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Original Research Article

## ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION AT SECONDARY LEVEL Binita Devi and Dhananjay Deka

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### Abstract

Inclusive Education can be defined as providing specially designed instruction and supports for students with special needs. It means that each student participates equitably in the opportunities and responsibilities of the general education environment. In India various policies were implemented for making the process successful. Inclusive education is the new approach to include all children irrespective of their abilities, disabilities, ethnicity, religion, caste, creed, gender and age. But in reality, there are number of students with special needs who are segregated from the system of inclusive education. So, the present study has been undertaken to study the attitude of the teacher's towards inclusive education as the attitude of teachers has a significant impact on the successful implementation of inclusive education. The study was done on 60 secondary teachers of Udalguri district. Descriptive survey method was used for data collection. In this paper it is tried to assess the teachers' attitude towards inclusive education.

Keywords- Inclusive education, attitude, secondary, special needs.

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### 1. Introduction

Education is regarded as the strong instrument of individual as well as national development. It is a powerful medium of desired changes in the individual and the society. Education can only bring the necessary changes in the behaviour, skill, knowledge, attitude and understanding of the individual. Education and particularly secondary education are a major aspect for all round development of a nation. Secondary education is considered as a nation building education. India as a democratic country ensures equality of all citizens is one of the core characteristics of its Constitution. It has been found that, children with differently able are often discriminated. There is often a negative and unfavourable attitude of teachers towards marginalised groups and children with diverse needs. This acts as a great barrier in the field of inclusive education. Negative attitude of these people results in discrimination against such children, which becomes a serious barrier in their learning and participation.

#### 1.1 Meaning of Inclusive Education

Inclusive education means educating all children without any form of discrimination based on gender or disabilities in regular school. It is based on the principle of “Equalisation of Educational opportunity” and “Education for All.” It caters to the diverse needs and abilities of children including differences in their ways and pace of learning. Inclusive education accommodates every child despite of his or her physical, intellectual, social, emotional etc. Inclusive education is about restructuring school culture, policies and practices so that they respond to the diversity of their locality. It is a system of education where children with disabilities learn with normal children in mainstream school and where the whole system is changed to meet the needs of every child. Therefore, Inclusive Education is a process of removing barriers to the education of the disabled and enabling all students with all kinds of abilities and needs to get education within general school system. It means teaching the normal students with those with disabilities together through easy and non-discriminatory access to common pre-school provisions, school and community educational setting but with proper support services and facilities and infrastructure.

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### 2. Significance of the Study

It has been seen that Government of India has taken various initiatives such as N P E-1986, Integrated Education Scheme 1992, PWD Act 1995, National Policy for Persons with disability- 2006 for promoting inclusive education. Generally, administrators, teachers, and members of the community do not have positive attitude towards inclusive education. For successful of these programmes, the teachers, administration and members of the society should have positive attitude. Implementation of the programmes mostly depends on the teachers. If teachers are not ready to understand the children's special needs or difficulties than it will create a major issue in the mainstream education system or general classroom. Therefore, the present study has been selected to study the attitude of secondary school teachers towards inclusive education.

### 3. Review of Literature

Huanga, C.H. and Chenb, R.K. (2017), studied on “Attitudes toward Inclusive Education: A Comparison of General and Special Education Teachers in Taiwan”. The study revealed that both the types of teacher education programs and the teaching experience influence the willingness of the participants to include a student with special needs in the regular classroom setting.

Errol, D., Helen, H., Lawrence, I. and Clara, W. (2006) made a study entitled, 'A study that investigated the attitudes of urban and rural teacher in Haiti towards inclusion'. The study revealed that teacher in rural Haiti did not differ from teachers in urban Haiti. It also indicated that variables representing teacher cognition and beliefs were more important in predicting attitudes than variables related to the teacher actual experiences of teaching.

Paul Dr. Adam (2012) conducted a study on “An analysis and observations of Teachers and Parents on Social Skills of Mentally Challenged Children”, at Guntur district. The study revealed that parents gave more importance to the development of personal skills and teachers for social skills.

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The study also revealed that parents from urban areas and with higher income were comparatively better than the rural counterpart.

Prakash, jai., Hooda, Sushma conducted a study entitled ‘A comparative study of attitude of primary and secondary school teachers towards inclusive education’. The study revealed that there exist significant differences between attitude of primary and secondary school teachers towards inclusive education.

Kalita, M. (2013) studied entitled “A study of the Inclusive Education Programme for Disabled Children under Sarva Shiksha Abhijan Mission in Assam.” The study examines the status of inclusive education in seven districts of Assam. It has been found that Most of the parents of C W S N are illiterate and negligible percentage has studied up to secondary level.

Malakar, N. (2017) conducted a study on “Implementation of inclusive Education Programme under SarvaSikshaAbhiyan- An Evaluative Study in Barpeta District, Assam.” It has been found that the attitude of parents and students towards social aspect of inclusive education was favourable and positive. The study revealed that the level of satisfaction of the students on curricular aspect was moderate.

Bora, B. P. made a study entitled “A Study on Parents and Teachers” Attitude Towards Inclusive Education of Deprived Group Children in Loharghat Area, Kamrup”. It has been found that most of the teachers have no clear idea about Inclusive Education. Majority of teachers and parents have negative attitude to bring disabled children to mainstream education.

### 4. Statement of the Problem

On the basis of the discussion held so far, the present study is entitled, Attitude of teachers towards inclusive education at secondary level

### 5. Objectives of the Study

The following objectives are formed for the present study-

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1. To study the attitude of secondary school teachers towards inclusive education.
2. To find out whether there is any significant difference in attitude of secondary school teachers towards inclusive education in relation to gender.

### 6. Hypotheses

Ho1 There exists no significant difference in attitude of secondary school teachers towards inclusive education in relation to gender

### 7. Operational Definition of the Key Terms

In the present study the following terms have been used: -

#### 7.1 Inclusive Education

Inclusive education means different and diverse students learn together in the normal schools where the whole system is changed to meet the needs of every child.

#### 7.2 Attitude

Attitude means a settled way of thinking or feeling reflected in a person's behaviour. It is a predisposition or a tendency to respond positively or negatively towards a certain idea, object.

#### 7.3 Secondary School Teacher

Teachers who teaches in a secondary or higher secondary school which include classes from VI to XII.

### 8. Delimitation of the Study

The present study is delimited in the following way:-

1. The study will be delimited to secondary school teachers (Assamese medium) of provincialized secondary and higher secondary schools in the year 2023.
2. The study was conducted in both urban and rural area under SEBA.
3. The study is confined to Udalguri district only.

### 9. Methodology

The descriptive survey method is applied in the present study.

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#### 9.1 Population and Sample

In the present study all the teachers of secondary schools (Assamese medium) of Udalguri District constitute the population. Purposive sampling technique was used to select the sample of school. 62 secondary school teachers consisting of 33 females and 29 males has been taken from 10 schools by using simple random sampling technique.

#### 9.2 Tools of the Study

For collecting primary data, Teachers attitude scale towards inclusive education (self-structured) is used.

#### 9.3 Statistical Techniques

The following statistical techniques have been used in the present study-

1. Mean
2. Standard Deviation
3. Percentage
4. t -test

### 10. Analysis of the Study

Objective 1: To study the attitude of secondary school teachers towards inclusive education

Table 1 Showing Level of Attitude of Secondary School Teachers towards Inclusive Education

|  |  |  |  |
| --- | --- | --- | --- |
| SL. No. | Levels | No. of Teachers | Percentage |
| 1 | Extremely Favourable | 4 | 6.45% |
| 2 | Most Favourable | 13 | 20.97% |
| 3 | Above Average Favourable | 29 | 46.77% |
| 4 | Moderate Attitude | 9 | 14.52% |
| 5 | Below Average unfavourable | 7 | 11.29% |
| 6 | Most Unfavourable | 0 | 0% |
| 7 | Extremely Unfavourable | 0 | 0% |
|  | Total | 62 | 100% |

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### 11. Interpretation

From the Table 1 it is found that only 6.45% of the secondary school teachers have extremely favourable attitude. Again 20.97% of the teachers have most favourable attitude, 46.77% teachers have above average favourable attitude, 14.52% of teachers have moderate attitude and 11.29% of teachers had below average unfavourable attitude while there is no most unfavourable and extremely unfavourable attitude of teachers. It can be concluded that majority of the teachers have favourable attitude towards inclusive education. This table is shown in the figure-1.

![The image shows a black and white 3D pie chart displaying attitude survey results with five categories:

"Extremely Favourable" at 20.97% (darkest section)
"Most Favourable" at 46.77% (largest section)
"Above Average Favourable" at 14.52%
"Moderate Attitude" at 11.29%
"Below Average unfavourable" (smallest section, percentage not visible)](data:application/octet-stream;base64,)

Figure 1 shows Attitude of Secondary School Teachers towards Inclusive Education

Objectives 2: To find out whether there is any significant difference in attitude of secondary school teachers towards inclusive education in relation to gender

Ho1 There exists no significant difference in attitude of secondary school teachers towards inclusive education in relation to gender

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Table 2 Showing Percentage Distribution of Attitude Scores of Male and Female teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | N Male | N Female | Percentage Male | Percentage Female |
| Extremely Favourable | 2 | 2 | 6.90% | 6.06% |
| Most Favourable | 6 | 7 | 20.69% | 21.21% |
| Above Average Favourable | 14 | 15 | 48.28% | 45.45% |
| Moderate Attitude | 3 | 6 | 10.34% | 18.19% |
| Below Average unfavourable | 4 | 3 | 13.79% | 9.09% |
| Most Unfavourable | 0 | 0 | 0% | 0% |
| Extremely Unfavourable | 0 | 0 | 0% | 0% |
| Total | 29 | 33 | 100% | 100% |

#### Interpretation:

From the table-2 it has been seen that the percentage of male teachers in extremely favourable level is 6.90% whereas female teacher is 6.06%. Again, the percentage of the male teacher (20.69% ) who possess most favourable level of attitude is lower than female teachers (21.21%). On the other hand, the percentage of male teachers in below average unfavourable level (13.79%) is higher than the female teachers (9.09%). This table is shown in the fig-2.

![The image shows a bar chart comparing attitude survey results between males and females across five categories. The y-axis shows percentages from 0% to 60%, while the x-axis displays the attitude categories:

Extremely Favourable: Male 6.90%, Female 6.06%
Most Favourable: Male 20.69%, Female 21.21%
Above Average Favourable: Male 48.28%, Female 45.45% (highest percentages)
Moderate Attitude: Male 10.34%, Female 18.19%
Below Average unfavourable: Male 13.79%, Female 9.09%](data:application/octet-stream;base64,)

Figure Percentage Distribution of Attitude Scores of Male and Female teachers

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Fig-2 clearly shows Percentage Distribution of Attitude Scores of Male and Female teachers

Table t-value of Attitude Scores of Male and Female Teachers towards Inclusive Education

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Category | N | **M** | S D | Std. Error Mean | t-test |
| Attitude of secondary teachers | Male | 29 | 110 | 10.28 | 1.91 | −0.52 NS |
| Attitude of secondary teachers | Female | 33 | 110.52 | 9.50 | 1.65 |  |

N S = Significant

#### Interpretation and Testing the Hypothesis

From table-3, it has been found that value of Mean is 110 and SD is 10.28 in case of male teachers. Again, the table has also shown that the value of Mean is 110.52 and SD is 1.65 in case of female teachers. From the obtain t-value ( −0.52 ), it has been found that this value is not significant at both level ( 5% and 1% ) of level of significance as the table value is 1.96 at 5% and 2.58 at 1% level of significance. So it is safe to interpret that there is no significant difference between male and female secondary school teachers in case of attitude towards inclusive education. Therefore, the null hypothesis 'there exists no significant difference in attitude of secondary school teachers towards inclusive education in relation to gender can be accepted.

### 12. Major Findings

The major findings of the study are presented below: -

1. It is found that only 6.45% of the secondary school teachers have extremely favourable attitude towards inclusive education.
2. Majority of the teachers have favourable attitude towards inclusive education
3. There is no most unfavourable and extremely unfavourable attitude of teachers.

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1. The percentage of the male teacher (20.69%) who possess most favourable level of attitude is lower than female teachers (21.21%).
2. There is no significant difference between male and female secondary school teachers in case of attitude towards inclusive education.

### 13. Discussion

From the studies it has been found that majority of the teachers of secondary school possess above average favourable level of attitude towards inclusive education. This finding has been supported in studies conducted Kalita, L. (2020). The findings of the present study also showed that there was no most unfavourable and extremely unfavourable level of attitude among high school teachers. This has been also supported by Kalita, L.(2020). However, studies conducted by Jain, M. found that there exist very few teachers having extremely low level of attitude towards inclusive education. The study showed that there is no significant difference in attitude towards inclusive education between male and female teachers. The result of this finding supports with the results obtained by Chetia, J. and Bhatnagar, Dasetal. (2014).

### 14. Conclusion

Inclusive education is the need of the hour. It becomes a crucial issue in the field of education. The teachers who are implementing inclusive education are not negative in their approach. They should be provided support, proper infrastructure, resource materials, proper training and time to time incentives. To cope up with the challenges of the world, our schools need to provide inclusive educational environment in which every child has received equal educational opportunities and individualized instruction where they have the possibility of increasing their performance. The investigator feels that the findings of the study will be helpful in making inclusive education a reality.

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**ORIGINAL RESEARCH ARTICLE**

## DEVELOPMENT OF POLICY IN INDIA WITH SPECIAL REFERENCE TO DIVYANGJAN Bifuwada Nashibah

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### Abstract

India consists of 2.21% disabled persons of the total population. Among the disabled population in India 56% are males and 44% are females. December 3 of every year is marked by the UN as International Day of Persons with Disabilities in a bid to promote a more inclusive and accessible world for the differently abled and to raise awareness for their rights. The Ministry of Social Justice and Empowerment of India helps in framing and development of different policies in India. Moreover, India also signed the United Nations Convention on Rights of Persons with Disability for the development of policies for Divyangjan. This paper attempts to examine the recent policy and various initiatives introduced by Government of India to address the needs of these vulnerable sections.

Keywords: - Rights, Disability, Policy, India, Education

### 1. Introduction

Disability is one of the major concerns in India since Independence. It is a part of being human which needs equal treatment. Almost 16% of the global populations are experiencing disability (W H O). In India out of the 121 Cr population, 2.68 Cr persons are disabled which is 2.21% of the total population.

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Among the disabled population 56% are males and 44% are females (Chief Commissioner for Persons with Disability). Post-Independence there has been changes in the education system but there was no provision for disable persons. If we turn the page of history, people started to raise their voice for the rights of individuals suffering from impairments since 1970’s. Towards the end of 1980’s, the society started to focus on P w Ds on medical grounds. It was during 1986 the Indian Government established the Rehabilitation Council of India (RCI) and on September 1992 the RCI Act was enacted by the Parliament and it became a statutory body on 22 June 1993 followed by persons with disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Mental Retardation and Multiple disabilities 1999. The rise of the disability rights movement and the role of United Nations specially the ratification of the Convention on the Rights of Persons with Disabilities (C R P D) which was adopted by the United Nations General Assembly on 13 December 2006 was the turning point towards the development of disabilities. India was 7th country to ratify this convention on October 1st, 2007. From then onwards there was a demand to amend the law on Indian disability to protect the rights of these sections and to promote equality and justice. This constant push has finally resulted in the passing of the rights for persons with disabilities bill 2016.

### 2. Statement of the problem

Right to equality is a fundamental right for every Indian citizen. A person with disable has the equal right to survive in the society. The main focus of the study is to examine the development of disable persons in every aspect of their life.

### 3. Review of Literature:

* Ritika Gulyani (2017), “Educational Policies in India with special reference to children with disabilities” had studied the development of policies and bills regarding the rights of disabilities. It studied the education of children with disabilities in India. Prior to 2016, the last bill catering to disability was in 1995 and in 2009

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* Roger Jeffery and Nidhi Singal (2008), “Measuring Disability in India” studied the lives of persons with disability through census and N S S. Disability status is often transitory or a matter of insidious change and a person's ability to function properly depends on her/his social and physical environment.
* Wasim Ahmad (2016), “Higher Education for persons with Disabilities in India: Challenges and Concerns”, examines the difficulties faced by disable persons in higher educational facilities. They face challenges in Higher Education not only in terms of gaining physical access to buildings but also in relation to much wider issues related to curriculum adaptation and accommodation, teaching, learning and assessment.
* Sadhana Lamture, Varsha.S.Gathoo (2017), “Self-efficacy of General and Resource Teachers in Education of Children with disabilities in India” examined the self-efficacy of general and resource teachers in education of children with disabilities India. It suggested that it is essential to work towards capacity building of general teachers in order to achieve the goals of inclusive education.
* Akhilesh Kumar (2013), “Normalization: Guiding Principle of Equal Opportunities in Education for children with Disabilities in India” studied the eight facet of normalization as described by BenjtNirje from the view point of equality in educational opportunities for persons with disabilities in Indian context. Normalization principle in its various interpretations is a social science theory that has profound positive effect on the lives of the people who were removed and segregated from the society due to their disabilities.
* Hazel Bines, Philippa Lei (2011), “Disability and Education: The longest road to inclusion” had examined the key issues and challenges in relation to disability, education & development. The evidence of the world vision report suggests the importance of encouraging approaches based on rights and equity.

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* Deep Kumar and Mr. Madhu Singh (2022), “India's New Education Policy (N E P) 2020:- Catering for children with Disabilities” focuses the provisions given in the N E P 2020 for the divyangjan to show how education for them must be barrier free trying to reach them. N E P 2020 addressed the issues that women, minorities and children with special needs.

### 4. Objectives

To study the current policy and initiatives of Government of India for Persons with Disabilities.

### 5. Methodology

The study is based on secondary data which is collected from the published government reports, various articles, journals etc. The study is descriptive in nature.

### 6. Findings

As per the Census 2011, the differently abled population in India is 26.8 million i.e. 2.21%. Out of which 14.9 million men with disabilities and 11.9 million women in the country. The total number of differently abled people is over 18.0 million in the rural areas and 8.1 million in urban areas. Social group wise analysis shows 2.45% of the total disabled population belongs to Scheduled Castes (SC), 2.05% to the Scheduled Tribes (S T).

Educational attainment of disabled persons is important in improving their living conditions. The Census 2011 states that 61% of the disabled children aged 5-19 years are attending educational institution. It also states that total disabled population of nearly 55% (1.46 Cr.) are literates. Out of the male disabled population, 62% are literates and among the female disabled 45% are literates.

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For empowerment of the Persons with Disabilities, the attainment of education and participation in economic activity are important. As per Census 2011, 36% of the total disabled persons are workers in India. Among the male disabled persons, 47% are working and among female disabled only 23% are working. In rural India, 47% of male disabled and 25% of the female disabled are working while in urban India, 47% of male disabled and 16% of female disabled are working.

Empowerment of Persons with Disabilities is an interdisciplinary process covering various aspects namely prevention, early detection, intervention, education, health, vocational training, rehabilitation and social integration. Therefore the Government of India has taken various initiatives for the welfare of persons with disabilities.

#### 6.1 Deendayal Disabled Rehabilitation Scheme (DDRS)

D D R S is a central sector scheme of the D E P w D to provide grant-in-aid to non-governmental organizations (N G Os) for projects relating to rehabilitation of persons with disabilities.

#### 6.2 District Disability Rehabilitation Centers (D D R Cs)

In order to facilitate creation of infrastructure and capacity building at district level for awareness generation, rehabilitation, training and guidance of rehabilitation professionals, the D e P w D is supporting setting up District Disability RehabilitationCenters in all districts of the country for providing services to the persons with disabilities.

#### 6.3 Assistance to Disabled Persons for Purchase/Fitting of Aids/ Appliances (A D I P)

The main objective of the scheme is to assist the needy disabled persons in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances to promote physical, social, psychological rehabilitation of persons with Disabilities (P w Ds) by reducing the effects of disabilities and at the same time enhance their economic potential.

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#### 6.4 Accessible India Campaign/Sugamya Bharat Abhiyan

The Government envisions an inclusive society in which equal opportunities and accesses provided for the growth and development of Persons with Disabilities (P w Ds) or Divyangjan to lead productive, safe and dignified lives. Moreover, the D E P w D, Ministry of Social Justice & Empowerment launched the Accessible India Campaign (Sugamya Bharat Abhiyan) on the occasion of International Day for Persons with Disabilities on 3rd December, 2015. It is a nationwide flagship campaign for achieving universal accessibility for P w Ds and to create an enabling and barrier free environment with a focus on three verticals: Built Environment; Public Transportation and Information & Communication Technologies.

#### 6.5 Incentives Scheme for providing employment to persons with Disabilities (P w Ds) in the private sector

To encourage Private Sector to employ Persons with Disabilities, a scheme of incentives to the employers in private sector for providing employment to P w D was launched in the year 2008-09.

#### 6.6 Scholarship scheme

The Department of Empowerment of Persons with Disabilities is presently implementing an Umbrella Scheme 'Scholarships for Students with Disabilities'. The main objective of the umbrella scholarship scheme is to empower disabled students to study further in order to earn their livelihood and to find a dignified place in the society, as they face several barriers- physical, financial and psychological in pursuing studies and living with dignity.

#### 6.7 N E P 2020

The right to education is an integral facet of the guarantee of equal rights for children with disabilities and their social inclusion. N E P 2020 is in complete consonance with the provisions of the R P W D Act 2016 and endorses all its recommendations with regard to school education considering inclusive education as a system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

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The following are some of the recommendations:-

* Barrier free access for all children with disabilities
* Assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
* Resource centers will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Special educators along with regular teachers would assist in these tasks.

#### 6.8 Assessment and certification agencies:

Assessment and certification agencies (National Assessment Centre, PARAKH) will formulate guidelines and recommend appropriate tools for conducting assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

Involving Social workers and Counselors for working and connecting with students, parents, schools and teachers in order to improve attendance and learning outcomes of children belong to S E D Gs and disability categories would be a priority action.

### 7. Conclusion

In India, since there were very few policies and programs for disabilities after independence but with time passes and constant effort from the society and different organizations, the protection of the rights of these sections has become a prior necessity and it has become a constitutional right. Starting from the establishment of Rehabilitation of Council of India to N E P 2020, the Government of India has introduced all such policies and programs in all sectors of education or employment in order to provide them a healthy life.

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**ORIGINAL RESEARCH ARTICLE**

## EMPLOYMENT OPPORTUNITY FOR PERSON WITH DISABILITIES IN THE LIGHT OF CONSTITUTIONAL AND LEGAL FRAMEWORK Dipankar Barman and Anupama Deka

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### Abstract

Every human being has the right to livelihood in order to spend a dignified life.

According to, “a National Family Health Survey, (N H F S) there are around 26.8 millions person with disability [P W D] in India. They have also the right of livelihood.”- (Ref-1) They are also capable to perform various functions in order to earning if they get some opportunities and suitable conditions.

In order to give equal opportunity to the Person with Disability (P w D) Parliament has enacted “Person with Disability act 1995 (P w D w Act” and “Rights of Person with Disability Act 2016” (R P w D) and Union executive and various state governments have adopted R P w D Rules. These Acts and rules ensures the rights of P w d in every sectors including education, employment and social security through mandatory provisions both for union and state governments along with local authority. Governments have much initiative in this regards. But till now miles to go for fullest development and Person with Disability has to fight for achieving this by protesting in front of Government and approaching Court

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Every individuals, institutions and organisation along with government have to come forward in order to all round development of society including the empowerment of P w D in an appropriate environment.

Key word: Right to livelihood, Person with disability, Constitution of India and R P w D ACT

### Introduction:

Every human being has the right to livelihood in order to spend a dignified life. In OLGA TELLIS & ORS corporation case, interpreting right to life, Supreme Court declared right to livelihood as fundamental right under article 21 of Indian constitution. The scope of article 21 is wider and every individual can exercise these rights. Person with disabilities are also included within the scope of this fundamental rights. According to “world health report, “there are 1.300 billion people with disabilities in the world which is the 16% of total population.”- (Ref-2) According to, “a National Family Health Survey, (N H F S) there are around 26.8 millions person with disability [PWD] in India.”- (Ref- 3 ) they have also the right of livelihood. They are also capable to perform various functions in order to earning if they get some opportunities and suitable conditions. They are also capable to go forward in the process of development along with other persons. A blind person can read and write with Braille method and a they can communicate with others easily through using modern technology like Talk back in mobile phone and Jaws in computer. Locomotors disable person can move through the blessings of modern technology. Modern technology and sign language make accessible to others.

### Objectives:

The main purpose of this paper is to study the employment opportunities given by the constitution of India and other law and rule enacted by the government of India and various state governments.

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### Methodology:

The data of this paper are collected both from secondary and primary sources. Most of the data are collected from internet and books and journals. The primary data of Baska district are collected through telephonic conversations with the person with Disability list collected by Indian Institute of research and Development for Differently Able and from personal observation in various time. International effort for person with Disability:

At present, rights of person with Disabilities is an important issue in both academic and administrative field all over the world. In international sphere, U N O has taken vital role for the protection of the rights of Person with Disabilities. One of the main purpose of U N O is to promote and encourage the human rights and fundamental freedom to every people according to UN Charter. In 1948, U N general assembly adopted universal declaration of human rights [UDHR] and in 1966 U N has adopted two international conventions namely international convention on civil and political rights and international convention for economic, social and cultural rights. The rights mentioned in those documents are equally applicable for persons with disabilities. UN also initiated many steps specially for persons with disabilities. The decade from 1983 to 1982 was observed as the decade for persons with disabilities. From 1992, 3rd December is observed as international day for disabilities as declared by U N. In the month of December 2006, U N adopted convention of rights of persons with Disabilities. India is also signatory of this convention.

### Constitutional and legal provision in India:

Securing equality of status and opportunity to its citizen including person with Disability is one of the basic objective of Indian constitution. Therefore Indian constitution has given its citizen the fundamental rights of equality and non-discrimination along with right to life. Indian constitution provides other fundamental rights like equal opportunity in employment, rights against exploitation, right to religion, right to freedom of thought and expression, right to constitutional remedy etc.

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Some other rights are incorporated in the chapter of Directive principle of state policy and other parts of Indian constitution. Person with Disability has equal right to exercise all those constitutional rights. In order to protect and promote the constitutional right of person with disability, Indian parliament has enacted “Person with Disability Act 1995”. In 2016, this Act was replaced by Right of Person with Disability Act 2016. In order to implement this Act, Union executive framed the R P w D Rule 2017 and has been amending as per need of the situation. Various state government including Assam government have framed such type of rules. This Act and rules provides employment opportunity for persons with Disability in both private and government sectors. These provision can be discussed on the following heads:

**[1] Definition of person with Disability:**

Section 2(S) of R P w D Act 2016 define Person with Disability as “a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others”- (Ref- 4) Section 2[R] define “person with benchmark disability” (P w B D) as a “person with not less than forty per cent.” “- Ref-5 P w B D is certified by certifying authority. In Section 2( t ) definition of “person with disability having high support needs” has given as a “person with benchmark disability certified under clause (a) of sub-section (2) of section 58 who needs high support.””- (Ref-6)

**[2] Equality and non-discrimination:**

Article 14 of Indian constitution ensures the every individual including PWD have the right to equality and equal protection in the territory of India. Article 15 (1) prevents the state in making discrimination” “against any citizen including PWD on grounds only of religion, race, caste, sex, place of birth or any of them.”-Ref- 7) Article 21 of Indian constitution gives every person the right to life and personal liberty. Section 3 of R P w D Act 2016 gives the right to Equality and non-discrimination specifically to Person with Disability.

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In clause (1) of that section direction has given to “the appropriate Government to ensure that the persons with disabilities enjoy the right to equality, life with dignity and respect for his or her integrity equally with others.”- (Ref-8) in clause (2) of that section, direction is given to “take steps to utilize the capacity of persons with disabilities by providing appropriate environment.”- (Ref-9) in the clause (3) of same section discrimination on the basis of disability to any person with Disability is prevented “unless it is shown that the impugned act or omission is a proportionate means of achieving a legitimate aim.”- Ref 9) Right to personal liberty of Person with Disability is ensured by clause (4) of same section saying, “No person shall be deprived of his or her personal liberty only on the ground of disability.”(Ref- 11)

**[3] Equal opportunity in employment:**

Article 16 of Indian constitution (1) provides equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State. Section 20(1) of R P W D Act 2016 provides that “No Government establishment shall discriminate against any person with disability in any matter relating to employment”. -(ref-12) Again Article 16(3) empowers parliament to make any law prescribing, in regard to a class or classes of employment or appointment to an office. Through R P W D Act 2016, P w B D also become a such type of class. R P w D act directed to appropriate government to identify the suitable post for every category of P w B D and to fill up those post reserving for that category. The reservation for P w B D must be at least 4% of total post in very government establishment. In the language of article 33 of R P W D Act, “Every appropriate Government shall appoint in every Government establishment, not less than four per cent. Of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons with benchmark disabilities.”- (Ref- 13) it means that in every establishment of government at least 4% seats must be reserved for PwBD candidates. Out of these 4%, at least 1% seat must be reserved for each of the following categories namely “Blindness and low vision;

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(1)deaf and hard of hearing:

(III) Locomotors disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy;” - (Ref- 14) Remaining 1% seat is reserved for other types of Disabilities namely: “autism, intellectual disability, specific learning disability and mental illness and multiple disabilities.”- (Ref-14) for each group, post is identified by the government. For identification of post suitable for them in every government department, an expert committee has to form including members from Person with Disability. This identification of post has to make periodic review which cannot become more than three years. Reservation is also applicable in respect of “promotion in accordance with such instructions as are issued by the appropriate Government from time to time:- 1(Ref-15) Parliament has ensured the filling up the reserve post with P W D candidates. For this in the clause (2) of section 34 of R P W D, the “carry forward” principle is adopted. In this clause, it is mentioned that “Where in any recruitment year any vacancy cannot be filled up due to non-availability of a suitable person with benchmark disability or for any other sufficient reasons, such vacancy shall be carried forward in the succeeding recruitment year and if in the succeeding recruitment year also suitable person with benchmark disability is not available, it may first be filled by interchange among the five categories and only when there is no person with disability available for the post in that year, the employer shall fill up the vacancy by appointment of a person, other than a person with disability:”-Ref-16

Parliament also provides age relaxation for P W D candidates in employments in clause (3) of section 34 of R P W D ACT. According to this clause,

Emphasize has also given for the employment of PWD candidates in private sectors. For this provision has made for Incentives to employers in private sector.

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In the R P W D Act, it is mentioned as, “The appropriate Government and the local authorities shall, within the limit of their economic capacity and development, provide incentives to employer in private sector to ensure that at least five per cent. Of their work force is composed of persons with benchmark disability.”- Ref- 18) Government not only ensures the employment for PWD candidates, but also emphasize on the collections of unemployment data for which Special employment exchange for these type of persons are established as per R P W D Act.

**[4] Special schemes and development programs:**

Besides reservation of post in employment, employment, livelihood for person with Disability has been through other means. Therefore provision has made in section 37 of R P w D Act. “The appropriate Government and the local authorities shall, by notification, make schemes in favor of persons with benchmark disabilities, to provide,-

1. Five per cent. Reservation are made in allotment of agricultural land and housing in all relevant schemes and development programmes, with appropriate priority to women with benchmark disabilities;
2. Five per cent. reservation in all poverty alleviation and various developmental schemes with priority to women with benchmark disabilities;

Five per cent. Reservation in allotment of land on concessional rate, where such land is to be used for the purpose of promoting housing, shelter, setting up of occupation, business, enterprise, recreation centre’s and production centres. “-Ref-19)

### Implementation of the constitutional and legal provision in practice:

In order to implement constitutional and legal provision, union government and various state governments have initiated many affords. In order to implement R P W D Act 2016, union government adopted R P W D Rule 2017 and it has amended on the need of the situations.

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The recent amendment has done in 2023. various state governments has also adopted R P W D Rules. Assam government has adopted it in 2019. Identification of post in various department and institutions or establishments for P W D candidates have been made by both union and state governments. Special recruitment process has conducted by the governments in order to fill up those post. In Assam, this type of recruitment has done for few times since the adoptions of Person with Disabilities, equal opportunity Act [P W D Act] 1995. Besides this, employment has given to P W D candidates in various other recruitments. Union Public Service Commission, Assam Public Service commission, Stuff Selection commission, Railway Recruitment Board, various recruitment agency for the appointment of judicial officer including Delhi High Court and other recruitment agencies have implemented the reservation policy for P W D Candidates in their recruitments. Besides these, some other initiative has been made for the livelihood of p w d. Among these Dibanga Pension, of Union government is very significant. P W D candidates are also given preference in other governments scheme like Aruunoday scheme of Assam governments and the like.

### Problems faced by P W D:

Person with Disabilities have to face many problems in getting employment. Many time they are refused to join in the post. Therefore these people have to fight in many times. Sometime they have to protest in front of government for giving employment. In Assam, these people have to protest in Assam government including hunger strike. Again many time, these people have to approach court for in order to get their rights. .Till now many P W D Candidates are too far from getting the government benefit and employment. In this respect, the survey data of Baska district can be mentioned. Here out of 22 persons with Disability above 18 years of age found from the survey, only one person has got Government Job and only 7 persons get Dibanga pension.

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### Conclusion:

From the above analysis, it is found that government have initiated for the empowerment of Person with Disability with the demands of these people and following the international convention. Yet governments have to do lot to in order to include every Person with Disability in development process. Though 4% reservation for P w B D in every government establishment has provided through R P w D Act 2016, yet only limited seats have been fulfilled and some establish are still remained without fulfilling this provision. Moreover many Person have not found Disability certificate and the benefit the scheme. Awareness regarding their rights and opportunity is also lacking. In this respect, every individuals, institutions and organisation has special responsibility to reach and making aware those people.

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**ORIGINAL RESEARCH ARTICLE**

## EMPOWERMENT PRACTICES FOR PERSONS WITH DISABILITIES IN INDIA Debashis Das

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### Abstract

The empowerment of persons with disabilities is a fundamental human rights issue, and in the context of India, it takes on significant importance due to its diverse population and complex socio-economic landscape. One crucial aspect of empowerment is the legal framework, and this seminar will highlight India's legal provisions, including the Rights of Persons with Disabilities Act, 2016, which enshrines various rights, such as accessibility, education, and employment. The importance of raising awareness and changing societal attitudes towards disability, emphasizing the role of public campaigns and education is very important. Education and skill development are pivotal in the empowerment of persons with disabilities.

Lastly, the paper discusses community-based rehabilitation programs and support networks that play a crucial role in fostering social inclusion and emotional well-being for persons with disabilities in India. Through these comprehensive discussions, this seminar aims to shed light on the best practices for the empowerment of persons with disabilities in India. This will inspire a collaborative approach involving government, civil society, and the private sector to create a more inclusive and equitable society for all, irrespective of their abilities or disabilities.

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Keywords: Empowerment, Persons with Disabilities, Rights of Persons with Disabilities Act, Employment Opportunities.

### 1. Introduction:

Empowerment is a fundamental human right that transcends all barriers, including physical and cognitive disabilities. In the diverse and culturally rich nation of India, the pursuit of empowerment for persons with disabilities has gained increasing attention and importance in recent years. This seminar paper aims to delve into the multifaceted landscape of empowerment practices for persons with disabilities in India, shedding light on the challenges, progress, and the way forward.

India, with its vast population, faces unique challenges in providing equitable opportunities and rights to its disabled citizens. Historically marginalized, persons with disabilities have often been excluded from mainstream society, facing discrimination and limited access to education, employment, healthcare, and social services. However, amidst these challenges, India has witnessed significant developments in policy frameworks, legal protections, and grassroots initiatives aimed at fostering inclusion and empowerment.

This paper will explore the evolving landscape of empowerment practices, including government policies like the Rights of Persons with Disabilities Act, 2016, and various non-governmental efforts that have emerged to champion the rights and well-being of disabled individuals. It will also examine the role of education, vocational training, accessibility, and awareness campaigns in enabling persons with disabilities to lead more independent and fulfilling lives.

Ultimately, the empowerment of persons with disabilities is not only a moral imperative but also a strategic investment in India's social and economic growth. By understanding the existing challenges and innovative practices in the field, we can work towards a more inclusive and empowered future for all citizens of India. This seminar paper seeks to contribute to the ongoing discourse on disability empowerment and provide insights into the way forward for a more inclusive India.

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### 2. Objectives:

1. To examine the legal framework for disability rights and empowerment in India, with a focus on the Rights of Persons with Disabilities Act, 2016, and its impact on the lives of individuals with disabilities.
2. To assess the effectiveness of government policies and initiatives aimed at promoting the empowerment of persons with disabilities in India, including education, employment, and social inclusion programs.
3. To explore inclusive education practices in India and their role in providing equal opportunities for children and students with disabilities.

### 3. Methodology

The paper is based on secondary data like books, different articles.

### 4. Discussion:

#### 4.1 Empowerment Practices for Persons with Disabilities in India

Empowerment, as a concept, holds significant relevance when considering the well-being and inclusion of persons with disabilities (P W Ds) in India. The discussion on empowerment practices for P W Ds in India underscores the need for a holistic approach that encompasses legislative frameworks, social initiatives, and cultural shifts. This discussion will explore the key aspects of empowerment practices, challenges, and potential solutions in the context of India.

#### 4.2 Legislative Framework and Policy Initiatives

The legal framework in India has evolved to provide protection and rights to P W Ds. The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act, 1995, is a pivotal piece of legislation that mandates various provisions for the empowerment of P W Ds. The 2016 amendments further expanded the scope of disabilities covered under the act and incorporated international conventions such as the United Nations Convention on the Rights of Persons with Disabilities (U N C R P D). However, the effective implementation of these laws remains a challenge.

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#### 4.3 Access to Education and Skill Development

Access to quality education and skill development programs plays a vital role in empowering P W Ds. In recent years, there have been efforts to make educational institutions more inclusive and to provide special facilities and support for P W Ds. The Right to Education Act, 2009, has provisions for the inclusion of children with disabilities. However, there are still barriers such as a shortage of trained educators and accessible infrastructure.

#### 4.4 Employment Opportunities

Empowering P W Ds in the context of employment is crucial for their economic independence and social integration. Various government schemes, such as the National Handicapped Finance and Development Corporation (N H F D C), aim to provide financial assistance and promote self-employment among P W Ds. Despite these initiatives, the unemployment rate among P W Ds remains high, largely due to societal stereotypes and lack of accessibility in workplaces.

#### 4.5 Healthcare and Rehabilitation Services

Accessible healthcare and rehabilitation services are fundamental to the empowerment of P W Ds. The Rashtriya Bal Swasthya Karyakram (R B S K) and the National Programme for the Health Care of the Elderly (N P H C E) aim to provide comprehensive healthcare services, including early intervention, to P W Ds. However, there are still significant gaps in healthcare accessibility, especially in rural areas.

#### 4.6 Advocacy and Awareness

Changing societal attitudes and perceptions is an integral part of empowering P W Ds. Advocacy groups and civil society organizations have played a crucial role in raising awareness and advocating for the rights of P W Ds. The Accessible India Campaign launched in 2015 is a notable initiative that seeks to create accessible public spaces and transportation.

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#### 4.7 Challenges and Potential Solutions

Despite the progress made, there are several challenges in empowering P W Ds in India:

Attitudinal Barriers: Deep-seated stereotypes and biases against P W Ds persist in Indian society. Public awareness campaigns and sensitization programs are essential to challenge these attitudes.

Lack of Accessibility: Many public spaces and transportation systems remain inaccessible to P W Ds. Stricter enforcement of accessibility standards and increased investment in accessible infrastructure are needed.

Employment Gaps: Bridging the employment gap for P W Ds requires not only skills training but also changing employer perceptions. Incentives for companies that hire PWDs can be considered.

Rural Disparities: Empowerment practices need to extend to rural areas, where access to education, healthcare, and rehabilitation services is limited.

Intersectionality: Consideration of intersectionality is vital, as individuals with disabilities may also face discrimination based on gender, caste, or religion.

### 5. Conclusion

In conclusion, empowerment practices for PWDs in India are multifaceted and require concerted efforts from the government, civil society, and the private sector. A shift in societal attitudes, improved accessibility, and targeted interventions in education, employment, healthcare, and advocacy can pave the way for a more inclusive and empowered society where PWDs can fully participate and lead fulfilling lives. It is imperative that these discussions translate into actionable policies and initiatives to bring about lasting change for persons with disabilities in India.

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ORIGINAL RESEARCH ARTICLE

## AN INSIGHT INTO THE EDUCATIONAL STATUS OF THE PERSONS WITH DISABILITIES IN THE BAKSA DISTRICT OF ASSAM. Madhurya Saikia

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### Abstract

According to the census of 2011, the total population of disabled people in India was 2.68 crore, where there were 1.50 crore males and 1.18 females. Out of the total disabled population, 69 percent of people reside in rural areas whereas 31 percent of people live in rural areas. In terms of the educational status out of the total disabled population, 1.46 crores are literates, which is almost 55% of the total population. Out of the male population, 62% of people are literates, while 45% of the total female populations with disabilities are literates.

This paper attempts to give an insight into the lives of persons with disabilities in the district of Baksa in the state of Assam. The study mainly focuses on the education of the persons of disability in the district of Baksa in the state of Assam and the challenges faced by them in their lives especially in the attainment of education.

Key Words: - Education, Disability, Special needs.

### 1. Introduction

Education plays a very vital role in any person's life. It creates awareness among the public about various issues happening in the society. It enables the development of critical thinking skills which helps in problem solving.

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Critical thinking help in developing judgements and drawing conclusions. It helps to eradicate poverty, there is a link between poverty and education. It promotes equality as students from all castes, creed, and region study in the same class. All students are taught the same lesson, education helps in binding all of them together.

The education is very important for the persons with disabilities, as it helps in inclusion of person with disabilities alongside the non disabled peers. It helps in confidence building of that individual. The inclusion of a person with disability in the class of any educational institutions gives a concept of inclusion for the able bodied classmates as well. The abled students are able to understand the needs of the disabled students. This helps to remove the negativity surrounding disability and disabled children.

### 2. Review of Literature

There are various studies conducted on the education of the Persons with Disabilities over the years. Some of the studies are mentioned below.

Dawn, R. (2013) focused on the problems faced by the disabled children in educational institutions. The awareness of the people in relation to the persons with disabilities. It depicts the challenges faced by the people. The paper also addresses that the issues related to the PWDs are addressed in a marginal way in the policies.

Sharma, U., & Deppeler, J. (2005) provided an insight into the challenged faced while trying to implement integrated education in India. Jameel, S. S. (2011) conducted a study on the disabled students on their type of streams taken by the students, the admission procedure faced by the students. It also takes a look into the challenges faced by the disabled students.

### 3. Objectives

1. To highlight the challenges faced by the persons with disabilities during the process of attaining education

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1. To provide an insight into the status of educational qualification among the persons with disabilities in the Baksa district of Assam.

### 4. Research Methodology

The method used during this study was detailed telephonic conversation. The method of sampling used was convenience sampling. The study was conducted among 50 respondents. The study was conducted in the villages situated in the Baksa district of Assam.

### 5. Challenges faced by the Persons with Disabilities during the process of attaining education

Here are some of the challenges faced by the Persons with Disabilities during the process of attaining education.

1. The Persons with Disabilities face the challenge of having accessible facilities in classrooms, hostels, toilets etc which makes it even more difficult, the process of attaining education.
2. The Persons with disabilities often are subjected to pity and sympathy which is directly related to their disability, which makes it difficult for them to attend the educational institutions.
3. The instructors are sometimes not aware of the child's disability, which makes it difficult for the child in learning and other related works.

### 6. Results and Discussions

In this section, the results obtained during the course of this study. Out of 50 respondents, 19 of them have never been to any educational institutions. 24 out of 50 respondents have been to school, but did not manage to clear matriculation examination. Out of 50 respondents, 2 of them have completed matriculation. Three of them completed the higher secondary level in students. One respondent had completed graduation and one of the respondents have not yet gone to school. 42 respondents out 50 have been suffering from disability since their birth, while the other 8 people have suffered from disability after having freakish accidents.

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Out of 50 respondents, 42 of them possesses a disability card or certificate. The other eight respondents do not have a card or certificate which depicts their disability on the official records.

![The image shows a bar chart displaying educational attainment statistics. The y-axis represents count values from 0 to 30, and the x-axis shows six education categories:

Not yet gone to school: 1 person
No Formal Education: 19 people
Below Matriculation: 24 people (highest count)
Matriculation: 2 people
Higher Secondary Pass: 3 people
Graduate: 1 person](data:application/octet-stream;base64,)

Fig Classification of respondents on the basis of level of education that they have manage to attain in their lives

![The image shows a horizontal bar chart  titled "NO. OF RESPONDENTS ON THE BASIS OF AVAILABILITY OF UDID CARD". The chart displays:

"YES" response: 42 respondents (represented by a long striped bar)
"NO" response: 8 respondents (represented by a shorter striped bar)](data:application/octet-stream;base64,)

Fig Classification of respondents on the basis of availability of the U D I D Card.

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### 7. Conclusion

The education scenario of the Persons with disabilities in the district of Baksa is really a matter of concern. The parents of the respondents revealed that the instructors of the schools are not well trained to handle the students with special needs. The respondents were subjected to bullying and pity in regards to their disability. Moreover, the respondents were mostly from rural areas and I observed a lack of awareness about disability within their families. The income earned by the respondents' parents also gives a tough time for the family.

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ORIGINAL RESEARCH ARTICLE

## INCLUSIVE EDUCATION: ISSUES, CHALLENGES AND PROSPECTS OF PRIMARY EDUCATION Ranjit Kumar Baro

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### Abstract

Inclusive Education is a fundamental aspect of creating a diverse and equitable society. It is a new approach towards educating the children with disabilities and learning difficulties that of normal ones within the same roof. It means that all children, regardless their ability level are included in a mainstream classroom equally with most appropriate methodologies and curriculum so that all students get benefitted. To make inclusion successful, all the issues, challenges and barriers should be handled by soft hand. In the conclusion, the realization of the slogan of the millennium “EDUCATION FOR ALL” is not possible unless educational opportunities are provided to all including the children with special needs.

Keywords: Inclusive Education, Issues, Challenges of Primary Education

### 1. Introduction

The main characteristics of today's society is the changing, social equality, social integration, cooperation, social needs regarding development, evolution of technology, as it's dynamism nature of the society. “Old order changed yielding place to new” said Tennyson. Change is the law of nature and essential factor in man's evolutionary process.

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Education plays a major role as it has a reciprocal relationship with the society especially with the community. It contributes a lots for the welfare of the community. The co-ordination between school and community has been rightly emphasized in modern education.

Inclusive Education is a fundamental aspect of creating a diverse and equitable society. It is a new approach towards educating the children with disabilities and learning difficulties that of normal ones within the same roof. It means that all children, regardless their ability level are included in a mainstream classroom equally with most appropriate methodologies and curriculum so that all students get benefitted. Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, &Valenti, 2010; Alquraini & Gut, 2012).According to United Nations Children's Fund (UNICEF),

“Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive.” These means that it allows children to take the same education in the same classrooms. Sharing the same classrooms by all of the children and taking the same education in schools means real learning opportunities for traditionally excluded groups, including not only children with disabilities, but also speakers of minority languages.

Inclusive education is a system of providing education that welcomes all children in a shared learning environment. According to UNICEF, Inclusive education means all children in the same classrooms, in the same schools and real learning opportunities for groups who have traditionally been excluded. UNICEF further says, inclusive education is not only for children with disabilities, but also for speakers of minority languages.

Educationists consider the idea of inclusive education as similar as integrated and mainstreaming, but the concept of inclusive education is a different concept from the concept of integrated and mainstreaming (Chauhan, 2018).

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#### 1.1 International and national efforts for inclusive education

The Universal Declaration of Human Rights, 1948(U D H R) advocates that every person has the right to education and education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. In 1960 in Paris, UNESCO adopted the Convention against Discrimination in all forms of Education. The convention prohibits any type of exclusion with respect to education. The United Nation General Assembly on 20th November 1989 adopted the Convention on the Rights of the Child. The United Nations Convention on Rights of Persons with Disabilities (U N C R P D), adopted in 2006 was against the discrimination with regard to access to education worldwide. The SDGs of 2015 by UN, the Goal 4 aims for inclusive and equitable quality education and promotes lifelong learning opportunities for all. The world declaration for education for all in 1990, emphasized vision encompassing programmes, activities and services to meet the basic needs of children, youth and adults both within and outside school and emphasis was placed on basic education, quality education and actual learning outcomes. The World Education Forum held in Daker, Senegal from 26-28 April, 2000, adopted the title as 'a broad based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.’

In India too, a number of efforts have been made for universalization of education. The Kothari Commission of 1964-66 had highlighted the importance of educating all sections of children with disabilities in the regular schools. In 1974, the government of India launched the Integrated Education for Handicapped Children (I E D C) programme, which was the first formal steps towards inclusion.

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The scheme aims to provide educational opportunities to children with special needs in regular school and is expected to facilitate their attainment and retention. The key objective of S S A (2001-02) is universalization of elementary Education for all children on 6-14 years of age. Further this goal has been facilitated by the Constitutional (86th Amendment) Act has given a new thrust to the education of Children with Special Need (C W S N), as without their inclusion, the objective of U E E cannot be achieved. The Right to Education Act of 2009 and Disability Act of 2016 provides a legal framework for inclusive education. These Acts establish the right of all children, including children with disabilities, for free and compulsory education in the mainstream school. The disabilities Act requires all educational institutions to make reasonable accommodations for students with disabilities, such as physical accessibility and the provision of assistive devices. The N E P, 2020 also emphasis on the equitable and inclusive education. According to N E P 2020, 'Education is the single greatest tool for achieving social justice and equality.'

### 2. Significance of study

Primary Education is the first and most important stage of child's education. It deserves the highest priority as it provides the strong foundation and fosters holistic development in young learner. In the same way, inclusive education in primary education is also considered as the most important and significant stage of education.

The key to inclusive education is a transformative approach. The transformation of regular school system is needed so that mainstream schools are given opportunities to enhance the abilities of all the learners in a continuous and sustainable manner that becomes an ongoing process. According to UNESCO, Inclusion means a dynamic approach of responding positively to pupil diversity and of seeing individual difference not a problem, but as opportunities for enriching learning. It is a developmental approach that seeks to address the learning needs of all children, youth and adults with a special focus on those who are vulnerable to marginalization and exclusion.’

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The study provided an opportunity to identify different issues, challenges and barriers faced by the teachers and other stakeholder at different levels of education. The results of study will helps the policy makers, teachers and administrators to find out effective solutions for the efficacy of inclusive education and enhance a conducive teaching learning environment in the school. Finally the study will aspire the benefit the children with special needs who are learning through inclusive setting in a conducive learning environment.

### 3. Objectives of study

**Following objectives are designed for the study-**

1. To examine different challenges and issues of inclusive education in Primary education.
2. To find out reasonable solutions of different challenges and barriers of children with special needs and children with disabilities.

### 4. Methodology

Descriptive method was employed to collect required data in the study. The study based mostly on secondary sources like different books, thesis, journals expert's opinions, websites etc.

### 5. Major Challenges and Issues

'Inclusion is a dynamic approach of responding positively to pupil's diversity and of seeing individual difference not a problem, but as opportunities for enriching learning.'-UNESCO. Inclusion is a practice whereby students with special educational needs spend most or all of their time with non-disabled student. It is applied to selected students suffering from mild to severe disabilities. Inclusion is thus concerned with justice and non-discrimination in a complete manner.

In this article, major Challenges and issues of inclusive education in primary education are discussed below.

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* Lack of resources - Primary schools often lack the necessary resources, including funding, staffs, assistive devices to support C W S N student adequately and these resource gap can result in these students being excluded from mainstream classroom.
* Teacher training - Another challenge to inclusive education is the lack of training of the teacher usually in many primary schools, the regular teachers are not adequately trained to handle the diverse learning needs of the children with special needs and disability.
* Stigma and discrimination – C S W N often faces social stigma and discrimination which can lead to social isolation, low self esteem and hinder their overall development.
* Individualized support and accommodation – C S W N students requires individualized support and plans that caters to their specific needs. Such plans may be time consuming and a challenging for proper implementation in the school.
* Diverse need – C W S N student have a wide range of disabilities and conditions and each requires unique support in which the teachers have to face with numbers of difficulties to fulfill these diverse needs effectively.
* Lack of specialized services - Another challenge is the nonavailability of specialized support services, such as speech therapy, physical therapy and counseling etc. in many schools for which the students with special needs deprives from effective learning in mainstream school.
* Parental stress - often the parents of C W S N students faces with significant emotional, financial and logistical challenges in providing best care and education for their children.
* Legal and policy gaps - Another barrier of C S W N is inconsistent or insufficient legal framework and policies that hinder in proper learning.

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* Execution of policies -Different policies have been enacted for the C W S N and children with disabilities for inclusive education, but not implemented properly by the mainstream schools due to different problems faced by the teacher.
* Infrastructural accessibility -Children with special needs and disabilities require various types of teaching- learning aids and other infrastructural accessibility including ramps and rally, adopted restroom facilities and elevators etc. are not available in the school.
* Social attitudes towards the disability - The negative and noncooperating attitudes of the stakeholders like the members of the society and other peer's leads to exclusion of the C W S N and C W D.
* Peer support - The children with disabilities are often neglected by non-disabled peer's in the school and they are always an easy target for being teased and bullied by them. Consequently the dropout rate in case of the disabled students increased.
* Lack of psychological outlook towards the disability - Such student often deprived from psychological support in all aspect from society as well as the teachers due to the negative outlook towards them.
* Less student's enrolment -Low enrolment rate of the C W S N and children with disabilities with non-abled students is also another major issues of inclusive education.
* Rigidity of Curriculum - Rigidity of curriculum does not also allow the children with disabilities to go with normal one in learning. No special curriculum is here to fulfill the diverse needs of the special students.
* Negative attitudes of parent and teachers - Negative attitude and attitudinal differences of the teacher and the parents towards the differently abled, disability and marginalized children is also another big issue of inclusive education.

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* Large class sizes - Large classes also creates a great problem for special children to take normal classes with normal children.
* Lack of effective teaching practices -Many teacher feels unequipped to teach children with special needs due to the lack of proper training and uses some stipulated methods in general which cannot cater the needs of the special children.
* Lack of strong will and participation of community - Another major issues of inclusive education is the lack of strong will of the community to take positive approach for proper education of the special children.
* Retention of children with disability - Due to the proper teaching strategy to promote the special children, the retentivity of such child found high in most of primary institution.

### 6. Suggestions regarding the effectiveness of inclusive education

* More funding and resources should increase to support primary schools children with special needs.
* Extensive teachers training and professional development programme should organize to equip the primary school teacher with modern skills and knowledge to meet the needs of C W S N and disabilities.
* Awareness and sensitization campaigns should be organized by the school and communities time to time to promote inclusive education.
* Reasonable enrolment drive and effective measures for retention of C W S N and differently abled children should be taken by the school.
* Provision of peer support programmes should be organized.
* Provisions of infrastructural facilities, aids and equipment like Ramp and rally, wheel chair, elevator and restroom etc.
* Flexibility in the curriculum designed for primary education.

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* Identification and assessment of special needs of differently abled children.
* Formation of heterogeneous group in the school.
* Developing positive attitudes of parents, teacher and stakeholder of the society.
* Encouraging the community to participate in the school programmes.
* Providing full psychological support to the children with special needs avoiding psychological separation.
* To ensure availability of specialized services within or in collaboration with the school.
* The programmes should have collaboration with different agencies of education, government, and NGO of society.
* Accountability of the teacher promotes inclusive education.
* Labelling the categories of such children as per their disabilities.

### 7. Prospects of inclusive education

Inclusive Education is based on the belief that education is a basic right of every human being. It is expected to provide high quality of education which will promote high quality to all which will provide highest development of the multiple abilities of the individual. It helps the children to develop positive understanding themselves and respect and understanding grow amongst children of different abilities and culture when they learn and play together. Different studies reveals that the children with disability and differently abled who are included in the normal education curricula can highly be benefitted because such environment provide them opportunities to learn at their own pace and style.

Integration into the mainstream enables students with disabilities to benefit from the stimulation of mixing with relatively more able students and to have the opportunity to observe higher models of social and academic behavior.

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Again on an interpersonal interaction amongst them helps to cordial relationship with the peer group and feels less social tension about their disabilities. Generally the children who are from slandered classroom environment shows high self-esteem than the children who are isolated to different classroom with special needs.

Inclusion has also a great social and academic advantages as the children with or without disability develops their social interaction, develops empathy and true friendship by participating in different community related programmes in the school. Inclusion recognizes that all students are learners who benefit from a meaningful, challenging, and appropriate curriculum and differentiated instruction techniques that address their unique strengths and needs.

The implementation of inclusive education system as against segregated education system has a number of advantages. These include the fact that it encourages students without disabilities to accept and tolerate children with special needs; improve the sociability of children with special needs; reduces the cost of providing separate education for children with and without special needs; eliminates or reduces social stigma and discrimination associated with people with special needs; provides an all-round development of the child with and without special needs; and enables children without special needs develop positive attitude towards people with handicapping conditions.

The Major goal of inclusive education is the flagship goal. The National Commission of UNESCO in Norway, in cooperation with the other Nordic countries, played an active role in the creation of this Flagship. The Nordic countries requested the creation of this Disability Flagship at the UNESCO General Conference in 2001. Recognizing the right to education, the flagship seeks to unite all E F A partners in their efforts to provide access to quality education for every child, youth and adult with a disability. The flagship has been formed by an alliance of diverse organizations, including global disability organizations, International developmental agencies, Intergovernmental agencies and experts in the field of special and inclusive education.

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In order to reach this goal, all the parties have to take full participation with disabilities and families in the design of all flagship activities. In the World declaration on Education for All, 1990, the goal of inclusive education is Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Thus, the teachers, parents, stakeholder of the community and different organization have to facilitate the proper implementation of inclusive education as a whole for equality and quality education of the child of all section of people.

### 8. Conclusion

Inclusive education for differently abled and children with special needs today has become the matter of great priority in this globe. In almost all country, efforts and reforms has been made towards the inclusion of children with diverse needs. It is more than a method of educating children with disabilities. A good inclusion is one that allows all the students to participate in all aspects of classroom equally. The proper implementation of inclusive education requires sincere dedication and willingness on the part of the teacher, parents, educators and other stakeholders of the community. The government of India have also been emphasizing in its education system focusing on inclusive approach. To make inclusion successful, all the issues, challenges and barriers should be handled by soft hand. In the conclusion, the realization of the slogan of the millennium “EDUCATION FOR ALL” is not possible unless educational opportunities are provided to all including the children with special needs.

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ORIGINAL RESEARCH ARTICLE

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## PROMOTING INCLUSIVE EDUCATION IN INDIA: NURTURING HUMAN RIGHTS AND DIGNITY FOR STUDENTS WITH SPECIAL NEEDS Haina Bala Baro

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### Abstract

Promoting inclusive education in India is crucial for nurturing human rights and dignity for students with special needs. This abstract explores the significance of inclusive education in providing equal educational opportunities to all students, regardless of their abilities. It highlights the need to address barriers such as attitudinal, physical, and systemic challenges that hinder the inclusion of students with special needs. By fostering an inclusive environment, where every student feels valued and supported, we can promote their overall development and well-being. Inclusive education not only benefits students with special needs but also contributes to a more inclusive and equitable society.

Moreover, promoting inclusive education in India requires addressing infrastructure and resource gaps. Schools need to be accessible with appropriate facilities and accommodations to support students with physical disabilities or mobility challenges. Additionally, specialized teaching strategies and support services should be provided to cater to the diverse learning needs of students with special needs. Teacher training programs and awareness campaigns play a vital role in promoting an inclusive mind-set and fostering positive attitudes towards diversity and inclusion.

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Keywords: Inclusive education, Students with special needs, human rights and human dignity, Right to Education

### 1.1 Introduction:

Education can be defined as the process of acquiring knowledge, skills, values, and attitudes through teaching-learning or training. Education aims to foster intellectual, social, emotional, and physical development, enabling individuals to understand the world around them, participate actively in society and achieve their full potential. It is the cornerstone of development and empowerment, offering individuals the knowledge and skills needed to thrive in society. However, for students with special needs in India, accessing quality education has been a challenge due to societal stigmas, inadequate infrastructure, and a lack of inclusive policies.

In recent years, there has been a growing recognition of the importance of inclusive education in India. Inclusive education refers to an educational approach that ensures every student, regardless of their abilities, receives equal opportunities for learning and is fully included in the educational environment. This approach fosters a sense of belonging, acceptance, and respect for all students, irrespective of their differences. UNESCO defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children”. (UNESCO, 2005)

At the heart of inclusive education for students with special needs lies the principle of human rights and human dignity. Every individual, regardless of their physical, intellectual, or emotional capabilities, possesses inherent rights and deserves to be treated with dignity and respect.

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By embracing inclusive education practices, India aims to uphold these principles and provide a nurturing and supportive environment for students with special needs.

Inclusive education is the convergence of the need to restructure the public education system, to meet the needs of a changing society, and the adaptation of the separate special education system, which has been shown to be unsuccessful for the greater number of students who served by it. It is the development of a unitary system that has educational benefits for both typical students and students with special needs. (Harry Daniels and Philip Garner, 2012)

Inclusive education not only enables students with special needs to access academic content, but it also promotes their holistic development, social integration, and independent living skills. It recognizes that each student has unique strengths, talents and potential and seeks to create an inclusive society where diversity is celebrated, and everyone has an equal opportunity to succeed. Through an examination of the legal framework, policy initiatives, and best practices, we delve into the efforts being taken to remove barriers, address discrimination, and create an inclusive educational ecosystem that empowers students with special needs to achieve their full potential.

### 1.2 Statement of The Problem:

The problem statement addresses the need for “Promoting Inclusive education in India: Nurturing Human Rights and Dignity for Students with Special Needs”.

### 1.3 Review of related literature:

1. Sarsdottir, Anna Rut; Vlachos, Jonas (2017) has conducted a study on “Inclusive Education and Human Rights: A Comparative Study of India and Other Developing Countries”. The investigator aims to highlights the need for comprehensive approaches that focus on access, participation, and equitable outcomes for students with special needs, ensuring their human rights and dignity are protected within the educational system.

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1. Gupta, Pradeep Kumar, Dasgupta, Satabdi. (2018) has conducted a study on “Inclusive Education for Students with Disabilities: Policies and Practices in India”. The investigator examines the policies and practices of inclusive education for students with disabilities in India. It highlights the importance of creating an inclusive educational environment that upholds human rights and dignity for all students.
2. Angad, Divya. (2019) “Promoting Inclusive Education in India: A Review of Policy and Practice”. The investigator aims to analyses key policy initiatives and highlights the importance of addressing societal attitudes and infrastructure barriers. It emphasizes the need for collaborative efforts among stakeholders to ensure a nurturing and inclusive educational environment that respects the human rights and dignity of students with special needs.

### 1.4 Objectives:

1. To create awareness among educators, parents, and the public about the importance of inclusive education.
2. The goal is to nurture human rights and dignity for students with special needs.
3. To provide comprehensive training programs for teachers.
4. To ensure that schools are equipped with assistive technologies and resources needed to support students with special needs in their learning journey.

### 1.5 Methodology:

The methodology followed in the study comprises of descriptive analytical method. Various secondary sources are considered for preparation of this paper.

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### 2.1 Nurturing Human Rights And Dignity For Students With Special Needs:

Nurturing human rights and dignity for students with special needs in India is an essential aspect of ensuring an inclusive and equitable education system. Human rights are the norms that aspire to protect all people from severe political, legal, and social abuses. It is the basic rights and freedom that belong to every person in the world. Human rights in education refer to the right of every individual to access and receive quality education without discrimination.

Human dignity on the other is considered to hold a special value to people that is tied solely to their humanity. It is inherent and inviolable worth and value of every human being, regardless of their background, characteristics, or circumstances. Human dignity in education entails recognizing and respecting the inherent worth and value of every individual within the educational context. It means creating a learning environment that upholds the principles of equality, respect, and inclusivity, where students are treated with dignity and afforded equal opportunities for growth and development.

All governments in the region have approved the Convention on the Rights of the Child, a holistic human rights treaty addressing the social, economic, civil, cultural, political and protection rights of children. In its General Comment on the aims of education, the Committee on the Rights of the Child has emphasised that “the education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy a full range of human rights and to promote a culture which is infused by human rights values” (Committee on the Rights of the Child, April 2001). Article 2 of the Convention on the Rights of the Child, introduces, for the first time in an international human rights treaty, an explicit obligation on governments to assure the realisation of all rights to every child without discrimination, including on grounds of disability. Article 23 of the C R C specifically addresses the right of children with disabilities to assistance to ensure that they can access education in a manner that promotes their social inclusion.

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The Committee on the Rights of the Child, in a General Comment on children with disabilities, has further stressed that inclusive education must be the goal of educating children with disabilities. (Committee on the Rights of the child, Feb 2007)

In inclusive education, students with disabilities are provided with necessary accommodations, support services, and teaching strategies to meet their individual needs and ensure their access to the curriculum. Inclusive education values diversity respects the rights and dignity of all students and encourages collaboration among students with and without disabilities. It aims to create an inclusive school community where differences are celebrated, special educational needs are addressed, and a culture of acceptance and support is fostered to enable every student to thrive academically and socially.

The following are the key relevant articles in both Conventions which, given the numbers of signatories and ratifications, towards the goal of a right to quality inclusive education for every child with a disability. (Lansdown. G, 2009)

**Convention on the right of the Child (C R C)**

1. Education Article 28-C R C recognizes the right of every child to education. It highlights the importance of free and compulsory primary education, as well as the need to take measures to encourage regular attendance and reduce dropout rates. It also emphasizes the importance of ensuring access to secondary education and making higher education accessible to all based on capacity. Article 29 - Education must be directed to the development of children to the fullest potential, respect for human rights, the child's parents and their values, values of their own and others' societies, preparing the child for life in a free society and respect for the natural environment.
2. Non-discrimination Article 2- the right to non-discrimination on any ground, includes disability, and the obligation of States to take all appropriate measures to protect children from all forms of discrimination.

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Conventions on The Rights of Person with Disabilities (C R P D)

**Article 24** - focuses on the right to inclusive education for persons with disabilities. This article recognizes the right of persons with disabilities to access an inclusive, quality, and free primary and secondary education on an equal basis with others. It promotes the provision of reasonable accommodations and the necessary support to ensure effective participation in education for individuals with disabilities.

**Article 2** - defines discrimination based on disability. As any restriction or exclusion that prevents the realisation of rights on an equal basis with others.

**Article 3**-non-discrimination, equality of opportunity and equality between men and women are general principles of the C R P D.

**Article 4** - duty on States to eliminate discrimination.

**Article 5**-prohibition of discrimination on grounds of disability, and obligation on States to provide reasonable accommodation to promote equality and eliminate discrimination.

**Article 6** - obligation to take measures to address the multiple discrimination faced by women and girls with disabilities.

**Article 7**- guarantees children with disabilities respect for rights on an equal basis with other children.

**Article 8** - States must adopt wide-ranging measures to raise awareness of the rights of people with disabilities, combat discrimination and prejudice, promote positive images of disability, provide awareness training on disability, and encourage respect for people with disabilities in the education system.

**3. Best interests**

Article 3 - the best interests of the child must be a primary consideration in all actions concerning children taken by public and private bodies. Services, facilities, and institutions caring for children must comply with appropriate standards in respect of health, safety, quality of staff and proper supervision.

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**4. Participation**

**Article 12** - the right of every child can form a view, to express views and have them given due weight in accordance with age and maturity. Article 23 - right to active participation within the community.

**5. Support for parents**

**Article 18** - both parents have equal responsibilities for their children and their primary concern should be children's best interests. States must aid, support and services to help parents bring up their children.

**6. Protection from all forms of violence**

**Article 19**- states that children have the right to protection from all forms of violence, neglect, exploitation and abuse, and States must take all appropriate measures to protect them from such violence.

**Article 31** - the right to play and recreation and to participate in cultural and artistic life.

**Article 7** - reaffirms that the best interests of the child with disabilities must be a primary consideration. Article 16 - all facilities and programmes for people, including children with disabilities, must be monitored by independent authorities.

**Article 3**- general principle of the C R P D is a full and effective participation.

**Article 7**- affirms disabilities children the right to express views and have them given due weight in accordance with age and maturity, on an equal basis with other children.

**Article 23** - States must provide an appropriate assistance to parents with disabilities to help them care for their children. Children with disabilities have equal rights to family life and states must provide early information, services and support to children with disabilities and their families to prevent concealment, abandonment, neglect and segregation.

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**Article 16** - affirms the right to protection from violence and requires States to provide forms of support to people with disabilities to help them avoid violence and abuse, and it must be accessible and appropriate to children with disabilities, as well as gender sensitive. All protection services must be age, gender, and disability sensitive. States must introduce policies and child-focused legislation to ensure that violence against children with disabilities is identified, investigated, and prosecuted where appropriate.

**Article 30** - ensures that children with disabilities have equal opportunities with others to play, recreation, leisure, and sporting activities.

### 3.1 Legal Framework and Rights of Students with Special Need

The legal framework for students with special needs includes laws and regulations that aim to protect their rights and ensure access to education. Following are the few selected Legal Framework and Rights of Students with Special Needs for equalization of opportunities and safeguarding the rights of the persons with disabilities in India.

1. **The Right to Education Act (2009):**

A major step by Government of India towards providing the right of education to children with special needs is to make Amendment 21A of the constitution (Dr. Hazarika &Kalita, 2016, p-178). Article 21A recognizes the right to education as a fundamental right and ensures its enforcement for all individuals, including students with special needs. It obligates the State to provide free and compulsory education to children in the age range of six to fourteen years. This legislation mandates inclusive education and ensures that all children, including those with disabilities, have a right to free and quality education. It prohibits discrimination and emphasizes the inclusion of students with special needs in mainstream schools.

1. **The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995):**

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This act provides for access to free education in an appropriate environment for children with disabilities till they attain the age of 18 years. (Dr. Hazarika & Kalita, 2016, p-151). It mandates inclusive education and the provision of necessary support services to ensure that children with special needs can participate and thrive in mainstream schools. Additionally, it prohibits discrimination against children with disabilities in educational institutions.

1. **The National Trust for the welfare of persons with autism, mental retardation, and multiple disabilities Act, 1999:**

In 1999, Government of India came up with the National Trust for welfare of persons with Autism, Mental Retardation, cerebral palsy, and Multiple Disabilities Act. The focus of this act has been to protect and promote the rights of persons with autism, cerebral palsy, mental retardation, and multiple disabilities on a national level. (Dr. Mahanta, Borah & Adhikary, 2019, p.261)

1. **Rights of Persons with Disabilities Act (R P W D) (2016):**

This Act provides that, “the appropriate Government shall ensure that the PWD enjoy the right to equality, life with dignity and respect for his/her own integrity equally with others”. It also provides for the access to inclusive education, vocational training, and self-employment of disabled persons without discrimination and buildings, campuses, and various facilities are to be made accessible to the PWD and their special needs are to be addressed. (The R P W D, 2016, Gazette of India, 28 December. 2016.)

1. **The Universal Declaration of Human Rights (1948):**

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. UDHR affirms the fundamental rights and freedoms of individuals, including the right to education. Education is aimed to the full development of the human personality, to the strengthening of respect for human rights and fundamental freedoms. It seeks to promote dignity, equality, and justice for all. Parents have a prior right to choose the kind of education that shall be given to their children. (United Nations Universal Declaration of Human Rights 1948)

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It is within the context of these legal frameworks and rights that India promotes inclusive education, nurturing the human rights and dignity of students with special needs.

### 4.1 Overcoming Barriers: Ensuring Access to Education for All

Human rights are important to overcoming disabling barriers and promoting inclusion. With the emergence of the social model of disability, it is increasingly being argued that the greatest barriers to the inclusion of children with disabilities results from inaccessible environments (Gal et al., 2010). Besides, the attitude of teachers, students, and their level of access, success with the technology use, expertise, and training of the teachers regarding the technology use and application; student perception, training and acceptance; and the curriculum adaptation and technology integration in the inclusive classrooms are some of the major challenges and decisive factors in the efficient use of assistive technology in inclusive education (Lang, 2001) Some of the ways to overcome barriers for ensuring inclusion in education:

1. **Physical Accessibility:** Addressing physical infrastructural barriers by ensuring schools have ramps, accessible classrooms, washrooms, and other facilities to accommodate students with mobility challenges.
2. **Sensitization and Awareness:** Increasing awareness among school staff, students, and parents about the importance of inclusive education, disability rights, and overcoming biases and stereotypes.
3. **Inclusive Enrolment Policies:** Implementing policies that ensure the enrolment of students with special needs in mainstream schools, promoting inclusive class compositions and minimizing segregation.

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1. **Outreach Programs:** Conducting awareness campaigns and outreach programs to identify children with disabilities who are out of school and providing them with appropriate educational opportunities.
2. **Individualized Education Plans (I E Ps):** Developing and implementing I E Ps for students with special needs, tailoring educational strategies, accommodations, and support services to meet individual needs.
3. **Teacher Training and Capacity Building:** Equipping teachers with the necessary skills and knowledge to effectively teach students with diverse needs, including specific training on inclusive education and classroom management techniques.
4. **Assistive Technology and Learning Resources:** Providing students with special needs access to assistive devices and technologies that facilitate their learning and participation in the classroom, such as screen readers, text-to-speech software, augmentative and alternative communication (A A C) devices, and adaptive learning tools. The student's specific difficulty areas need to be determined (Praisner, 2003), and their strengths be identified by including them in the selection process, and then the options be narrowed down accordingly during the selection.
5. **Attitudinal Barriers and Adaptation to Change:** They are reflected in misconceptions, stereotypes, labelling, fear from the unknown, resistance, misunderstanding the rights and opportunities of individuals; and lead to the further isolation of children with disabilities (Heyne, 2003; Parsarum, 2006). Teachers have an important role in supporting and promoting inclusion and their attitude has proved to be a crucial variable in the success of inclusion schemes.
6. **Curriculum Adaptation:** Access to the general education curriculum involves the placement of students with disabilities in general education classrooms, which requires the adaptation of the curriculum content so that it becomes effective to every student as an equal participant in the learning process.

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1. Training Students and Acknowledging Expectations/Attitudes: Students need to be supported in learning to use the technology to be able to successfully access it; otherwise, the results may prove to be even worse than having no access to the technology at all.
2. Parental Involvement and Support: Encouraging active participation and involvement of parents in decision-making processes regarding their child's education, fostering a strong partnership between parents and schools.  
   By addressing these barriers and implementing appropriate strategies, India aims to ensure equal access to quality education for all students, including those with special needs, fostering inclusion and nurturing their human rights and dignity.

### 5.1 Empowering Teachers:

**Training For Inclusive Education:**

Teacher training is a key to success, to education of children with Special needs. Pre-service and in-service training is needed to give special attention to building capacity of teachers for addressing the needs of children with disabilities.

A teacher who knows how to inspire and to lead change can effectively prepare students for the many challenges of their future. Through comprehensive training and professional development, India aims to empower teachers with the skills, knowledge, and confidence to create inclusive learning environments, advocating for the human rights and dignity of students with special needs.

The following training for Inclusive education demonstrates ways, the teachers can become agents of change within their schools, initiate and lead change processes in their work, and make a difference in their classroom.

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1. **Inclusive Education Awareness:** Conducting training programs to raise awareness among teachers about the importance of inclusive education, the rights of students with special needs, and their role in promoting inclusive practices.
2. **Understanding Learning Differences:** Providing teachers with knowledge and strategies to understand and meet the diverse learning needs of students with special needs, including understanding specific disabilities, their impact on learning, and appropriate instructional approaches.
3. **Classroom Management Techniques:** Equipping teachers with effective classroom management techniques to create inclusive and supportive environments, fostering positive behaviour, and ensuring the participation and engagement of all students.
4. **Individualized Education Plans (I E Ps**): Training teachers on developing and implementing I E Ps, collaborating with parents and support staff to tailor instructional strategies, accommodations, and goals for students with special needs.
5. **Assistive Technology Integration:** Providing training on the use and integration of assistive technologies in the classroom to enhance accessibility and support the learning and communication needs of students with disabilities.
6. **Collaboration and Co-Teaching:** Promoting collaboration between general education and special education teachers, encouraging co-teaching models and shared planning to effectively address the needs of students with special needs in inclusive classrooms.
7. **Assessment and Evaluation**: Ensuring that teachers are trained in utilizing appropriate assessment methods for students with special needs, including alternative assessment approaches and accommodations to accurately assess their learning progress.
8. **Professional Development Opportunities:** Offering ongoing professional development opportunities for teachers to continuously enhance their knowledge and skills in inclusive education practices, including access to conferences, workshops, and online resources.

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### 6.1 Promoting Inclusivity-Some Strategies for Success of Inclusion:

The success of inclusive education in any context depends upon many factors. Some crucial strategies to the successful implementation of inclusive education are: (Dr. Hazarika & Kalita, 2016, p-142-143)

1. For inclusive education to succeed, it is vitally important to maintain a positive attitude towards inclusion. We must be firmly convinced of the benefits that inclusive practices bring to all children.
2. To build human resources in the field of education, training must be done both at the pre-service and in-service levels.
3. It is imperative that teacher education system be reviewed and revised. Integration of inclusive education as both theory and practical component in pre-service and in-service teacher education programme is the need of the hour.
4. It is essential to organize training workshops for key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit all children by improving overall quality of teaching.
5. In the right to education, all the children are supposed to be admitted in nearby schools. But there is no provision for children with disability in every school. Special infrastructural facilities and specially trained teachers apart from regular teachers are required to address to the needs of children with disability to make inclusion a success.
6. There is an urgent need to establish an alternative system of assessment for the children with special needs who are in mainstream schools with their normal peers. It may be suggested that there should be a relaxation in their pass marks (depending on the degree of the disability).

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Children with disabilities should be involved more in those kinds of practical works which showcase their abilities. This will give them a sense of satisfaction and help them to progress in life.

1. Mass media activities and materials should be developed that emphasize the value of inclusive education. Documentaries, T:V and radio program as well as street plays should portray disability in a positive manner and importance of inclusive education. It is hoped that these programs will make a permanent positive note in the minds of people on positive impact of inclusion and help in eradicating the prejudices regarding disability. This will be one of the feasible ways of providing support to the students with disabilities.

### 7.1 Conclusion:

Promoting inclusive education in India and nurturing the human rights and dignity of students with special needs is not only a moral imperative but also a legal and educational necessity. Through awareness campaigns, policy advocacy, teacher training, infrastructure development, collaboration, and evaluation, significant strides have been made in creating an inclusive education system.

Inclusive education recognizes the potential of every student, regardless of their abilities, and provides equal access to quality education. It fosters a culture of acceptance, respect, and support, ensuring that students with special needs feel valued and included in mainstream classrooms. To sustain and advance inclusive education, continuous efforts are required. Ongoing collaborations, monitoring, and evaluation are necessary to identify challenges, refine strategies, and ensure the effectiveness of inclusive education initiatives. It is crucial to engage all stakeholders, including educators, parents, policymakers, and communities, in this process to create a collective impact.

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Promoting inclusive education in India is a journey towards building a society that respects and values the rights and dignity of all individuals. By nurturing human rights and creating inclusive educational environments, we can create a brighter future for students with special needs, empowering them to reach their full potential and thrive in all aspects of life.

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ORIGINAL RESEARCH ARTICLE

## AN EVALUATION OF THE ACCEPTANCE OF INCLUSIVE PRACTICES IN THE COLLEGES OF NALBARI DISTRICT: A CASE STUDY Kakali Sarma

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### Abstract

Education is the most important and influential instrument in the progressive reframing of a nation. All the learners have a right to pursue education regardless of their individual characteristics or difficulties. Education is a fundamental right which provides every individual with the power to grow, reflect, make choices of their own. Therefore, the concept of inclusion or including all is very much important. It is very important to understand someone's differences so that our system of education can include them equally and fairly. Inclusion is not a privilege for a few, but it's a universal right for all.

Inclusive education is a modern concept or approach to providing education to all the students with or without disabilities or any kind of deprivation. It aims at including all.

Therefore, the present study has been entitled as” An evaluation of the acceptance of inclusive practices in the colleges of Nalbari District: A case study”.

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The objectives of the study are:

1. To know about the different facilities available in the colleges in respect to the inclusive practices.
2. To study the impact of teaching learning processes in sustaining inclusive practices in colleges.
3. To know about the problems related to the implementation of inclusive practices.
4. To study about the attitudes of the teachers as well as the learners of the colleges regarding the inclusive practices.

A self-structured questionnaire is used as the tool in the present study to collect the information. This paper aims at presenting a proper picture of the implementation of the inclusive practices and also aims at providing some valuable suggestions for making the inclusive practices an effective tool.

### Introduction:

Inclusive education is a modern approach to educating the students with special needs as well as the students without special needs. Inclusive education is about transforming mainstream systems into more responsive system and is concerned with all the learners - providing equal opportunities in access, participation and learning. It seeks to understand all the barriers and tries to remove them.

Education is a basic right for everyone. Education should be provided to all the students irrespective of their caste, creed, religion, birth place, language, disability, minority and so on. All schools and colleges have to be inclusive in their approach so that children with special needs can also be treated with equal opportunities.

Inclusive education aims at improving the education system by limiting and removing barriers of learning and acknowledging individual children's needs and potential. The goal of this approach is to make a significant impact on the educational opportunities. The key challenge is to ensure that the broad vision of “Education for all” is reflected in almost all the educational institutions.

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Moreover, it's all about transforming education focusing on the effective teacher education, respecting and responding to diversity and appropriate teaching aids and equipment.

The slogan of “Education for All” can be fulfilled only through the proper implementation of inclusion or including all.

### Significance of the study:

To make a social change or upliftment, inclusive education is vital. It is an instrument to make a greater change in the society. In the context to this, inclusive education is taking the central stage all over the world bringing educational reforms to prevent exclusionary practices and sustaining responsible inclusive practices to face the global problems. In a democratic society like India, it's very essential to provide equal opportunities for all. The idea of “Education for all” can be fulfilled only through the use of “inclusive education”.

Despite of all the differences, we all are equal and have to accept the situation of inclusive set up. We need more colleges where all these differences are accepted and peace and co- operation prevails. Therefore, the present study is an attempt to know the perception of teachers and students towards inclusive settings and providing a quality based education and lifelong opportunities to all.

### Statement of the problem:

The present study has been entitled as” An evaluation of the acceptance of inclusive practices in the colleges of Nalbari District: A case study.”

### Objectives of the study:

**The present study had been carried out by the following objectives:**

1. To know about the different facilities available in the colleges in respect to the inclusive practices.
2. To study the impact of teaching learning process in sustaining inclusive practices in colleges.

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1. To know about the problems related to the implementation of inclusive practices.
2. To study about the attitude of the teachers as well as the learners of the colleges regarding the inclusive practices.

### Delimitation of the study:

The main purpose of this study is know about the present condition of implementing inclusive practices in the colleges of Nalbari District.

Three colleges were selected viz. Nalbari College, M.N.C Girl's College and Swahid Smriti Mahavidyalaya situated in the District of Nalbari for conducting the study.

**Methodology:** Methodology plays an important role in conducting a proper study. It implies the methods which can be applied according to nature of the topic and so on.  
Case study method has been applied in this present study.

**Population**: The population of this study consists of all the students and teachers of all the colleges of Nalbari District.

**Sample:** In the present study, total three colleges were selected viz. Nalbari College, M.N.C girl's college and Swahid Smriti Mahavidyalaya situated in the Nalbari District of Assam. The researcher aims at taking 10 students and 5 teachers as sample from each college.  
**Sampling technique:** Purposive random sampling is used in the present study.

### Tools used for data collection:

A self-structured questionnaire: The researcher has prepared a self-structured questionnaire for collecting the data.

**Analysis and interpretation of the data:**

1. To know about the different facilities available in the colleges in respect to the inclusive practices.

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Table- 1(A) College: Nalbari College

|  |  |  |  |
| --- | --- | --- | --- |
| SL No. | Questions | Yes % | No% |
| 1 | There is a provision of Ramp for the specially abled students. | 40% | 60% |
| 2 | Audio- Visual materials are available for the students. | 90% | 10% |
| 3 | Toilet facilities are good enough for the specially abled students. | 50% | 50% |
| 4 | There are some special equipments for the students with disability. | 60% | 40% |

Table- 1(B) College:M.N.C Girl's College

|  |  |  |  |
| --- | --- | --- | --- |
| SL. No. | Questions | Yes% | No% |
| 1 | There is a provision of Ramp for the specially abled students. | 80% | 20% |
| 2 | Audio- Visual materials are available for the students. | 90% | 10% |
| 3 | Toilet facilities are good enough for the specially abled students. | 50% | 50% |
| 4 | There are some special equipment for the students with disability. | 70% | 30% |

Table- 1(C) College: Swahid Smriti Mahavidyalaya

|  |  |  |  |
| --- | --- | --- | --- |
| SL No. | Questions | Yes% | No% |
| 1 | There is a provision of Ramp for the specially abled students. | 40% | 60% |
| 2 | Audio-Visual materials are available for the students. | 80% | 20% |
| 3 | Toilet facilities are good enough for the specially abled students. | 40% | 60% |
| 4 | There are some special equipments for the students with disability. | 60% | 40% |

1. To study the impact of teaching learning process in sustaining inclusive practices in colleges.

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Table- **(A)** College: Nalbari College

|  |  |  |  |
| --- | --- | --- | --- |
| SL. No. | Questions | Yes% | No% |
| 1 | Teachers adopt different teaching strategies to meet the needs of all categories of children in classroom. | 90% | 10% |
| 2 | Teachers are welcoming towards C W S N. | 98% | 2% |
| 3 | The contents of the college syllabus helps in creating awareness about inclusive education. | 85% | 15% |
| 4 | Teachers face some barriers in the implementation of inclusive practices. | 60% | 40% |

Table- 2(B) College: M.N.C Girl's College

|  |  |  |  |
| --- | --- | --- | --- |
| SL. No. | Questions | Yes% | No% |
| 1 | There is a provision of Ramp for the specially abled students. | 40% | 60% |
| 2 | Audio- Visual materials are available for the students. | 80% | 20% |
| 3 | Toilet facilities are good enough for the specially abled students. | 40% | 60% |
| 4 | There are some special equipments for the students with disability. | 60% | 40% |

Table- 2(C) College: Swahid Smriti Mahavidyalaya

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Teachers adopt different teaching strategies to meet the needs of all categories of children in classroom. | 80% | 20% |
| 2 | Teachers are welcoming towards C W S N. | 96% | 4% |
| 3 | The contents of the college syllabus helps in creating awareness about inclusive education. | 85% | 15% |
| 4 | Teachers face some barriers in the implementation of inclusive practices. | 70% | 30% |

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1. To know about the problems related to the implementation of inclusive practices.

Table- 3(A) College: Nalbari College

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Teacher has undergone some special training for implementing inclusive practices. | 75% | 25% |
| 2 | Students with special needs get equal opportunities like the others. | 88.33% | 11.67% |
| 3 | The students are equipped with newly designed curriculum. | 98% | 2% |
| 4 | Students take part in the co-curricular activities. | 70% | 30% |
| 5 | Attractive teaching methods and well-equipped classroom are there. | 60% | 40% |

Table- (B)College: M.N.C Girl's College

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Teacher has undergone some special training for implementing inclusive practices. | 74% | 26% |
| 2 | Students with special needs get equal opportunities like the others. | 85% | 15% |
| 3 | The students are equipped with newly designed curriculum. | 98% | 2% |
| 4 | Students take part in the co-curricular activities. | 50% | 50% |
| 5 | Attractive teaching methods and well-equipped classroom are there. | 70% | 30% |

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Table- 3(C)College: Swahid Smriti Mahavidyalaya

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Teacher has undergone some special training for implementing inclusive practices. | 70% | 30% |
| 2 | Students with special needs get equal opportunities like the others. | 80% | 20% |
| 3 | The students are equipped with newly designed curriculum. | 98% | 2% |
| 4 | Students take part in the co-curricular activities. | 40% | 60% |
| 5 | Attractive teaching methods and well-equipped classroom are there. | 60% | 40% |

1. To study about the attitudes of the teachers as well as the learners of the colleges regarding the inclusive practices.

Table- (A) College: Nalbari College

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Peers are welcoming towards students who are specially abled. | 70% | 30% |
| 2 | Teacher's attitude is welcoming. | 96% | 4% |
| 3 | Biasness is faced by the students with C W S N. | 10% | 90% |
| 4 | Students are enjoying the environment. | 50% | 50% |
| 5 | There is a positive attitude of the stakeholders or the others. | 40% | 60% |

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Table- 4(B)College: M.N.C Girl's College

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Peers are welcoming towards students who are specially abled. | 60% | 40% |
| 2 | Teacher's attitude is welcoming. | 95% | 5% |
| 3 | Biasness is faced by the students with C W S N. | 10% | 90% |
| 4 | Students are enjoying the environment. | 70% | 30% |
| 5 | There is a positive attitude of the stakeholders or the others. | 40% | 60% |

Table- 4(C) College: Swahid Smriti Mahavidyalaya

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Questions | Yes % | No% |
| 1 | Peers are welcoming towards students who are specially abled. | 70% | 30% |
| 2 | Teacher's attitude is welcoming. | 90% | 10% |
| 3 | Biasness is faced by the students with C W S N. | 10% | 90% |
| 4 | Students are enjoying the environment. | 70% | 30% |
| 5 | There is a positive attitude of the stakeholders or the others. | 40% | 60% |

### Interpretation:

From the above tables, it can be interpreted that challenges faced by students in respect to the facilities available for inclusive practices is more in Swahid Smriti Mahavidyalaya.

But, inclusive practices are more or less accepted in all these three colleges. M.N.C Girl's College is implementing more of inclusive set as the infrastructure fulfill the needs. The students are equipped with newly designed Curriculum in all these three colleges. Teacher's attitude is Welcoming towards them in all these three colleges. Some of teachers have not undergone some special training for implementing inclusive practices.

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The toilet facilities are not enough and special equipments are not very widely available in Nalbari College and Swahid Smriti Mahavidyalaya.

Moreover, teachers and students have a positive attitude towards inclusion.

The government also should take some special initiative towards “Leaving No Learner Behind”.

### Suggestions:

The following suggestions may lead to the effective practices of the inclusive settings:

1. The teachers should develop a very strong positive affection towards the specially abled students.
2. The infrastructure facilities of the colleges should be improved and there should be the proper provisions for disable.
3. Flexible and multifunctional Curriculum should be implemented.
4. Teaching aids should be used according to the interest of the learners.
5. The non- disabled students should be encouraged to develop a positive attitude towards the special needs students.
6. The colleges should aim at conducting different workshops regarding the inclusion.
7. Ramps, proper transport facilities and medical facilities should be available there in the colleges.
8. Importance should be given on the practices of co-curricular activities.
9. Awareness programmes, drama, street play should be organized on the topic” Inclusive practices”.
10. The method of teaching should also be interesting.

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### Conclusion:

After analyzing everything, it can be concluded that the dream of educating all without any boundaries is somehow not properly implemented. Some of the students and teachers still have a negative attitude towards the total concept of inclusive education. Teachers need more training and colleges need more facilities.

It has been seen that the students who are from the specially abled category also facing lots of challenges like lack of proper ramp, lack of personal guidance from teachers, lack of attention from their peers, poor toilet and other facilities and so on.

So, it has been seen that there are many things to get implemented. The government should also take an initiative regarding the evaluation of the inclusive practices in different levels of education. If they do that, we can definitely dream of having a colourful educational world for the students with disabilities or the specially abled students. The aim of “Leaving no learner behind” can be achieved in the upcoming years through the proper and positive attitude of each and every person of the society towards the specially abled children.

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ORIGINAL RESEARCH ARTICLE

## THE RIGHT TO INCLUSIVE EDUCATION FOR THE STUDENTS WITH DISABILITIES WITH REFERENCE TO INDIA Sudipa Deka

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### Abstract

Education helps the individual to acquire knowledge, experience and to develop skills, habits, attitude etc. It aims at to develop the whole of a child. It is the human right. But in most of the countries children with disabilities are denied their basic right to education. They unable to attend school due to the inaccessibility of school, classroom, lack of transportation etc. Furthermore they are treated as the subject of inferior, “the other”. So it is said that without education children with disabilities remain on the margins of the society.

We know school is the miniature society of no discrimination on the basis of gender, race, caste class or disability. After the family it is one of the important agents of socialization, which should realize the 'relationship with students' and 'every child has strength'. The idea of inclusiveness has become a great issue everywhere. It is equal to a harmonious society. In order to enlighten the education sector inclusiveness is important as it is an approach to welcome the children with disability.

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The idea of inclusion in education is a revolutionary contrast to exclusion. It is about social reform. There are various Acts, policies, provisions for the children with disability made by the Government of many countries, Educational committee etc. Our Constitution of India also guarantees special education right for the children.

Key words: Inclusion, Right, Disability Act

### 1. Introduction:

In the world, full of diversities every form of living and nonliving being is quite unique from each other. No two individual are alike in respect to their physical, mental, emotional, social, intellectual, and other aspect. This human variations and differences are natural. A child is born with its own unique abilities and capacities of body and mind. Among them some are enough to have extraordinary abilities while others are averages and even suffer from many deficits and deficiencies since birth. It labels them as exceptionally superior or inferior, capable or incapable of their personal development. Most of the children have normal height, weight, health, intellectual and academic competencies. A few of them are labeled as gifted, creative or disabled. The term disability is used to mean the loss of function of an individual due to the impairment. There is a pivotal relationship among the three- impairment, disability and handicap as one leads to the other. For example impairment may result in the loss of visionary or hearing system of an individual. Orthopedic or motor impairment may limit one's function in respect to one's walking or other motor functioning. WHO defined, “Disability as the functional deficit that a person experiences as a result of impairment.” 79, Inclusion in Education)

These children have to suffer from many deficiencies, deficits and incapacities in one or the other aspects of their growth and development. For example in our present world in most of the countries including India children and adults with disabilities are denied their birth right to education. They are denied access to mainstream schools and classroom learning.

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Many potential disabled students unable attend school due to various problems, like inaccessibility of school and transportation. They are denied accommodation and supports by the teachers, society, and even family members also. It is said that an individual is the future of a country. That is why the exclusion of children with disability from education is almost like a crime. It is necessary to provide education to all irrespective of the normal or exceptional or disabled. so “inclusion” is a must as it is an approach to cover up all under the umbrella of education. And the Constitution of India also emphasizes on the “equality of opportunity” for all the children.

### 2. Statement of The Problem:

The Statement of the problem of this paper is about “The Right To Inclusive Education For The Students With Disabilities With Reference To India”

### 3. Review of Literature:

1. In the article “The Dilemma Of Inclusive Education: Inclusion For Some Or Inclusion For All”, Ali Leijen, Francesco Arcidiacono and Aleksandar Baucal intend to consider different understandings of inclusive education that frame current public and professional debates as well as policies and practices. They analyze two discourses- “inclusion for some” and “inclusion for all” along with its background.
2. The Paper “The Concept Of Inclusive Education From The Point Of View Of Academics Specialising In Special Education At Saudi Universities” by Abdullah Madhesh show inclusive education as one of the modern trend that many countries seek to adopt as an innovative concept. For this study he uses Roger Slee's inclusive education theory as a conceptual and philosophical framework. This theory highlights a number of ideas, including the idea that every person has the right to receive appropriate and adequate educational services in public classroom. This concept resists all forms of segregation and discrimination in educational organizations.

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1. In “The Right To Inclusive Education In International Human Rights Law”, Arlene S. Kanter discusses how the children and adults with disabilities are denied their basic right to education. Here he explores the history of the development of the right to education for people with disabilities under the international human rights law. He also highlights the barriers, challenges, Acts etc. to accessing quality education for children, youths, adults with disabilities.
2. In “Inclusive Education In India”, Dr. Sanjeev Kumar and Dr. Khagendra Kumar remark that till today the issue of education of children with disabilities remain imperceptible, hidden from the public domain. According to them it is the time that the governmental agencies as well as mainstream institutions have to realize that segregation of children with special needs is totally unjustifiable and a violation of human right. They suggest that inclusive schools have to address the needs of all children in every community and the central and state government have to train the teachers to manage the inclusive classroom.

### 4. Objectives:

The principle objectives of the paper are-

1. To assess the condition of the students with disabilities in Indian context.
2. The history of inclusive education for disabled students of India in Pre and post Independence Era.
3. To discuss the measures of overcoming the challenges regarding inclusive education for the students with disabilities.
4. To discuss the Rights of Inclusive Education to the students with disability.
5. To highlight the Acts and Policies regarding education for the students with disabilities.

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### 5. Methodology:

This paper follows the methodology of descriptive, historical and analytical. For the preparation of the paper both primary and secondary sources are taken. The primary sources include article, reports, journal etc. and the secondary source includes published books. Relevant websites are also consulted for the preparation of the paper.

### 6.1. Discussion:

Inclusive education is the most effective way to provide all children a chance to go to school, learn and develop the skills they need to thrive. It means the real learning opportunities for them who have traditionally been excluded, including the children with disabilities. It requires changes to all levels of the society. Institution and schooling are the main formal mode of promoting education to children.

### 6.2. Classification of Exceptional or Special Children:

Telford and Sawary define “the term exceptional children refer to those children who deviate from the normal in physical, mental, emotional or social services to develop their maximum capacity.” (15, Educating Exceptional Children)

We can classify the exceptional children by the following way-

1. Mentally or Intellectually Exceptional Children
   * 1. Gifted
     2. Creative
     3. Mentally retarded or disabled
2. Sensory Exceptional Children
   * 1. Visually impaired or handicapped
     2. Hearing impaired or handicapped
3. Non-Sensory Physically Exceptional Children
   * 1. Orthopedically impaired
4. Communicationally Exceptional Children
   * 1. Children with communication disorder

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1. Learning or Academically Exceptional Children
   * 1. Learning Disabled
     2. Slow learners or backward
2. Socially and Emotionally Exceptional Children
   * 1. Emotionally disturbed
     2. Socially Handicapped or Delinquent
     3. Socially Disadvantaged or Deprived
3. Multiple Disabled and Severely Affected Exceptional Children
   * 1. Children with Cerebral palsy
     2. Children with Autism
     3. Children with Multiple disabilities or exceptionalities

### 6.3. Historical Perspective of Inclusive Education in India:

The status of special education in the context of India includes the era before and after the independence. India has a glorious past with respect to the treatment and educational opportunities provided for the disabled population. For example in the Vedic Period the Rishies and Gurus provided equal treatment to their pupils irrespective of their social status, exceptional and non-exceptional abilities. As they were the firm believers of Karma they wanted to give ample opportunities to the disabled, poor and sufferers to learn.

But as the years rolled by the treatment, care and education of the disabled children passed through the phases of exclusion, extermination, abduction, ridicule, amusement, harassment, ridiculed and made a subject of amusement and entertainment. This kind of practicing evil spirit was quite prevalent in the later period of ancient India. They were treated as the subject of sympathy, pity etc.

Before the establishment of British rule in India there was no special provision for the disabled children. But the arrival of Christian missionaries the pattern of special school education has changed, which is followed by our country

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* 1. The first school for the special education of the deaf was established in Bombay in 1883.
  2. The first school for the blind was established at Amritsar in 1887.
  3. The first school for blind and deaf was established at Mysore in 1901.
  4. The first Government School “The Emerson Institute for the Blind was established at Lahore in 1906.

After gaining independence, India tried to focus on the education for the disabled students by promoting various provisions for them. Some of them are mentioned in the following-

* 1. Article 45 of the Constitution states that “free, compulsory and universal primary education should be provided to all the children up to 14 years of age.
  2. ii. Education Commission of 1964-66 or Kothari Commission emphasized that the “constitutional directive on compulsory education to all children, includes handicapped children as well.” Since, there were 115 schools for the blind, 70 for the deaf, 25 for the orthopedic handicapped and 27 for the mentally retarded in the country.
  3. iii. The Integrated Education for Disabled Children (I E D C) scheme was launched in 1974 for admitting children with disabilities in regular schools.
  4. iv. In 1985 District Primary Education Programme (D P E P) was launched to work on the universalization of education that includes the children with disabilities.
  5. National Policy on Education 1986 laid much emphasis on the issue of the equality of opportunities to education to all children.

### 6.4. Challenges to Access to Education for The Children with Disabilities:

Implementation of Inclusive Education is not an easy task. The whole world is striving towards education for all.

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Though Inclusive Education is for all yet it has to face some challenges in the implementing process. Such barriers may be physical, social or financial. Some of them are discussed as follows-

1. **Negative Attitude of the Parents:**

Implementation of inclusive education depends on the support from the parents. But some parents are reluctant to bring their children with disabilities out into the open.

1. **Resource Barrier:**

Resources are not just about money, they are also about people and information. Lack of, or inappropriate resources are often cited as a major challenge to making inclusion happen in practice.

1. **Structural Barrier:**

If the structural arrangement of the school, such as the physical layout of the classroom, student grouping practices, teacher's responsibilities for group of students is not sound and positive, it may cause a barrier for implementing inclusion.

1. **Lack of Understanding the concept of Inclusion:**

Lack of understanding of social construction of disability is one of the major obstacles in the implementation of inclusive education.

1. **Social Barrier:**

Social stigma and negative attitude towards disability cause barrier in the implementation process. UNESCO has said, “The greatest barriers to inclusion are caused by society not by medical impairments.”

### 7.1. The Right To Inclusive Education For The Students With . Disabilities With Reference To India:

The era of inclusive setting represents the modern era and latest development in the history of disability or special education. During 1970s children enrolled in the special classes are not able to escape the social stigma. It becomes difficult for them or their parents to respond such questions like why the child is not attending the regular classes with other non-disabled peer? So these special classes are not considered helpful in bringing desirable changes in the behavior of normal children towards their disabled peers.

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During the same period apart from such dissatisfaction with special classes in regular school, a new wave of change has taken place in the name of upholding Human Rights, providing equity and equality of opportunities in the educational field. It give birth the idea of inclusion i.e. the placement of disabled children in regular classroom without any sort of discrimination. The Government of India brought the RIGHT TO EDUCATION BILL, 2005, acknowledges education as a universal human right-

1. Every child between the age of 6 and 14 years has the right to full time free and compulsory education in a neighborhood school.
2. Non enrolled children of age group 7-9 years have the right to be admitted in an age appropriate grade within one year of the commencement of the Act and age group 9-14 years have the right to be provided special programmes that will enable them to attend such grades within three years.
3. A child can't be held back in any grade or expelled from a school till class VIII. The local authority will take steps to enroll such child in another neighboring school.

Government of India has announced in 2006 “The National Policy For Persons With Disabilities”. It recognizes that the persons with disabilities are valuable human resources for the country and seeks to create an environment that provide them equal opportunities, protection of their rights and full participation in the society. India is a signatory to the “Declaration on the Full participation and Equality of People with Disabilities in the Asia Pacific Region.” It is also a signatory to the “Biwako Millennium Framework” for action towards and barrier free and rights based society. In order to meet the rights of education Government has passed various Acts. India has now various effective legislations for the person with disabilities:

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#### 7.1.1. Rehabilitation Council Of India Act, 1992:

The major purpose of the act was to mandate minimum standards of education for the professional workings with individual with disabilities. This act makes it mandatory for every disabled student had the right to be taught by a qualified teacher. It has also a provision of punishment for the teachers who engage in teaching such children without a license.

**Objectives of RCI are-**

1. To regulate the training policies and programmes, in the field of rehabilitation of persons with disabilities.
2. To bring about standardization of training courses for professionals dealing with disabled persons.
3. To prescribe minimum standards of education and teaching of various categories of professional personnel dealing with disabled persons.
4. To recognize institutions/organizations/universities running Master degree / bachelor's degree/PG diploma/Diploma/ certificate courses in the field of rehabilitation of disabled persons.
5. To collect information on a regular basis on education and training in the field of rehabilitation of disabled people from institutions in India and abroad.

#### 7.1.2. Persons With Disabilities Act, 1995:

This act stipulates that the government and local authorities shall ensure that every child with a disability has access to free education till the age of 18 years. It recommends making changes in assessment and curriculum and removing architectural barriers, providing free books, uniforms to children with disabilities in order to support inclusion. Followings are the Rights of Persons with Disability under the Disabilities Act-

1. Rights to equal opportunity with non disabled.
2. Rights to protection of the legal rights of the disabled.

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1. Right to full participation in the affairs of the life at par with those who are non disabled.
2. The disabled have been statutorily recognized by this Act and the various forms of disability have been given legal definition.
3. The disabled have the right to be taken care of and rehabilitated in the mainstream of life in terms of this Act and the Government and other authorities and establishments covered by this act have an obligation to fulfil their duties towards the disabled in the light of the provision contained in this Act.

#### 7.1.3. The National Trust for the welfare of persons with autism, mental retardation, multiple disabilities Act, 1999.

This Act focuses on to protect and promote the rights of persons with autism, cerebral palsy, mental retardation and multiple disabilities on a national level. The functioning of this board is aimed at-

1. Enabling and empowering persons with disability to live as independently and fully as possible within and as close to the community.
2. Strengthening facilities to provide support to the persons with disability to live with their own families.
3. Extending support to registered organizations to provide need based services during the period of crises in the family of disabled persons.
4. Dealing with problems of disabled persons who do not have family support.
5. Promoting measures for the care and protection of persons with disability in the event of death of their parent or guardian.
6. Evolving procedure for the appointment of guardians and trustees for persons with disability requiring such protection.
7. Facilitating the realization of equal opportunities, protection of right and full participation of persons with disability.

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There are various national and international policies, plans, schemes, acts which have been framed and implemented on behalf of education of the disability. For example, S S A, R T E, D D R Cs are the most significant educational scheme of 21 century in India.

#### 7.1.4. Inclusive Education in S S A:

This programme is implemented in partnership with all the state governments with the aim of providing universal access, enrolment of all children in relevant age group and universal retention to be achieved by 2010. S S A is that bridge which can build a strong system of inclusive education that benefits the people with disabilities. There are three major parts of S S A:

1. Rs. 1200 Allocation per annum: The first party is a Rs. 1200 allocation per annum per child with disability that is funded through the district or school level.
2. District priority: The second part of S S A designed to include students with a disability is the policy that each district will formulate its own plan for children with disabilities.
3. Zero Rejection policy: It is the most important aspect that S S A has a no rejection policy, meaning that children between ages 6-14 can't be turned away from schools for many reasons.

**7.1.5. Inclusive Education in RTE:**

The government of India decided to make Amendment 21A of the constitution, giving children between the ages of 6-14 the right to a free, appropriate and compulsory education. In 2005 the Rights to Education Act was drafted by the Ministry of Human Resource Development.

1. RTE stresses that the training may be resident, non residential or even home based, as per the specific requirement of the children with special needs.
2. RTE shares the idea that the existing non-formal and alternate schooling option for children with disabilities can be recast as special training.

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1. RTE act provides a legal entitlement for children belonging to any section having varied need to integrate their participation with mainstream intervention to ensure meaningful progress of equity.
2. RTE set clear aim of gender sensitive and non- discriminatory classroom. It put emphasis on awareness building on child rights and entitlement.
3. RTE act guarantees elementary education is a neighborhood school, the neighborhood can be the best unit for identification of marginalized children specially the disabled one.

#### 7.1.6. District Disability Rehabilitation Centres (D D R Cs) Scheme:

Under this scheme, office of the Project Director is supposed to coordinate with the state governments to establish centres in the selected districts for having a group of rehabilitational professionals for providing services like identification of persons with disabilities, awareness generation, early detections and intervention provision and repair of assistive devices, therapeutic services, like physiotherapy, speech therapy, etc. and facilitation services for getting disability certificate, bus passes and other facilities for persons with disabilities.

### 8.1. Remedial Measures To Overcome Barriers For Implementing Inclusive Education:

We know that Inclusion is about bringing a revolutionary step in the process of education. It is not possible without bringing the change in the traditional belief and values. Though there are various Acts, policies, provisions for the disabled students yet is not free from barriers in the path of inclusion. The implementation of inclusive education face some barriers like “inadequate state provision,” “negative attitude of the parents,” “poor collaboration from community”, “discriminatory policies”, “resources barrier”, 'structural barrier” etc.

But to make inclusion a reality, we must strive to overcome these barriers by developing a culture of inclusion-

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1. **Engagement with disability studies:**

To develop an inclusive culture, it is important to remove the misunderstanding and misconception about inclusive education. To remove the barrier of lack of understanding about inclusion, efforts should be made to engage people with disabilities studies and give importance of such study at all levels of the education.

1. **Set-up Demand:**

Inclusive education demands an appropriate set up from the school. School should equip themselves in the material resources, programmes and activities, and other needed support service for receiving all types of children whether exceptional or normal for providing necessary education.

1. **Model of full inclusion:**

Negative attitude of the parents and teachers towards the special children should be abolished. Inclusion in the form of full inclusion model should be accepted as a broad based policy for the education of all the children without discrimination of any kind, both in the government schools and aided non-government schools.

1. **Teacher Education:**

To remove the barrier of the implementation of the inclusive education, top priority should be given for the pre-service and in service teacher education for the teachers, subject teachers for equipping them with the necessary knowledge skills, attitude.

1. **Resource facilities:** Lack of resources is the barrier which stands on the path of successful inclusion. To remove this barrier, essential support services like services of the special education teachers, experts, resource room facilities, aids and equipment, the environment modification should be well available to the teachers and students working in inclusive setup.

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1. **Creating a culture of inclusion:**

In order to remove the barriers, it is necessary to change the attitude of the people surrounded around the children with diverse needs. Providing attention to the national and international disability and disability rights movements, and ongoing commitment to listening to the voices of people who experience disability, a culture of inclusion can be developed.

1. **Strengthening local community:**

In many cases local communities are very poor, lacking spare and resources for building inclusive setting. Therefore provision should be made to involve the whole community. Villager's contribution should be recognized and welcomed.

1. **Curriculum:**

curriculum is of the major obstacles to facilitate the development of inclusive system. The curriculum can facilitate the development of inclusive setting so that it makes better sense in the local context and for the individual learner.

### 9. Conclusion:

For decades the changing attitudes and educational systems have prevented children and adults with disabilities from being included in schools. Though they are provided the accommodations, adaptations and modifications to learn and participate in the classroom, yet it seems very challenging. So such accommodations must include equal access to services, materials, information, activities and classroom learning as well as access to buildings, programmes and transportation to and from school. It can be said that when disabled people are included in education, they can escape the inequalities and prejudices which for so long have confined them to poverty and denial of their human rights.

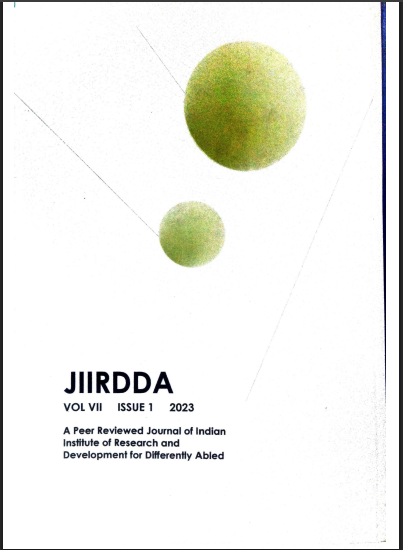
The voices of people with disabilities, families and teachers must be heeded. Some scholars have claimed that the growth of “inclusive education” in the developing world reflects the export of the thinking of developed countries which reinforces dependency. Such concerns are too important and require thoughtful and comprehensive responses.

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As in the modern period people with disabilities and teachers are involved in the development of the inclusive educational systems, schools will be based on their needs and priorities and when that happens, there can be understanding of inclusive education among all. Because of the importance of education to all children including youth and adults with disabilities, in whatever country they reside, the challenges to implementing inclusive education must be removed.

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