(accessed on 7 December 2019)

Secondary Sources

Books

- Ahluwalia, H.P.S. Singh, J.P. (ed.) (2004). *Summit of the Mind: All Indian Cross-Disability Convention*. New Delhi: RCI & Kanishka Publishers.
- Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer Press.
- Baquer, A. (1994). *Disabled, Disablement, Disablism*. New Delhi: VHAI.
- Baquer, A. (1997). *Disability: Challenges vs Responses*. New Delhi: Concerned Action Now.
- Baquer, A., & Sharma, A. (1997). *Disability: Challenges vs Responses*. New Delhi: Concerned Action Now.
- Baquer, A., and Sharma, A. (1995). *Conference Papers on Disabled Women*. New Delhi: VHAI.
- Barnes, C. (1991). *Disabled People in Britain and Discrimination: A Case for Anti-Discrimination Legislation*. London: Hurst and Company.
- Barnes, Colin, Mercer, Geof. & Shakespeare, Tom. (1999). *Exploring Disability: A Sociological Introduction*. London: Polity Press.
- Barnes, Colin, Oliver, Mike. & Barton, Len. (eds.), (2002). *Disability Studies Today*. London: Polity Press
- Barton, L. and Tomlinson, S. (1981). (eds.) *Special Education: Policy, Practices and Social Issues*. London: Harper and Row.
- Beteille, A. (1963). *The Idea of Natural Inequality and Other Essays*. Delhi: Oxford University Press.
- Bhargava, M. (1994). *Introduction to Exceptional Children: Their Nature and Educational Provisions*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bhatt, U. (1963). *The Physically Handicapped in India*. Bombay: Popular Press.
- Bhushan, Shashi et al. (1988). *The Situation of the Handicapped in India*. New Delhi: Institute of Social Sciences.
- Bijou, S. W. *The Mentally Retarded Child*. Texas: Association for Retarded Citizens.
- Blindenmission, C. (1979). *Without Holding Hands*. Bensheim: Christoffle Blindenmission.
- Booth, T. & Ainscow, M. (1998) (Eds.). *From Them to Us: An International Study of Inclusion in Education*. London: Routledge.
- Boylan, E. (1991). *Women and Disability*. London and New Jersey: Zed Books Ltd.

- Brading, J., and Curtis, J. (1996). *Disability Discrimination: A Practical Guide to the New Law*. London: Kogan Page Limited.
- Briedger, B. (1989). *The Last Civil Rights Movement*. London: Hurst Company.
- Chadha, A. (2001). *A Guide to Educating Children with Learning Disabilities*. New Delhi: Vikas Publishing.
- Chainani, M. L. (1971). *Rehabilitation of Physically Handicapped*. Bombay: Popular Prakashan.
- Chandra, A. (2000). *Human Rights Activism and Role of NGOs*. New Delhi
- Coleridge, P. (1993). *Disability, Liberation and Development*. UK: Oxfam.
- Country Analytical Review (2008)*. Delhi/Falmer: CREATE and National University of Educational Planning and Administration.
- Daniels, H., & Garner, P. (2000). Inclusive Education: *Challenges for the New Millennium*. In Daniels, H. and Garner, P. (eds.) *World Yearbook of Education 1999: Inclusive Education*. London: Kogan Page.
- Desai, H.J.M. (1990). *Human Rights of the Disabled*. Bombay: National Association for the Blind.
- Dhanda, A. (2000). *Legal Order and Mental Disorder*. New Delhi: Sage Publications.
- Disability Awareness in Action. (1995). *Overcoming Obstacles to the Integration of Disabled People*. London.
- Doyal, L., & Gough, I. (1991). *A Theory of Human Needs*. Basingstoke: Macmillan.
- Doyle, C. & Robson, K. (2002). *Accessible Curricula: Good Practice for All*. Cardiff: UWIC Press.
- Duncan, B. (1982). *Information Services on Technical Aids for People with Disabilities: An International Perspective*. New York: Rehabilitation International.
- Education Commission. (1966). *Education and National Development*. New Delhi: Ministry of Education.
- Elwan, A. (1999). *Poverty and Disability: A Survey of the Literature*. Washington: The World Bank Group.
- Erb, S. & Harriss-White, B. (2002). *Outcast from Social Welfare: Adult Incapacity and Disability in Rural South India*. Bangalore: Books for Change
- Etal, J. E. (1992). *Polls Apart: Disabled People and the 1992 General Election*. London: The Spastics Society.

- Evans, J. (2000). From Warnock to the Market Place: The Development of Special Education Policy in England and Wales: 1978-1998. In C. Brock and R. Griffin (eds.) *International Perspectives in Special Educational Needs*. Suffolk: John Catt.
- Fernandez, G., Koenig, C., Mani M.N.G., & Tensi, S. (1999). *See With the Blind*. Bangalore: Books for Change and CBM International.
- Finkelstein, V. (1980). *Attitudes and Disabled People*. New York: World Rehabilitation Fund.
- Finkelstein, V. (1993). Disability, Impairment or Something in Between. In John Swain, Sally French, Colin Barnes and Carol Thomas (eds.) *Disability Barriers-Enabling Environments*. London: Sage Publication.
- Fletcher, A. (1994). *Disability Awareness in Action: Organising Building*. London: Disability Awareness in Action.
- Ghai, A. (2003). *(Dis)Embodied Form. Issues of Disabled Women*. New Delhi: Shakti Books.
- Govinda, R., & Bandyopadhyay, M. (2008). *Access to Elementary Education in India*. Consortium for Research on Educational Access, Transitions and Equity (CREATE).
- Harriss-White, B. (1996). *Onto a Loser: Disability in India*. Mimeo. Queen Elizabeth House, Oxford.
- Helander, E. (1993). *Prejudice and Dignity: An introduction to Community-Based Rehabilitation*. New York: Inter regional Programme for Disable People, United Nations Development Programme.
- Helander, E., Mendis, P., Nelson, G., & Goerdts, A. (1989). *Training in the Community for People with Disabilities*. Geneva: World Health Organisation.
- Henderson, A.S. (1994). *Introduction to Exceptional Children: Their Nature and Educational Provisions*. New Delhi: Sterling Publishers Pvt. Ltd.
- Herrington, M., and Simpson, D. (eds) (2002). *Making Reasonable Adjustments for Disabled Students in Higher Education*. Staff Development Materials: Case Studies and Exercises, Nottingham: University of Nottingham.
- Huckstep, R. L. (1979). *Poliomyelitis: A Guide for Developing Countries*. Edinburgh: Churchill Livingstone.
- IGNOU (2012). *Learner Support Systems and Services*. MADE course material, Block-1, STRIDE, IGNOU
- Indian Council for Medical Research. (1983). *Collaborative Study on Prevalence and Etiology of Hearing Impairment*. New Delhi: ICMR and DST.

- Indian Council of Social Welfare. (1970). *Understanding the Handicapped Child*. Bombay: Popular Prakashan.
- International Labour Office. (1978). *Cooperatives for the Disabled: Organisation and Development*. Geneva.
- Isherwood, A. M. (1986). *Coping with Disability*. Edinburgh: W.R. Chambers Ltd.
- Jangira, N.K., & Mani, M.N.G. (1990). *Integrated Education for the Visually Handicapped: Management Perspective*. Gurgaon: Academic Press.
- Kammy C. (2014). *Matriculate to Your Perfect Degree Course: A Guide to Finding the Right Education, the Right Environment in School and Life*. Bloomington: USA
- Karna G. N. (2001). *Disability Study in India: Retrospect and Prospects*. New Delhi: Gyan Publication House.
- Karna, G. N. (1999). *United Nations and Rights of Disabled Persons: A Study in Indian Perspective*. New Delhi: A.P.H. Publishing Corporation
- Kitchlu, T. N. (1991). *A Century of Blind Welfare in India*. Delhi: Penman Publishers.
- Kothari J. (2012). *The Future of Disability Law in India*. New Delhi: Oxford University Press.
- Kundu, C. L., Mani, M.N.G., & others (2000). *Status Report on Disability 2000 (Visual Disability)*. New Delhi: Rehabilitation Council of India.
- Lawani, B.T. (1999). *NGOs in Development*. New Delhi: Erawat Publication
- Levitt, S. (1987). *We Can Play and Move: Appropriate Health Resources and Technologies*. London: Action Group Limited.
- Luca, Laigi M. De et al. *Guidelines for the Eradication of Vitamin A Deficiency and Xerophthalmia*. New York: The Nutrition Foundation.
- Mani, C. (1988). *The Physically Handicapped in India*. New Delhi: Ashish Publishing House.
- Mani, D.R. (1988). *The Physically Handicapped in India: Policy and Programme*. New Delhi: Ashish Publishing House.
- Mani, M.N.G. (1994). *Project Integrated Education for the Disabled - Evaluation Study, Phase I*. New Delhi: UNICEF.
- Mani, M.N.G. (1994). *Project Integrated Education for the Disabled - Evaluation Study, Phase II*, New Delhi: UNICEF.
- Mani, M.N.G. (2003). ICEVI Educator - January-June_2003 *THE EDUCATOR JANUARY - JUNE 2003* Inclusive Education in India - Policies and Practices
- Mani, R. (1988). *Physically Handicapped in India*, Delhi: Ashish Publishing House.

- Manisha, P. (2015). *Contested Politics of Educational Reform in India*. New Delhi: Oxford University Press
- Marfatia, J.C. (1966). *Mental Retardation*. Bombay: Popular Prakashan.
- Marshall, T.H. (1952). *Citizenship and Social Class*. UK: Cambridge University Press.
- Mason M. (1992). The Disability Movement, in R. Rieser and M. Mason, (Eds). *Disability Equality in Classroom: A Human Rights Issue*. London: Disability Equality in Education.
- Mastropieri, M.A., & Scruggs, T.E. (2004). *The Inclusive Classroom: Strategies for Effective Instruction*. NY: Pearson.
- Miles, C. (1990). *Special Education for Mentally Handicapped Pupils: A Teaching Manual*. Peshawar: Mental Health Centre.
- Mites, M. *Where There is No Rehabilitation Plan*. Peshawar: Mental Health Centre.
- Mohan, D. (1988). *Aids for the Disabled: A Research Bibliography*. New Delhi: Centre for Biomedical Engineering.
- Mohit, A. (1996). *A Report on the Status of Blind Women in South Asia*. NAB-CBR Network.
- Mukhopadhyay, S., & Mani, M.N.G. (1999). *Education of Children with Special Needs: Country Report*. New Delhi: National Institute of Educational Planning and Administration.
- Mukhopadhyay, S., & Mani, M.N.G. (2002). *Education of Children with Special Needs*. In R. Govinda (ed) *India Education Report*. NIEPA, New Delhi: Oxford University Press.
- Nair, R. G. (1981). Welfare of the Handicapped-the Role of Voluntary Organizations, in T.N. Chaturvedi, (Ed.). “*Administration for the Disabled: Policy and Organizational Issues*”. IIPA, New Delhi,
- Narasimhan, M.C and Mukherjee, A. K. (1986). *Disability: A Continuing Challenge*. New Delhi: Wiley Eastern Ltd.
- Narayan, J. (1989). *Organisation of Special Class in a Regular School*. Secunderabad: National Institute for the Mentally Handicapped.
- Narisimha M. C. & Mukherjee A.K., (1986). *Disability: A Containing Challenge*. New Delhi: Wiley Eastern Limited.
- National Addiction Research Centre. (1994). *Hysterectomy and the Mentally Retarded Women*. Bombay.

- National Council of Educational Research and Training. (1987). *Project Integrated Education for the Disabled (PIED)*. New Delhi: National Council of Educational Research and Training.
- National Institute for the Orthopedically Handicapped. *Management Training in Total Rehabilitation of the Disabled*. Calcutta.
- National Institute of Mental Health and Neurosciences. (1988). *Features of Mental Disorders*, Bangalore.
- National Institute of Mental Health and Neurosciences. (1998). *Prevention of Mental, Neurological and Psychosocial Disorders*. Bangalore: National Institute of Mental Health and Neurosciences.
- National Institute of Nutrition. (1981). *Nutritional Disabilities*. Hyderabad: Indian Council of Medical Research.
- National Research and Demonstration Institute. (1980). *Making Job Opportunities for Mentally Retarded People: A Reality*. Texas: National Research and Demonstration Institute.
- Oliver, M. (1983). *Social Work with Disabled People*. London: MacMillan.
- Oliver, M. (1990). *The Politics of Disablement*. Basingstoke: Macmillan.
- Oliver, M. (1990). *The Politics of Disablement*. London: Macmillan Press Ltd.
- Oliver, M. (1996). *Understanding Disability: From Theory to Practice*, New York: Palgrave.
- Oliver, M. (1996). *Understanding Disability: From Theory to Practice*. London: MacMillan.
- Pandey R.S. and Lal, A. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Pandey, R.S. and Lal, A. (1997). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Panigrahi, S.K. (2004). *The Role of NGOs for Empowerment of Disabled*. New Delhi: Radha Publication
- Planning Commission of India. (2002). *A Handbook for Parents of Children with Disabilities*. New Delhi: Planning Commission - Education Department, Government of India.
- Plumber, G. H. *Training of the Retarded Children*. New Delhi: Federation for the Welfare of the Mentally Retarded.

- Prabhu, G.G. (1978). *The Mentally Retarded in the Changing Society*. New Delhi: Federation for the Welfare of the Mentally Retarded (India).
- Prasad L. (1994). *Rehabilitation of the Physically Handicapped*. New Delhi: Konark Publisher Pvt. Ltd.
- Punani, B., & Rawal, N. (1996). *Community Based Rehabilitation (Visually Impaired)*. Mumbai: National Association for the Blind.
- Punnani, B., & Rawal, N., (2000). *Visual Impairment Handbook*. Ahmedabad, India: Blind People's Association.
- Puri, M. and Abraham, G. (ed.) (2004). *Handbook for Inclusive Education for Educators, Administrator, and Planners: Within Walls, Without Boundaries*. New Delhi: Sage Publications.
- Puri, M., & Abraham, G. (2004). *Handbook for Inclusive Education for Educators, Administrators, and Planners: Within Walls, Without Boundaries*. New Delhi: Sage Publications.
- Quinn, G. (1995). The International Covenant on Civil and Political Rights and Disability: A Conceptual Framework. In T. Begener and Y. Koster Breese (eds.) *Human Rights and Disability Person: Essay and Relevant Human Rights Instruments*. Bordrecht Kluwer: Academic Publishers.
- Rao, G. L., Narayan, J. & Mani, M.N.G. (2005). *Status of Education of Children with Disabilities*. Secunderabad: National Institute for Mentally Handicapped.
- Rao, I. (2003). *Inclusive Education in the Indian Context*. New Delhi: CBR Network South Asia.
- Rao, I. (2003). *Inclusive Education in the Indian Context*. New Delhi: NCERT.
- Ray, J. & Warden, M.K. (1995). *Technology, Computers and the Special Needs Learner*. Albany, NY: Delmar Publishers.
- Rehabilitation Council of India (2012). *Status of Disability in India – 2012*. Delhi: Rehabilitation Council of India.
- Richardson, J.T.E. (2000). *Researching Student Learning: Approaches to Studying in Campus Based and Distance Education*. Buckingham: Open University Press
- Rieser, R. (2008). *Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of People with Disabilities*. London: Commonwealth Secretariat.
- Right Now Campaign. (1994). *The Right Response to Disability Discrimination*. London: Right Now Campaign.

- Robertson. (1981). *Sociology*. New York: Worth Press.
- Ryan, J. (1997). *Equal Opportunities in the Curriculum: Good Practice Guide*. Oxford: Equal Opportunities Group, Oxford Brookes University.
- Safilios–Rothschild, C. (1970). *The Sociology and Social Psychology of Disability and Rehabilitation*. New York: Random House.
- Schimke, R.N. *Inheritance and Mental Retardation*. Texas: Association for Retarded Citizens.
- Seeley, J. (2001). *Recognising Diversity: Disability and Rural Livelihoods Approaches in India*, DFID, No.72.
- Sen, A. (1992). *Mental Handicap among Rural Indian Children*. New Delhi: Sage Publications India Private Limited.
- Sen, A. (1999). *Development as Freedom*. New Delhi: Oxford University Press.
- Shapiro, J.P. (1993). *No Pity - People with Disabilities Forging a New Civil Rights Movement*. Delhi: Universal Book Traders.
- Sharma, K. (1992). *Integrating Children with Special Needs*. Agra: National Psychological Corporation.
- Shiley, O. (1983). *A Cry for Health: Poverty and Disability in The Third World*. Somerset: The Third World Group for Disabled People.
- Singh, A.N. (2001). *Enabling the Differently Able*. Delhi: Shipra Publication.
- Soni, R. B. L. (2013). *Status of Implementation of RTE Act-2009 in Context of Disadvantaged Children at Elementary Stage*. New Delhi: NCERT.
- Sutherland A.T. (1981). *Disabled We Stand*. London: Souvenir Press
- Taylor, S., Miriam, H., Rizvi, F. & Lingard, D. (1997). *Educational Policy and the Politics of Change*. London: Routledge.
- Taylor, W.W., & Taylor, I.W. (1970). *Services for the Handicapped in India*. New York: International Society for Rehabilitation of the Disabled.
- Thomas, C. (2002). Disability Theory: Key Ideas, Issues and Thinkers. In M. Oliver and Len Barton (eds.) *Disability Studies Today*. USA: Blackwell Publishers Ltd.
- Tomlinson, S. (2011). *A Sociology of Special Education*, London and New York: Routledge.
- UPIAS and the Disability Alliance. (1976). *Fundamental Principles of Disability*. London: The Union of the Physically Impaired against Segregation.
- Verma, J. (2002). *An Evaluation of IEDC in DPEP and Non-DPEP Districts*. New Delhi: National Council of Educational Research and Training.

- Voluntary Health Association of India. (1989). *Better Care of Mentally Disabled Children*. New Delhi: Voluntary Health Association of India.
- Webb, J. (1990). *Poliomyelitis: A Simple Guide for Parents, Teachers and Health Workers*. Calcutta: Rehabilitation Centre for Children.
- Werner, D. (1987). *Disabled Village Children - A Guide for Community Health Workers, Rehabilitation Workers and Families*. USA: The Hesperian Foundation.
- Werner, D. (1994). *Disabled Village Children: A Guide for Community Workers, Rehabilitation Workers and Families*. New Delhi: Voluntary Health Association of India.
- Wise, C. C. & Hauser, S. (2007). *The College Buzz Book*. Northridge USA: California State University Publishers.
- Wolfensberger, W. P. (1972). *The Principle of Normalization in Human Services*. Toronto: National Institute on Mental Retardation.
- Zinkin, P., & McConachie, H. (1995). *Disabled Children and Developing Countries*. Lavenham, Suffolk: McKeith Press.

Journals, Articles and Reports

- Abidi, J. (1995). No Pity. *Health for the Millions*, 21(6). VHAI, New Delhi.
- Action for Ability Development and Inclusion. (2002). *Annual Reports and Research Reports*.
- Advani, L. (1964). Training of the Special Teachers of the Blind. *Blind Welfare*, Vol. 5.
- Aggarwal, R. (1992). Psychological Factors in Mainstreaming Visually Impaired Adults. *Journal of Visual Impairment and Blindness*, 86(2): 118-121.
- Ahuja, S.C. (1990). Rehabilitation of Visually Handicapped Indians: The problem and the numbers. *Journal of Visual Impairment and Blindness*, 84(6): 270-273.
- Akshay P. (2002). *Annual Report and Research Reports*, New Delhi.
- Alur, M. (2001). Inclusion in the Indian Context. *Humanscape*, 8(6): 1-8.
- Amar Jyoti Research Rehabilitation Center. (2002-03). *Annual Report, Profile, News Letter and Research Reports*. New Delhi.
- Annual Reports* (2000-01). New Delhi: Spastics Society of Northern India.
- Aruna, Singh, K., & Lal, M. (2016). Inclusive Education in India. *The International Journal of Indian Psychology*, 4(1): 22-30.

- Ashton, B. (1999). Promoting the Rights of Disabled Children Globally-Disabled Children Become Adults: Some Implications, *Somerset: Action on Disability and Development*.
- Azad, Y.A. (1996). *Integration of Disabled in Common Schools: A Survey-Study of IEDC in the Country*, New Delhi: National Council of Educational Research and Training.
- Bakhshi, P., Kett, M., & Oliver, K. (2013). What are the impacts of approaches to increase the accessibility to education for people with a disability across developed and developing countries and what is known about the cost-effectiveness of different approaches?, London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Bakre, H.Y. (1963). Prevention of Blindness in Rural Areas, *Blind Welfare*, Vol. 5.
- Banerji, R., & Anit N. Mukherjee. (2008). Achieving Universal Elementary Education in India: Future Strategies for Ensuring Access, Quality and Finance, *Margin: The Journal of Applied Economic Research*, 2(2): 213-228.
- Baylies, C. (2002). Disability and the Notion of Human Development: Questions of Rights and Capabilities, *Disability and Society*, 17(7): 725-73.
- Beckett E. A. (2006). Understanding Social Movements: Theorising the disability movement in conditions of late modernity, *The Sociological Review*, 54(4): 734-752.
- Bill, A. (2004b). Is Disability Really on the Development Agenda? A review of official disability policies of the major governmental and international development agencies. *Disability, Knowledge and Research*, https://assets.publishing.service.gov.uk/media/57a08caded915d622c0014c9/RedPov_disability_on_the_agenda.pdf (accessed on 15 April 2018).
- Booth, T. (1996). A perspective of inclusion from England, *Cambridge Journal of Education*. 26(1).
- Bottchera, L. & Dammeyerb, J. (2012). Disability as a Dialectical Concept: building on Vygotsky's Defectology, *European Journal of Special Needs Education*, 27(4): 433-446.
- Bruyere, S. M. (2000). Civil Rights and Employment Issues of Disability Policy, *Journal of Disability Policy Studies*, 11(1).
- Central Advisory Board of Education. (1944). *Post-War Educational Development in India*, New Delhi: Ministry of Education.

- Chari, R. (2002). Present Employment Scenario of Persons with Disabilities, *The Voice of FOD*, July-December: 11-13.
- Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organizational Issues, *Indian Journal of Public Administration*, 27(3).
- Chaudhari Priti. (2016). Practices on education of Children with Special Needs in India: *Imperial Journal of Interdisciplinary Research (IJIR)*, 2(7): 1056-1060
- Choudhary, A. K. (1995). Disability and Rehabilitation: An Overview, *Health for the Millions*, 21(6), VHAI: New Delhi.
- Das, A. (2007). How Far Have We come in Sarva Siksha Abhiyan? *Economic and Political Weekly*. 1: 21-23.
- Das, A. (2007). How Far Have We Come in Sarva Siksha Abhiyan?. *Economic and Political Weekly*. 1: 21-23.
- Das, A. K., & Pillay, A.N. (1999,). *Inclusive Education for Disabled Students: Challenges for Teacher Education*. Paper presented at the 5th UNESCO-ACEID Conference, Bangkok, Thailand.
- Das, A.K., Gichuru, M., & Singh, A. (2013). Implementing Inclusive Education in Delhi, India: Regular school teachers' preferences for professional development delivery modes. *Professional Development in Education*, 39(5): 698–711.
- Das, A.K., Gichuru, M., & Singh, A. (2013). Implementing Inclusive Education in Delhi, India: Regular school teachers' preferences for professional development delivery modes. *Professional Development in Education*, 39(5): 698–711.
- Das, J., & Zajonc, T. (2008). India shining and Bharat drowning: Comparing two Indian states to the worldwide distribution in mathematics achievement. Working paper 4644, Washington, DC: World Bank Research Group, Human Development and Public Service Team.
- De, A., Khera, R., Samson, M., & Kumar, A. K. S. (2011). *PROBE revisited*. A Report on Elementary Education in India, New Delhi: Oxford University Press.
- Delhi Association of the Deaf, *Annual Report*, New Delhi.
- Desai, B. (1995). Armed Forces and Disability. *Health for the Millions*, 21(6). VHAI, New Delhi.
- Disabled Women's Network (Asia-Pacific). NAB-CBR Network, *She Can*. Special Edition. 1(2).
- District Primary Education Programme. (2001). *A Report on National Level Workshop: Towards Inclusive Schools in DPEP*, Noida: Ed.CIL.

- DIVA-INDIA. (2003). *Proceedings of the Seminar on Services for Differently Abled Population in India*.
- Dreze, J., & Sen, A. (1995). Basic education as a political issue, *Journal of Educational Planning and Administration*, 11 (1): 1-26.
- Dube, A.K., and Charowa, G. (2005). *1995 Poverty Assessment Study Report*.
- EDF. (2002). *EDF Policy Paper: Development Cooperation and Disability*, Document 02/16 EN, EDF, Brussels, www.iddc.org.uk/dis_dev/mainstreaming/edf_policy.pdf (accessed 25 April 2018).
- Enabling Education. (1998). London: *Enabling Education Network*. 2, October 1998.
- Evgeniya Minkova Topolska. (2008). Aspects of Integrated Education of Preschool Children with Special Educational Needs, *Pedagogija*. LXIII (3): 410-416.
- Family of Disabled. *The Voice of FOD Reports and Annual Reports*. New Delhi
- Farrell, F. (2000). The Impact of Research on Developments in Inclusive Education, *International Journal of Inclusive Education*, 4(2): 153-162.
- Filmer, D. (2005). *Disability, Poverty and Schooling in Developing Countries: Results from 11 household surveys*. World Bank SP discussion paper 0539, Washington, DC: World Bank, Social Protection Unit, Human Development Network.
- Filmer, D. (2008). *Disability, Poverty, and Schooling in Developing Countries: Results from 14 Household Surveys*. *The World Bank Economic Review*, 22(1): 141-163.
- Fuller, M., Bardley, A.E. & Healey, M. (2004b). Incorporating Disabled Students within An Inclusive Higher Education Environment, *Disability and Society*, 19: 455-468.
- Gindis, B. (1995). Viewing the Disabled Child in The Socio cultural Milieu: Vygotsky's Quest, *School Psychology International*, 16 (2): 155-166.
- Gopinath, V. (1995). Is the Bill for disabled an icing on the cake; the debate continues on whether the Bill has bite or lacks teeth. *The Pioneer*, December, 31.
- Gupta, S. (1995). Overcoming Disability. *Health for the Millions*, 21(6). VHAI, New Delhi.
- Gurusharan, K. S. (2006). A Mission Approach to Sarva Shiksha Abhiyan. *Economic and Political Weekly*, 41(30): 3288-3291
- Hahn. H. (1985). Introduction; Disability Policy and the Problem of Discrimination. *American Behavioural Scientist*, 28(3): 293-318.
- Handley Peter. (2000). Trouble in Paradise—A Disabled Person's Right to the Satisfaction of a Self-Defined Need: Some Conceptual and Practical Problems. *Disability and Society* 16(2): 313-325.

- Harriss-White, B. (2003). Destitution in India. Paper presented at the WIDER Conference on Inequality, Poverty, and Human Well-being, Helsinki, 30–31 May.
- Harriss-White, B. (2003). *Staying Poor: Chronic Poverty and Development Policy*. Paper presented at the International conference, IDPM, University of Manchester, 7 to 9 April.
- Hikey, S., & Braking, S. (2005). Exploring the Politics of Chronic Poverty: From Representation to a Politics of Justice, *World Development*, 33(6): 851-865.
- Hoogeveen, J.G. (2005). Measuring Welfare For Small But Vulnerable Groups: Poverty and Disability in Uganda, *Journal of African Economies*, 14(4):603-631. <http://links.jstor.org/sici?sici=0318-6431%28200021%2925%3A2%3C197%3ADSTOAT%3E2.0.CO%3B2-K>
- ICEVI. (1995). Proceedings of the Asia Regional Conference on "Reaching the Unreached". Organised by *the International Council for Education of People with Visual Impairment at Ahmedabad, India*.
- Institute for the Physically Handicapped, *Annual Reports*, New Delhi.
- Institution for the Blind. (2000-01). *Annual Reports and Research Reports*, New Delhi.
- International Disability and Development Consortium (IDDC). (1999). *Seen and Heard: Promoting the rights of disabled children globally*, Brighton: IDDC.
- Jangira, N. K. (1987). Education for Rehabilitation of the Disabled, *Indian Journal of Disability and Rehabilitation*, Jan-June, 9-12.
- Jangira, N. K. (1995). Rethinking Teacher Education, *Prospects*, 25(2): 261-272
- Jangira, N. K. (1995). Rethinking teacher education, *Prospects*, 25(2): 261-272.
- Jangira, N. K., & Ahuja, A. (1993). Special Education in India, *Asia Appraiser* (October-December), 6-11.
- Jangira, N. K., & Ahuja, A. (1993). Special Education in India. *Asia Appraiser* (October-December): 6-11.
- Jangira, N. K., & Mukopadhyay, S. (1988). Research in Special Education. In M.B. Buch (Ed.). *The Fourth Survey of Education (Vol. 4th,):1317-1338*. New Delhi: National Council of Educational Research and Training.
- Jangira, N. K., & Srinivasan, A. (1991). Attitudes of Educational Administrators and Teachers towards Education of Disabled Children. *Indian Journal of Disability and Rehabilitation*, July-December: 25-35.
- Jangira, N. K., Singh, A., & Yadav, S. K. (1995). Teacher policy, training needs and perceived status of teachers, *Indian Educational Review*, 30(1): 113-122.

- Jangira, N.K. & Mani, M.N.G. (1990). *Integrated Education for the Visually Handicapped: Management Perspective*. Gurgaon: Academic Press
- Janshala. (2003). *Perspectives in Special Needs Education in India. A Journey from Isolation to Inclusion*, Jan.-March.
- Jeffery, R. & Singal, N. (2008). Measuring Disability in India, *Economic and Political Weekly*, 43 (12 and 13), March 22-April 4.
- Jeffery, R., & Singal, N. (2008). Disability Estimates in India: A changing Landscape of Socio-Political Struggle. *Economic and Political Weekly*, 43 (12 and 13): 22-24.
- Jeffery, R., & Singal, N. (2008). Disability estimates: Implications from a changing landscape of sociopolitical struggle. Policy brief 3. Cambridge: Research Consortium on Educational Outcomes and Poverty (RECOUP).
- Jha, M. M. (2002). *Barriers to Access and Success: Is Inclusive Education an Answer?* Paper presented at the Commonwealth of Learning (2002). Pan-Commonwealth forum on open learning: Open learning: transforming education for development, 29 July - 2 August 2002, 16p, Durban, South Africa.
- Jones & Docking. (1992). Understanding Disability:124.
- Jonsson, T., & Wiman, R. (2001). *Education, Poverty and Disability in Developing Countries*. Sponsored by the Thematic Group on Disability Issues and Financed by the Finnish Consultant Trust Fund.
- Julka, A. (2004). Strengthening Teacher Education Curriculum from the Perspective of Children with Special Educational Needs. *Unpublished Report*, New Delhi: NCERT
- Jussawala, K. N. K. (1958). The Problem of Blindness in India. *The Indian Journal of Social Work*, XIX(3).
- Kalyanpur, M. (2008). Equality, quality and quantity: Challenges in Inclusive Education Policy and Service Provision in India. *International Journal of Inclusive Education*, 12(3): 243-262.
- Karna G. N. (2000c). Disability Rights Movement: Conceptual Framework and its Implications for India. *Disability and Impairments*, 14(1): 15-22.
- Karna G.N. (2000b). Disabled Human Rights, *The Pioneer*, February 11, : 9.
- Karnataka Welfare Association for the Blind. *Services for Disabled*, Action Aid: Disability Division, Bangalore.
- Khosla, M. (1995). Strengthening Families and Persons with Mental Retardation. *Health for the Millions*, 21(6). VHA, New Delhi.

- Krishna, A. (2004). Escaping poverty and becoming poor: Who Gains, Who Loses, and Why? *World Development*, 32(1): 121-136.
- Kumar, S. G., Roy, G.G. & Kar, S. S. (2012). *Disability and Rehabilitation Services in India: Issues and Challenges*, Jan-Jun; 1(1): 69-73.
- Kumar, V. (2009). Politics of Disability Estimates in India: A Research Note, "Mainstream", Vol XLVII, No. 52, December 12 [online]. Accessed on 5.12.2019 from <http://www.mainstreamweekly.net/article1822.html>
- Lamichhane, K., & Sawada, Y. (2013). Disability and Returns to Education in a Developing Country. *Economics of Education Review*, 37 : 85-94.
- Lang, R. (1998). A Critique of the Disability Movement, *Asian Pacific Disability Rehabilitation Journal*, 9(1): 48.
- Lee, H. (1999). *Discussion Paper for Oxfam: Disability as a Development Issue and How to Integrate a Disability Perspective into the SCO*, Oxford: Oxfam.
- Leipoldt, E. (1999). Them and Us, *Disability Studies Quarterly*, 19(4).
- Little, A. W., & Rolleston, C. (2014). School Quality Counts: Evidence from Developing Countries. *Oxford Review of Education*, 40(1): 1-9.
- Luthra, P. N. (1974). Role of Department of Social Welfare in the Rehabilitation of the Handicapped. *Journal of Rehabilitation in Asia*, 15 : 9-19.
- Madan, A. (2004). Perspectives on Education, Review on Education and Democracy in India. *Economic and Political Weekly*, 7: 3382-3384
- Mani, M. N. G. (1985). *Education of Visually Impaired Children: Perspective Towards 2000 A.D.* NCERT, IED Bulletin.
- Mani, M. N. G. (1987). Microscopic View of Educational services available for visually impaired children in the States of Andhra Pradesh, Maharashtra, and Karnataka. Research Report.
- Mani, M. N. G. (2002). Inclusive Education. Paper presented at the Inclusion International Congress, Melbourne, Australia.
- Mani, M. N. G. (2003). "Inclusive Education in India: Policies and Practices", *The Educator*, January-June, www.icevi.org/publications/educator/June-03/article24.htm (accessed on 15 December 2019).
- Mehrotra, N. (2011). Disability Rights Movements in India: Politics and Practice. *Economic and Political Weekly*, 46 (6). February 5-11: 65-72
- Miles, M. (1995). Disability in an Eastern Religious Context: Historical Perspectives. *Disability and Society*, 10(1): 49-69.

- Miles, M. (1997). Disabled Learners in South Asia: lessons from the past for educational exporters. *International Journal of Disability, Development and Education*, 44(2):97-104.
- Miles, M. (2000). Disability in South Asia- Millennium to Millennium. *Asia Pacific Disability Rehabilitation Journal* 11(1): 1-10.
- Mirchandani, V. (1995). Role of NGOs in Rehabilitating the Disabled. *Health for the Millions*, 21(6). VHAI, New Delhi.
- Mishra, A. K. & Gupta, R. (2006). Disability Index: A measure of Deprivation among Disabled, *Economic and Political Weekly*, 9 : 4026- 4029.
- Mishra, B. (1995). Bill on Handicap Stuck with Ministry. *Times of India*, May 29.
- Mitra, S. and Sambamoorthi, U. (2006). Disability Estimates in India: What the Census and NSS Tell Us. *Economic and Political Weekly*, 41(38), September : 23-29.
- Mohit, A. (1995). A Surplus of Illusions: The Case of Disabled Women, *Health for the Millions*, 21(6), VHAI, New Delhi.
- Mohit, A. (2004). *Special Report on Disability*. Delhi: National Human Right Commission (NHRC).
- Moursand, D. (1997). The growth of instructional technology. *Learning and Leading with Technology*, 25:4-5.
- Mukhopadhyay, S. & Mani. M. N. G. (1999). Education of Children with Special Needs. Country Report, New Delhi: National Institute of Educational Planning and Administration.
- Murty, S.P., & Gopalan, L. (1982). *Workbook on Community Based Rehabilitation Services*. Bangalore, India: Action Aid.
- Myreddi, V., & Narayan, J. (2000). Preparation of special education teachers: Present status and future trends. *Asia Pacific Disability Rehabilitation Journal*, 10(1): 1-8.
- Nagaraja, M. N. (1996). Impact of Hearing Handicap And Its Rehabilitation Management, *Bihar Journal of Otolaryngology*, **Vol.16**.
- Nangia, M. (2010). Analysing Problems with the Implementation of Inclusive Education Policies in India Using Multiple Governance Framework. EGPA Conference, 7-10 September, France: Toulouse.
- Narayan, J., & Rao, L.G. (2006). Utilising Existing Resources for Inclusive Education of Children with Disabilities in India, *Asia Pacific Disability Rehabilitation Journal*, 17(1): 87-93.

- Narayana, J. (1999). *School Readiness for Children with Special Needs*, Secunderabad: National Institute of Mentally Handicapped.
- National Association for Blind. (2013-18). *Annual Reports and Research Reports*, New Delhi.
- National Council of Disability. (2003). *Americans with Disability Act, 1990*. Policy Brief Series.
- National Federation of the Blind. (2001). *17th All India Conference Report* held at Jaipur.
- National Institute for the Hearing Handicapped. *Annual Reports*, Mumbai.
- National Institute for the Mentally Handicapped. *Annual Reports*, Secunderabad, Andhra Pradesh.
- National Institute for the Orthopedically Handicapped. *Annual Reports*, Kolkata.
- National Institute for the Visually Handicapped. *Annual Reports and Profile Reports*, Dehradun.
- NCERT (1998). *Sixth Survey in Education*. New Delhi.
- NCERT, (2006). *Seventh All India School Education Survey*. New Delhi.
- Norwich, B. (2008). Dilemmas of Difference, Inclusion and Disability: International Perspectives on Placement. *European Journal of Special Needs Education*, 11: 287-304.
- NUEPA [National University of Educational Planning and Administration]. (2014). *Elementary Education in India. Where Do We Stand? State Report Cards 2012-2013*, New Delhi: NUEPA.
- Nussbaum Martha. (2006). Political Soul-Making and the Imminent Demise of Liberal Education. *Journal of Social Philosophy*. 37 (2), Summer 2006: 301-313
- Nussbaum, M. (2006). *Frontiers of Justice: Disability Nationality Species Membership* (Boston: Harvard University Press).
- Pandey, Y. (2006). *From Special Education to Inclusive Education: An Analysis of Indian Policy*. Paper Presented at Achieving Equality in Education: New Challenges and Strategies for Change. Kuala Lumpur, Malaysia.
- Peters S. (2000). Is There a Disability Culture? A Syncretisation of Three Possible World Views, *Disability and Society*, 15 (4): 583-601
- Peters, S. J. (2007). Education for All: A Historical Analysis of International Inclusive Education Policy and Individuals with Disabilities. *Journal of Disability Policy Studies*, 18 : 98-108.

- Rajesh, R. (2002). National Curriculum Framework and Its Values: A Parent's Perspective. *Economic and Political Weekly*, 10 :4271-4277.
- Ramachandran, V., & Saihjee, A. (2002). The New Segregation: Reflections on Gender and Equity in Primary Education, *Economic and Political Weekly*, 37(17): 1600-1613.
- Rane, A. (1983). *An Evaluation of the Scheme of Integrated Education for Handicapped Children Based on a Study of the Working of Scheme in Maharashtra*. Bombay: Unit for Child and Youth Research, Tata Institute of Social Sciences.
- Rao, G. L., Narayan, J., & Mani, M.N.G. (2005). Status of Education of Children with Disabilities, Secunderabad: National Institute for Mentally Handicapped.
- Rao, N. M. (1990). Integrating the disabled a reality? *Indian Journal of Social Work*. 51(1): 149-157.
- Rao, S. V.H.P. (2003). Inclusive Early Childhood Special Education. Secunderabad: *NIMH News letter*, 16: 3-7.
- Rastogi, P. (2005). Mental Health Act, 1987: An Analysis, *Journal of Indian Academy of Forensic Medicine*, 27(3): 176-179.
- Renu, A. & Mandal, S. (2009). Disability Law in India: Paradigm Shift or Evolving Discourse? *Economic and Political Weekly*, 44 (41/42): 62-68
- RESULTS. (2010). DFID, Disability and Education: Bridging the Implementation Gap, London: RESULTS.
- Rungta, S. K. (2004). Training and Employment of People with Disabilities: India 2002, Bangkok International Labour Office.
- Scotch K. (1988). Disability as the Basis for Social Movements; Advocacy and the Politics of Definition. *Journal of Social Issues*, 44(1): 159-172.
- Scotch, K. R. & Kay, S. (1997). Disability as Human Variation: Implications for Policy. *Annals of the American Academy of Political and Social Science*, Vol. 549, The Americans with Disabilities Act: Social Contract or Special Privilege? January:148-159
- Scotch, R. K. & Schriener, K. (1997). Disability as Human Variation: Implications for Policy, *The Annals of the American Academy of Political and Social Science*, 549(1): 148-159.
- Scotch, R. K. (2000). Disability policy: An Eclectic Overview. *Journal of Disability Policy Studies*, 11(1): 6-11.

- Sebba, J. & Ainscow, M. (1996). International Development in Inclusive Schooling: Mapping the Issues. *Cambridge Journal of Education*, 26(1): 5-18.
- Sen, A. (2000). Social Exclusion: Concept, Application and Scrutiny. *Social Development Paper No. 1*, Asian Development Bank.
- Shah, R., Das, A., Desai, I., & Tiwari, A. (2013). Teachers' concerns about Inclusive Education in Ahmedabad, India. *Journal of Research in Special Educational Needs*, 16(1): 34-45.
- Shakespeare, T. & Watson, N. (1997). Defending the Social Model, *Disability and Society*, 12(2): 293-300.
- Sharma, A. (2003). Idea of Education: Epistemic Tensions and Educational Reform. *Economic and Political Weekly*, 9: 3391-3400.
- Sharma, B. L. (2001). United Nations expert group meeting on Disability-Sensitive Policy and Programme Monitoring and Evaluation. *Country paper-India*, New York: UNHQ.
- Sharma, M. (2016). Right to Education and Inclusive Education: Some Theoretical Perspectives, *International Journal of Advanced Scientific Research*, 1(2): 33-35.
- Sharma, U. (2001). *The Attitudes and Concerns of School Principals and Teachers Regarding the Integration of Students with Disabilities into regular Schools in India*. Unpublished Ph.D. Thesis, University of Melbourne, Melbourne.
- Sharma, U. (2001). *The attitudes and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools in India*. Unpublished Ph.D. Thesis, Melbourne: University of Melbourne.
- Sharma, U., & Desai, I. (2002). Measuring concerns about integrated education in India. *Asia and Pacific Journal on Disability*, 5(1): 2-14.
- Sharma, U., & Pillay, A.N. (1997). *Collaborative Consultation Skills Needed by Teachers to Develop Effective Teaching Programs*. Paper presented at the 33rd Annual Conference of Australian Association for the Study of Intellectual Disability (ASSID), Brisbane, Australia. September.
- Silver, H. (1994). Social Exclusion and Social Solidarity: three paradigms. *International Labour Review*, 133: 531-577.
- Singal, N. (2005). Responding to Difference: Policies to Support "Inclusive Education in India, Paper presented at Inclusive and Supportive Education Congress International Special Education Conference Inclusion: Celebrating Diversity?, Glasgo, Scotland, 1-4 August.

- Singal, N. (2006). Inclusive education in India: International Concept, National Interpretation. *International Journal of Disability, Development and Education*, 53(3): 351-369.
- Singal, N. (2007). Conceptualising Disability and Education in the South: Challenges for Research, *Research Consortium on Educational Outcomes and Poverty Working Paper 10*, UK: University of Cambridge.
- Singal, N. (2008b). Working Towards Inclusion: Reflections from the Classroom, *Teaching and Teacher Education*, 24 : 1516-1529.
- Singal, N. (2009). Education of Children with Disabilities in India, *Paper Commissioned for the EFA Global Monitoring Report 2010. Reaching the marginalized*, Paris: UNESCO.
- Singal, N. (2014). Role of Education in Supporting the Social, Emotional and Learning Needs of Children with Disabilities in Primary Schools in Karnataka (India). *Unpublished Report*, CBM International.
- Singal, N. (2015). Education of Children with Disabilities in India and Pakistan: An analysis of Developments since 2000, *Paper Commissioned for the EFA Global Monitoring Report 2015, Education for All 2000-2015: Achievements and Challenges*. Paris: UNSECO.
- Singal, N., & Jain, A. (2012). Repositioning Youth with Disabilities: Focusing on their Social and Work Lives. *Comparative Education*, 48(2): 167-180.
- Singal, N., & Muthukrishna, N. (2014). Education, Childhood and Disability in Countries of the South: Repositioning the Debates. *Childhood*, 21(3): 293-307.
- Singal, N., Jeffery, R., Jain, A., & Sood, N. (2011). The Enabling Role of Education in the Lives of Young People with Disabilities in India: Achieved and Desired Outcomes. *International Journal of Inclusive Education*, 15(10): 1205-1218.
- Singh R., (1988). The Handicapped Getting Their Due. *India Today*, November 30: 187.
- Singh, J. D. (2016). Inclusive Education in India - Concept, Need and Challenges, *Scholarly Research Journal for Humanity Science and English Language*, 3(13): 3222-3232.
- Singh, R. (2001). Need of the Hour - A *Paradigm Shift in Education*. Paper presented at the *North South Dialogue on Inclusive Education*, Mumbai, India.
- Singh, R. R. (2003). Reducing Social Exclusion Through Social Intervention. *Social Exclusion Essays in Honour of Dr. Bindeshwar Pathak edited by A.K. Lal*, 1: 118-127, New Delhi: Concept publishing company.

- Singh, S. (2014). Inclusive Education for Children with Special Needs in India: A Review Study: *IOSR Journal of Humanities and Social Science (IOSR-JHSS)* 19(2), Ver. IV, February, 82-85 e-ISSN: 2279-0837 ISSN: 2279-0845
- Srivastava, A. (2018). Disability in India is Still about the Able: Disability in India remains about the able-bodied. Why?. *The Diplomat*, <https://thediplomat.com/2018/08/disability-in-india-is-still-all-about-the-able/> (accessed on 10 December 2018).
- SSA [Sarva Shiksha Abhiyan]. (2007). Inclusive Education in SSA, New Delhi: MHRD.
- SSA[Sarva Shiksha Abhiyan]. (2013). Eighteenth Joint Review Mission. June 17-24. Aide memoire, New Delhi: SSA. http://ssa.nic.in/monitoring-documents_old/jrm/18th%20JRM/Final%20Aide%20Memoire.pdf.
- Stephen, F. G. & Elizabeth, G. (2002). *Theoretical Approaches to Disability Content In Social Work Education, Journal of Social Work Education*, 38(1): 153-165.
- Swain, J. & French, S. (2000). Towards an Affirmation Model of Disability. *Disability and Society*, 15(4): 569-582.
- Thakur, G. K. (2014). Educational Management of Children with Special Needs in the Context of Right to Education, 3(12): 35-39.
- The National Association for the Blind. *Research Study on Role of NGOs Vis-à-vis The Employment Scenario in India with Reference to People with Disabilities*. National Centre for Promotion of Employment for Disabled People (NCPEDP), Delhi.
- The World Bank. (2007). People with Disabilities in India: From Commitments to Outcomes, *Human Development Unit*, South Asia Region,
- Thomas, P. (2004). *DFID and Disability: A Mapping of the Department for International Development and Development and Disability Issues*. Disability KaR Knowledge and Research.:70
- Touraine, A. (1991). Face a' l'exclusion, *Esprit*, 169: 7-13.
- Verma, J. (2002). *An Evaluation Study of Integrated Education for Disabled Children in DPEP and Non-DPEP Districts*, New Delhi: National Council of Educational Research and Training.
- Yeo, R. and Karen, M. (2003). Including Disabled People in Poverty Reduction Work: "Nothing About Us, Without Us", *e*, 31(3): 571-590. Also see, J.G. Hoogeveen (2005). "Measuring Welfare For Small But Vulnerable Groups: Poverty And Disability In Uganda, *Journal of African Economies*, 14(4): 603-631. Also see, A. Elwan (1999). *Poverty and Disability: A Survey of Literature*.

Secondary Web Sources

Books

- Doyle, C. and Robson, K. (2002). *Accessible Curricula: Good Practice for All*. Cardiff: UWIC Press. Available at: <http://www.techdis.ac.uk/pdf/curricula.pdf>
- Maxwell, S. (1998). The Guardian, cited in Rebecca Yeo. *Chronic Poverty and Disability*, http://www.chronicpoverty.org/uploads/publication_files/WP04_Yeo.pdf (accessed on 10 July 2018).
- University of Strathclyde. (2000). *Teachability: Creating an Accessible Curriculum for Students with Disabilities*. Glasgow: The University of Strathclyde, <http://www.teachability.strath.ac.uk/>

Journals, Articles and Reports

- Aggarwal, Y. (1998). Access and Retention under DPEP: A National Overview. Prepared for Joint Supervision Mission. <http://www.dise.in/Downloads/ReportsandStudies/Access%20and%20Retention%20Under%20DPEP.pdf>
- Aggarwal, Y. (2008). Revitalisation of Education Statistics in India: Issues and Strategies. <http://www.dise.in/webpages/Edstat1.htm> (accessed on 12 July 2018).
- Albert, B. (2004a). *Briefing Note: The Social Model of Disability, Human Rights and Development*, Disability KaR Research Project, Enabling disabled people to reduce poverty, September 2004. www.disabilitykar.net/resources/karprogoreports.html (accessed on 10 April 2018).
- Albert, B. (2004b). *Is Disability Really on the Development Agenda? A Review of Official Disability Policies of the Major Governmental and International Development Agencies*, Disability KaR Programme, September 2004. www.disabilitykar.net/resources/karprogoreports.html
- Balasundaram, P. (2005). *The Journey Toward Inclusive Education in India, Hokkaido, Japan*: SEISA University, http://jldd.jp/gtid/global_trend/4_THE_JOURNEY_TOWARDS_INCLUSIVE_EDUCA_INDIA.pdf

- Bill, A., & Hurst, R. (2005). *Disability and a Human Rights Approach to Development* [Online]. <https://pdfs.semanticscholar.org/bd51/f5ecf571cf152b45c8cf6195eaa66242eb89.pdf> (accessed on 12 July 2017).
- Braunholtz, T. (2007). Chronic poverty: An Introduction. Policy Brief 1. <http://www.chronicpoverty.org>.
- Canadian International Development Agency (CIDA). (2003). India Country Program Framework (2002-2007). from www.acdi-cida.gc.ca (accessed on 10 June 2003).
- CBR Network. (2005). Moving Away from Labels - A School for All: A Teacher-Parent Manual on Tested Grassroots Inclusive Practices in Rural Schools, CBR Network (South Asia), Bangalore, <http://www.educationforallinindia.com/page45.html>
- Chadha, A. (2003). Perspectives in Special Needs Education in India: A Journey from Isolation to Inclusion, New Delhi: Government of India, New Delhi.
- Chatterjee, G. (2003). The Global Movement for Inclusive Education, <http://www.indiatogether.org/2003/apr/edu-inclusive.htm> (accessed on 10 July 2013).
- Cohen, Oscar (1994). Inclusion should not include Deaf Students, *Education Week*, <https://www.edweek.org/ew/articles/1994/04/20/30cohen.h13.html> (accessed on 25December 2019).
- Country Profile on India, *Issue on Disability*. https://jica-net-library.jica.go.jp/lib2/09PRDM009/02/pdf/en/india_eng_02.pdf (accessed on 12 June 2018).
- Healey, M., Jenkins, A., Leach, J. (2005). Issues in Developing an Inclusive Curriculum: Examples from Geography, Earth and Environmental Sciences. In Michele Hills and Mick Healey (Eds.), University of Gloucestershire. Gloucestershire, U.K: Geography Discipline Network (GDN). [www.leedsmet.ac.uk/Mick_Healeys_abstract\(1\).DOC](http://www.leedsmet.ac.uk/Mick_Healeys_abstract(1).DOC)
- <http://siteresources.worldbank.org/DISABILITY/Resources/Regions/South%20Asia/PeoplewithDisinIndia.pdf> (accessed on 7 February 2009).
- Javed, A., and Tamhane, V.M., Census Commissioner. <http://www.cdc.gov/nchs/ppt/citygroup/tamhane.ppt> (accessed on 19 July 2017)
- Jha Martand (2016). The History of India's Disability Rights Movements, "*The Diplomat*", December 21. <https://thediplomat.com/2016/12/the-history-of-indias-disability-rights-movement/> (accessed on 5 December 2019).

- Jha, Martand (2018). The Disabled as Vote Bank: Is it an Oxymoron?, *“The Wire”*, February. <https://thewire.in/politics/disabled-vote-bank-oxymoron> (accessed on December 5, 2019).
- Julka, A., Bansal, I.K., Sharma, M., Salim, D., Singh, A.S., Kumar, V., & Ranjan, A. *Evaluation of the Implementation of the Scheme IEDSS in India*, New Delhi: Department of Education of Groups with Special Needs (DEGSN), NCERT. http://www.ncert.nic.in/departments/nie/degsn/pdf_files/fp3.pdf (accessed on 10 July 2015)
- Mont, D. (2007). Measuring Disability Prevalence, SP Discussion Paper No. 0706. The World Bank, (http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Disability-DP/0706.pdf [http://siteresources.worldbank.org/SOCIAL PROTECTION/Resources/SP-Discussionpapers/Disability-DP/0706.pdf]) (accessed on 10 February 2009).
- National Centre for Promotion of Employment for Disabled People (NCPEDP). Disability Advocates Win the Right to be Counted. http://www.disabilityworld.Org/01-02_01/news/census.htm (accessed on 12 May 2017).
- NCERT. (2005). The National Focus Group on Education of Children with Special Needs, Position paper. [http://www.ncert.nic.in/sites/publication/schoolcurriculum/Position_Papers/Special %20Needs%20Education%20Final%20.pdf](http://www.ncert.nic.in/sites/publication/schoolcurriculum/Position_Papers/Special%20Needs%20Education%20Final%20.pdf) (accessed on 12 July 2018).
- Rao, I. (2001). Understanding Inclusive Education from the Heart. http://www.eenet.org.uk/resources/docs/from_heart.php (accessed on 12 July 2018).
- Sharma, U. (2005). Integrated Education in India: Challenges and Prospects, *Disability Studies Quarterly*, 25(1). <http://dsq-sds.org/issue/view/28> (accessed on 17 July 2018).
- SSA. (2013). Eighteenth Joint Review Mission. June 17-24. Aide Memoire, New Delhi: SSA. http://ssa.nic.in/monitoringdocuments_old/jrm/18th%20JRM/Final%20Aide%20Me moire.pdf.
- Swamirao, Chavan, K., Sonawane, S. and Valve. N. J. (2013-2014). “Reflective Practice for Pre-Service Teacher Related to Inclusive Practice”, *Scholarly Research Journal for Interdisciplinary Studies* <http://www.srjis.com/pages/>

pdfFiles/14692650353.1Chavan-Kalpana-Dr.-Sanjeev-Sonawave-Nisha-Valvi.pdf
(accessed on 11 May 2018).

Thomas, P. (2005). *Mainstreaming Disability in Development: India Country Report*.<http://siteresources.worldbank.org/>

INTSARREGTOPLABSOCPRO/12117141144074285477/20873614/IndiaReportD
FID. pdf (accessed on 17 May 2018).

Yeo, R. (2003). *To what extent are disabled people included in international development work? How can the barriers to inclusion be overcome?* A paper delivered at: Staying poor: Chronic Poverty and Development Policy. 7- 9 April 2003. www.devstud.org.uk/publications/reports/disability_and_development.pdf (accessed 12 March 2017).