



सत्यमेव जयते



TRAINING MODULE

FOR



EDUCATION FUNCTIONARIES



Braille

**In-service Training and Sensitization
of Key Functionaries of Central &
State Governments, Local Bodies and
Other Service Providers**



Rehabilitation Council of India

Department of Empowerment for Persons with Disabilities (Divyangjan)
Ministry of Social Justice and Empowerment
Government of India



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"Learning needs freedom to think and freedom to imagine,
and both have to be facilitated by the teachers."

- Dr. A P J Abdul Kalam

1. Introduction

Teachers and other members of educational institutions can influence the students' mental, physical, social and psychological wellbeing; this includes students with disabilities (*Divyangjan*). Educational institutions are the first and best places to inculcate four universal values, as stated in the Preamble of the Constitution: Justice, Liberty, Equality and Fraternity. The question that arises is whether the education system, at school and college level, is able to attract, retain, empower and bring out the best potential of all the children, adolescents and youth with disabilities.

Different laws and policies, including the **Rights of Children to Free and Compulsory Education Act, 2009**, and the **Rights of Persons with Disabilities Act, 2016** promote, protect and ensure the rights of children, adolescents and youth with disabilities (*Divyangjan*) to mainstream education systems, both at school and higher education levels. This training module focuses on those rights and entitlements. It attempts to highlight the different and most important provisions of the current laws, programmes and policies which support these rights.

2. Objectives

This module is aimed at sensitisation and awareness generation of stakeholders of the education system, at school and higher education levels, including Teachers, Faculty members, Principals or Heads of the Educational Institutions and Members of the Management Committees. The expected outcomes of this module is to:

- **Know** about the legal provisions which support the education of persons with disabilities.
- **Identify** the different barriers in achieving inclusive practices at educational institutions.
- **Understand** the concept of inclusive practices in education.
- **Be informed about** the different schemes and facilities available for students with disabilities.
- **Be aware of** the different roles of each stakeholder in the system.
- **Understand** the important place of families and communities in the process and practice of inclusive education.
- Ultimately, **create** an equitable and inclusive school culture where the **educational rights of all students are recognized, respected and realized; and where equity and social justice are the basic pillars on which the educational narrative rests.**



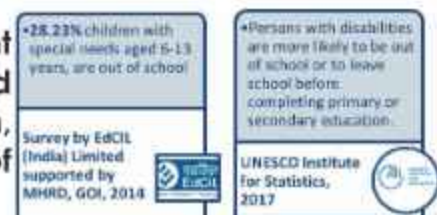
3. Overview

According to the 2011 census, there are 2.68 crore people with disability in India, constituting 2.21% of the country's population. There are an estimated 7.8 million children with disabilities aged 19 years or younger, amounting to around 2% of the total child population.

Among children with disabilities aged 5 years, three-fourth do not attend any educational institution; nor do one-fourth of children with disabilities aged between 5-19 years. A number of children enrolled in school drop significantly with each successive level of schooling. There are fewer girls with disabilities in schools than boys.

A large number of children with disabilities are enrolled at the National Institute of Open Schooling (NIOS), and the estimates of out-of-school children indicate that 0.6 million children with disabilities aged between 6-13 years are not attending school. This constitutes over 28% of children with disabilities, much higher than the national estimates (2.97%) of out-of-school children.

An overarching aspect of Sustainable Development Goal 4 is that of inclusion and fostering quality, and in order to be a practitioner in the field of education, one needs to have some orientation to this mode of thinking...



Worldwide, there is an ongoing process for ensuring inclusive and equitable quality education for all (SDG Goal 04). In India, although significant progress has been made in universalising elementary education, however, the negative attitudes of society at large, and systemic and physical barriers have prevented the seamless inclusion of children and adults with disabilities into mainstream educational systems. This has resulted in the slowing down of the process of their full empowerment and sustainable development.

4. International Mandate

Rights of children with disabilities to inclusion, non-discrimination and equal opportunity in education, have been articulated in both domestic and international legal frameworks. India has ratified following international treaties, declarations and political commitments related to the right to education of children with disabilities:

- (a) United Nations Convention on the Rights of the Child, 1989 (ratified on 11-Dec-1992)
- (b) United Nations Convention on Rights of Persons with Disabilities (ratified on 1-Oct-2007)
- (c) United Nation's Sustainable Development Goals (2015)
- (d) Incheon Strategy to 'Make the Right Real'
- (e) Education 2030: Incheon Declaration and Framework for Action (2015)

United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC is one of the most widely ratified treaties in the world, a legally-binding international agreement that sets out the civil, political, economic, social and cultural rights of every child irrespective of their race, religion or abilities. Although the UNCRC does not specifically mention children with disabilities, the various provisions when read together supply grounds for governments to create education systems that are non-discriminatory, equitable and accessible to all. Following are the Articles relevant to education of children with disabilities:

- **Article 2:** Non-discrimination on grounds of disability
- **Article 23:** Right to enjoy a full and decent life in conditions which ensure dignity and promote self-reliance
- **Article 28:** Right of the child to education

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

The UNCRPD is a landmark international treaty; that is a comprehensive human rights convention and international development tool, and is at the heart of the disability rights movement. The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. The Convention marks a 'paradigm shift' in attitudes

and approaches to persons with disabilities. It gives a universal recognition to the dignity of persons with disabilities by shifting the approach of viewing them as 'objects' of charity, medical treatment and social protection; to viewing persons with disabilities as 'subjects' with rights, who are capable of claiming those rights and making decisions on their free and informed consent as well as being active members of the society. Following are the various civil, cultural, economic, political and social rights recognized in the UNCRPD:

- Equality before the law without discrimination **(Article 5)**
- Full enjoyment of all human rights and fundamental rights on an equal basis with other children, best interest of the child, right to freedom of expression **(Article 7)**
- Awareness Raising (to raise awareness in the society to combat prejudices/harmful practices relating to PwDs and also to foster rights and dignity of PwDs **(Article 8)**
- Accessibility (Built environment, transportation, information and communication eco system and other facilities and services) **(Article 9)**
- Right to life, liberty and security of the person **(Articles 10 & 14)**
- Equal recognition before the law and legal capacity **(Article 12)**
- Freedom from torture **(Article 15)**
- Freedom from exploitation, violence and abuse **(Article 16)**
- Right to respect physical and mental integrity **(Article 17)**
- Freedom of movement and nationality **(Article 18)**
- Right to live in the community **(Article 19)**
- Freedom of expression and opinion **(Article 21)**
- Respect for privacy **(Article 22)**
- Respect for home and the family **(Article 23)**
- Inclusive education to be provided with the aim of full development of human potential and sense of dignity and self-worth for development of personality, talent and creativity, which enables them to participate in free society. **(Article 24)**
- Right to health **(Article 25)**
- Habilitation and Rehabilitation - Enabling persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life. **(Article 26)**
- Right to work **(Article 27)**
- Right to adequate standard of living **(Article 28)**
- Right to participate in political and public life **(Article 29)**
- Right to participation in cultural life **(Article 30)**

Incheon Strategy to 'Make the Right Real'

India is a party to Incheon Strategy to make the right real framed in October, 2012. **Goal 5** of this strategy aims at expanding early intervention and education of children with disabilities.

In much of the Asia-Pacific region, a disproportionate number of children with disabilities do not have access to early intervention and education programmes. Early detection of delays in reaching developmental milestones is important. Following early detection of delay in reaching developmental milestones, it is necessary to provide prompt and appropriate responses to optimize their all-round development. Such early intervention responses cover, inter alia, stimulation, nurturing and care, and pre-school education. Investing in early childhood programmes yields higher returns than at subsequent levels of education and training. Government commitment to early childhood programmes would significantly improve their development outcomes. Furthermore, it is essential for governments to ensure that children with disabilities have access, on an equitable basis with others in the communities in which they live, to quality primary and secondary education. This process includes engaging families as partners in providing more effective support for children with disabilities.

United Nation's Sustainable Development Goals (SDG, 2015)

The SDG, also known as the **Global Goals**, were adopted in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated, and recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Following is the Goal relevant to education of children with disabilities:

SDG 4: "Ensure inclusive and quality education for all and promote lifelong learning." Two targets for this goal mention disability:

- (i) By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations.
- (ii) Build & upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive & effective learning environments for all.

Education 2030: Incheon Declaration and Framework for Action (2015)

The Incheon Declaration was adopted on 21-May-2015 at the World Education Forum (WEF 2015). It constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as the driver for development. The following paragraphs of the Education 2030 Framework for Action have provisions for individuals with disabilities:

Para 7: Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities to ensure that no one is left behind.

Para 21: Given the significant challenges faced by persons with disabilities in accessing quality education opportunities and the lack of data to support effective interventions, particular attention is needed to ensure access to and outcomes of quality education and learning for children, youth and adults with disabilities.

5. Right to Education

The Constitution (Eighty-sixth Amendment) Act, 2002 paved the way for right to education. This Constitutional Amendment Act provides:

- **Insertion of New Article 21-A** – To provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine.
- **Modification in Article 45** – The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.
- **Insertion of a new clause (k) under Article 51A** – who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended in 2012 represents the consequential legislation envisaged under **Article 21-A**, ensuring that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Major provisions of the **Rights of Children to Free and Compulsory Education Act, 2009 & Amendment Act, 2012** for education of children with disabilities are:

Section of RTE Act, 2009	Provisions
Section 2(d) (as per Amendment in 2012)	Child with disability comes under the disadvantaged groups.
Rule 6(4) of RTE Rules, 2010	Children from small hamlets and those with disabilities should be provided with residential school facilities and free transportation.
Rule 10 (4i) of RTE Rules, 2010	Records should be maintained by the local authority regarding special or residential facilities required by children with disability.
Section 21	The role of School Management Committee (SMC) members is also clearly delineated for promoting the education of children with special needs and those belonging to disadvantaged groups and weaker sections in the RTE Act.
Part II, Sub-clause (h) of Clause (6) of Section 3, RTE Rules, 2010	SMCs should monitor that children with disabilities are identified and enrolled in the school and provided necessary facilities for completion of elementary education.
Sections 8(c), 9(c) and 17 of RTE Act, 2009	State Government, local authorities and schools to ensure that children belonging to disadvantaged groups and weaker sections pursue and complete elementary education, and are not subjected to any form of discrimination in school.
Section 12 (b) and (c) of RTE Act, 2009	Private and specified category schools to admit at least 25 per cent of the strength in pre-school or Class I children belonging to disadvantaged groups and weaker sections, and provide them free elementary education.
Insertion in Section 3 of the Act as per Amendment, 2012	Children with severe disabilities have the right to opt for home-based education.

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

Section 16

It mandates that educational institutions funded or recognised by Government and local authorities are to **provide inclusive education** to children with disabilities. Inclusion aims at all stakeholders in the system (learners, parents, teachers, administrators, policy makers and community) to see it as an opportunity rather than as a problem. The local authorities are to provide the following:

- Admission without discrimination;
- Opportunities for sports and recreation activities;
- Accessible building and other facilities;
- Reasonable accommodation according to the individual's need;
- Necessary individualized support;
- Improved environment to development;
- Education in appropriate language & modes of communication;
- Identification of specific learning disabilities;
- Monitoring of participation and progress of every student; and
- Transportation facilities.

Person with benchmark disability means a person with not less than 40% of a specified disability [Section 2(r) of the RPwD Act.]

Section 17

It elaborates on the measures for realizing the purpose of Section 16 of the Act:

- Conducting survey of school going children every five years
- Establishing adequate number of teacher training institutions;
- Training and employing teachers;
- Training of professionals and staff;
- Establishing adequate number of resource centers;
- Promoting the use of appropriate and alternative modes of communication that are accessible to persons with disabilities;
- Providing books, learning materials and assistive devices;
- Scholarships to students with benchmark disability;
- Suitable modifications in the curriculum and examination systems;
- Promoting research; and other measures.

The RPwD Act, 2016 has an exclusive Chapter 3 on Education and it also provides measures for promotion and facilitation of **inclusive education**.

Teachers, ASHA-workers and other related professionals should collaborate to ensure enrolment of students with disabilities (divyangjan) in the schools.

Women and girls with disabilities encounter multiple kinds of discrimination, related to their gender and disability. **Article 4(1) of the RPwD Act** protects the rights of woman with disabilities.



Section 31 (1) of the RPwD Act bestows right to every child with benchmark disability between the age of 6 to 18 years to get education in a neighbourhood school, or in a special school, of their choice. The Act also provides for access to free education in an appropriate environment.



For more detailed information please refer to the Rights of Persons with Disabilities Act, 2016 available at <http://www.disabilityaffairs.gov.in>

6. National Education Policy 2020

The Union Cabinet approved the National Education Policy 2020 on 29.07.2020. **Chapter 6** of the National Education Policy deals with equitable and inclusive education - learning for all. **Chapter 14** of this policy discusses analogous issues of equity and inclusion in higher education. Highlights of the Education Policy so far as students with disabilities are concerned are as under:

- The objective of the education system should be to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background.
- It recognises the importance of creating enabling mechanisms for providing children with special needs or *Divyang*, the same opportunities of obtaining quality education, as any other child.
- Thrust on ascertaining measures such as peer tutoring, open schooling, appropriate infrastructure, suitable technology interventions to ensure access to education particularly for certain children with disabilities.
- Pre-school sections covering at least 1 year of early childhood care and education to be added to *Kendriya Vidyalayas* and other primary schools around the nation particularly in these disadvantaged areas.
- Ensuring inclusion and equal participation of children with disabilities in Early Childhood Care and Education (ECCE).
- School/school complexes to be provided resources for the integration of children with disabilities, recruitment of special educators with cross disability training and for the establishment of resource centre whenever needed,

especially children with severe or multiple disabilities.

- Provision of barrier free access for all children with disabilities as per the RPwD Act.
- Support mechanism to suit the varying needs of different categories of children with disabilities to ensure their full participation and inclusion in the classroom.
- Availability of assistive devices and appropriate technology based tools as well as adequate and language-appropriate teaching-learning materials for children with disabilities.
- NIOS to develop high quality modules to teach Indian Sign Language (ISL) and to teach other basic subjects to teach ISL.
- Technology based solution to be used for the orientation of parent/care givers along with wide-scale dissemination of learning materials to enable them to actively support their children's learning needs.
- Awareness and knowledge on teaching skills for children with disabilities including children with learning disability to be an integral part of teacher education programme.
- Students to be sensitized by teachers, social workers and counsellors to bring in an inclusive school curriculum.
- Continuity of common approach of equity and inclusion across school and higher education.

7. Inclusive Education and Inclusive Practices

Section 2 (m) of the RPwD Act, 2016 defines **inclusive education** as "a system of education wherein students, with and without disability, learn together and the

The RPwD Act, 2016 is the first legislation of India having definition of inclusive education.

system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities." The National Curriculum Framework (NCF), 2005 also highlights the significance of making the curriculum an inclusive and meaningful experience for all children.

The Act also describes a person with disability as a person with impairment, which in interaction with barriers, hinders his/her full and effective participation in society on an equal basis with others.

For removing, eliminating or, avoiding barriers, the adoption of **Universal Design and Reasonable Accommodations** are helpful.

As per **Section 2 (c) of the RPwD Act, 2016**, '**barrier**' hampers the full and effective participation of persons with disabilities in society. Factors identified as barriers could be communicational, cultural, economic, environmental, institutional, political, social, attitudinal or structural.

Type of barriers	Examples
Attitudinal barriers are those behaviours, perceptions or assumptions that discriminate against people with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.	<ul style="list-style-type: none"> Assuming that a person who has intellectual impairment is incapable. Assuming a person with a disability is inferior. Forming ideas about a person because of stereotypes or a lack of knowledge. Making a person feel as though you are doing them a "special favour" by providing accommodations.
Information/ Communication barriers happen when a person can't easily receive, send or understand information.	<ul style="list-style-type: none"> Print is too small to read. Websites that can't be accessed by people who are not able to use a mouse. Signs that are not clear or easily understood. Lack of braille signage. Videos that are not captioned and do not have transcriptions.
Technology barriers occur when a device or technology platform (computer, telephone, website, etc.) has inadequate or inappropriate support to various assistive devices.	<ul style="list-style-type: none"> A website that does not support screen-reading software. Lack of hardware adaptation for individuals with cerebral palsy. Inability to change colour contrast for people with colour blindness.
Systemic /Organizational barriers are an organization's policies, practices, protocols or procedures that restrict or discriminate against people with disabilities.	<ul style="list-style-type: none"> A hiring process that is not open to divyangjan. Dearth of HR trained for addressing special needs. Student evaluation through written exams only, not permitting oral evaluation or scribe facility. Having no audio/braille study material for students with visual impairment.
Architectural/Physical barriers are features of buildings or spaces that cause problems for people with disabilities. These features may also include accessories added to the environment like bathroom hardware, doors, windows, furniture, elevators, etc.	<ul style="list-style-type: none"> Hallways and doorways that are too narrow for a person using a wheelchair or walker. Counters that are too high for a person of short stature. Poor lighting for people with low vision. Doorknobs that are difficult for people with arthritis to grasp. Parking spaces that are too narrow for a driver who uses a wheelchair. Telephones that are not equipped with telecommunications devices for people who are Deaf or hard of hearing.

"Universal Design" or "Design for All"

Universal designs include broad-spectrum of ideas meant to produce buildings, products and environments that are inherently accessible to people with and without disabilities. **These design of products and environments are usable by all people, to the greatest extent possible, without the need for adaptation or special design.** Some examples of Universal Designs include:

- ❖ Flat, Ground-level entrances for public buildings
- ❖ Surface textures on footpaths to facilitate direction for individuals with visual impairment
- ❖ Buttons on phone (key 5) and computer-keyboards (key f & j) that can be distinguished with touch
- ❖ Low floor buses that are equipped with ramps
- ❖ Subtitles on TV
- ❖ Pedestrian crossings displaying "WALK" also make noises to help those with visual impairments
- ❖ Visual & Audio alerts for passengers in public-transports
- ❖ Braille on lift buttons
- ❖ Selecting installation of sensors that signal the door to open when anyone approaches, making the building accessible to everyone—a small child, a man carrying a large box, an elderly woman, a person using a walker or wheelchair.
- ❖ Footpath and sidewalk curb ramps
- ❖ Installing electrical switches at a height that is easy to reach even for people on wheelchair
- ❖ Installing handles for doors and drawers that require no gripping or twisting to operate

The concept of Universal Design is extended to the development and production of *assistive technologies*, and is further broadened as **Universal Design of Learning** to support the **inclusivity** of teaching-learning processes and teaching learning materials. **Assistive Technology** is a generic term that covers assistive, adaptive, and rehabilitative *devices as well as services, including ICT*, for individuals with disabilities.

Use of **Universal Design of Learning (UDL)** includes inclusive lesson plans, differentiated teaching and teaching-learning materials, adapted assessment/evaluation strategies, accessible books, appropriate modes of communication, assistive devices, etc. which can lead to appropriate learning environment at educational institutions. The UDL framework is grounded in **three basic principles** [CAST, 2011] as given below:

- **Multiple means of representation:** A teacher may use a variety of methods to present information or provide support to students in the classroom in multisensory ways.
- **Multiple means of action and expression:** Students have options to write, read, speak, draw, act and demonstrate their understanding of the subject in alternative ways which are accessible and convenient to them.
- **Multiple means of engagement:** Learning environment must address the learners' interests, readiness and profile, by offering choices of content and adjustable levels of difficulties.

A few examples are presented below as reasonable accommodations in classrooms:

Disability/Special Needs	Intervention
Visual Impairment	Providing extra time to complete assignments or tests; alternative learning-teaching and assessment strategies; alternatives for visual based question; oral dictation of answers; use of Braille; use of tactile and 3-D material; allowing recording of lecture; verbally descriptive lectures; appropriate seating positions; use of audio-books, scribes for writing tests, etc.
Hearing Impairment	Using a word processor Google Docs for written work; using sign language; captions on all classroom information videos; using visual aids; sensitization of peer group; using group work activities; providing hand-outs; using presentations (PPTs) etc.
Wheelchair user	Presence of ramp /lift; classes on ground floor; initiate or advocate for construction of ramp is mandatory; accessible toilet, etc.
Intellectual Disability / Specific Learning Disability/ Autism Spectrum Disorder	Breaking tasks into smaller parts; skill-building in small scaffold steps, using Visual routines/activities, providing prepared texts before class like short simple notes, using simple language, using graphic organizers for complex matters, using speech to text application; using strips for colour, number, tables, alphabets, words; using buddy-system; showing examples of correct completed task; modelling appropriate behaviours using ICT; having pull-out classes for extra academic support, etc.

Inclusive practices do not focus on specific target groups or dimensions of diversity, but rather strives towards proactively making school and higher education accessible, relevant and engaging for all students. While planning the resources for the institution, the diversity in strength and limitations of a range of students need to be considered. Inclusion practices are cost affective. **Inclusive practice involves providing facilities which a diverse range of students can use, access and**

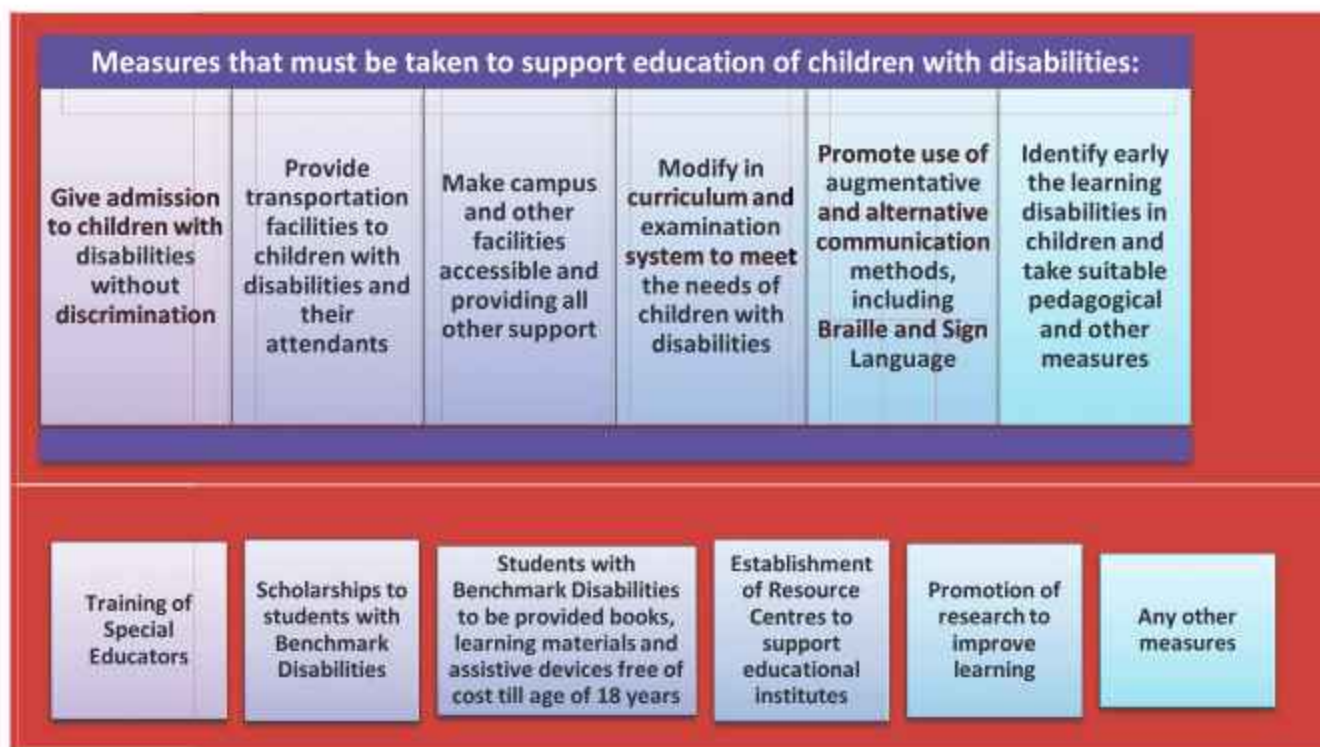


contribute to in a meaningful way. Not only at school level, but also at higher education levels, teachers need to follow some suggested principles to make the classroom teaching learning process more inclusive for a larger range of learning needs.



Inclusive Strategies: Common Considerations

Resources	Feature	Common Benefits	Specific Benefits
Classroom	Spacious	<ul style="list-style-type: none"> • Beneficial for all students. • Better Mobility in classrooms. • Can organize various group based tasks within the classrooms. 	<ul style="list-style-type: none"> • Helps in mobility for student using wheelchairs • Helps in mobility of students with visual impairment
	Good Lighting (uniformly fitted LED lights)	<ul style="list-style-type: none"> • Beneficial for all students. • Better visibility and less glare. 	<ul style="list-style-type: none"> • Helps student with low vision (albino) • Helps other disabilities to facilitate classroom interaction/communication.
	Whiteboard / Smart Display System Contrast writing in black letters	<ul style="list-style-type: none"> • Beneficial for all students • Better understanding by receiving information through multiple means 	<ul style="list-style-type: none"> • Helps student with low vision • Helpful for students with intellectual disabilities, SLD and ASD
Library	Books in accessible (Daisy format and in E- pub) formats with text books	<ul style="list-style-type: none"> • Helps all students, more scope of engagement. • E-pub facilitates has many accessibility features for all 	<ul style="list-style-type: none"> • Helps students having learning and intellectual disabilities. • Students with visual disabilities and others to access talking books.
ICT & Assistive Devices	Computer based application and internet	<ul style="list-style-type: none"> • Beneficial for all students and can enjoy online learning resources 	<ul style="list-style-type: none"> • The same can be used by students with disabilities with additional tools, which compensate for their sensory, perceptual and intellectual limitations.
	Open Source Screen Reader	<ul style="list-style-type: none"> • Helps all students to read. 	<ul style="list-style-type: none"> • The students with visual disabilities are benefited and they can become independent.



8. Role of Different Stakeholders

Role of the Head of the School

- Become sensitive and aware of legislations and practices related to inclusive education
- Knowledgeable about inclusive education classroom practices
- Advocate for inclusive education practices
- Ensuring accessibility at school
- Creating a safe and welcoming environment
- Initiating collaboration and facilitating relationships with community and various Government departments
- Planning for professional development of teachers
- Addressing inclusion in school policies and development plans.


The Central RTE Rules provide that children admitted with delayed development may be provided special training as determined by the Head Teacher of the school to enable him/her to complete the elementary cycle.

The primary responsibility of educating children with disabilities, lies with classroom teachers.

Once teachers themselves develop positive attitudes towards children with disabilities and are able to interact with other professionals like special education teachers; they would start finding their task much easier and satisfying.

Role of Special Education Teachers and Other Professionals

Education of children with disabilities is a multi-disciplinary effort, involving many professionals who could carry out independent and sometimes overlapping tasks. Professional collaboration has been viewed as a beneficial tool for helping teachers and other professionals to serve students with disabilities. A team of teachers and other professionals may communicate and collaborate in order to best identify and meet the needs of students with disabilities. Special Educators, or Special Education Teachers have received specialised training in the field, so regular classroom teacher should seek support from him/her.



Special Education Teachers possess qualification in special education, recognised by RCI.

9. Engaging Parents & Community

School Management Committees (SMCs) build a critical bridge between the community and the school. Involving parents and the community is an important principle of quality both in and out of the classroom (UNICEF, 2014). SMCs could create empowering conditions to bring stakeholders together towards achieving an effective learning environment.



Establishment of SMCs in respect of Government & Government-aided schools is a statutory obligation under Section 21 of the RTE Act, 2009

As per **Rule 7** of the Rights of Persons with Disabilities Rules, 2017, **there shall be a nodal officer** in the District Education Office to **deal with all matters relating to admission of children with disabilities** and the facilities to be provided to them in schools in accordance with the provisions of Sections 16 and 31 of the Act.

10. Flagship Programmes and Important Schemes

There are various schemes under different Central Ministries and Departments, targeted at children with disabilities, and supporting access to education and retention in schools. The schemes under the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment are listed below. These are implemented through its statutory bodies, national institutes and central public sector enterprises. These schemes cover early intervention and education, therapies, special schools, home-based rehabilitation, provision of aids and appliances, and vocational education.

Deendayal Disabled Rehabilitation Scheme (DDRS)

It offers support for model projects run by NGOs of:

- Pre-schools, Early intervention and training
- Special schools for intellectual disability, hearing, speech and visual impairment
- Project for children with cerebral palsy
- Home-based rehabilitation and home-management
- Community-based rehabilitation programmes (CBR)
- Low vision centers



Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances

It is also known as the ADIP scheme and is a major initiative of the DEPwD for assisting persons with disabilities in getting standard assistive devices. It covers persons with visual impairment, hearing impairment, orthopaedic impairment, leprosy, intellectual and developmental disabilities. The scheme is implemented through government and non-government agencies.

Scheme for Implementation of Rights of Persons with Disabilities Act, 2016 (SIPDA)

It provides assistance to various implementing agencies to take a multi-sectoral collaborative approach towards implementation of the provisions of the RPwD Act. Financial assistance to various implementing agencies is provided for activities including creating of barrier-free environment, improving accessibility through the Accessible India Campaign, skill development programmes, Unique Disability Identity (UDID) Card project, research on disability-related technology, products and issues, etc.

District Disability Rehabilitation Centres (DDRC)

It is a joint venture between the Centre and the State, with a combination of financial and technical support by the Central government and infrastructural and administrative support by the State governments. The objective of the DDRCs is creation of infrastructure and capacity building at district level for awareness generation, rehabilitation, training and guidance of rehabilitation professionals. The rehabilitation services offered include early intervention, therapeutic services, counselling, support services for education and vocational training.

Scheme for Financial Assistance for Skill Training of Persons with Disabilities

Under DEPwD, the National Trust and NHFDC also have schemes of their own specifically aimed to those PwDs under their purview.

National Trust

The **National Trust** (statutory body of the Ministry of Social Justice and Empowerment, Government of India) has been set up under the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. The Trust is running various schemes and programmes for education and rehabilitation of persons with disabilities (Divyangjan). The schemes can be accessed from <http://www.thenationaltrust.gov.in/>.



The National Handicapped Finance and Development Corporation (NHFDC)

Formed under the Ministry of Social Justice and Empowerment, Govt. of India, it functions as an apex institution for channelizing the funds to persons with disabilities through the State Agencies nominated by the State Government. The Corporation is providing financial support, loans etc. to eligible persons with disabilities under different schemes. Details available at <http://www.nhfdc.nic.in/>



National Action Plan for Skill Development

- Department of Empowerment of Persons with Disabilities (PwDs) has been implementing the National Action Plan for Skill Development for Persons with Disabilities since March 2015 with a view to enhance their employability.
- This programme is being implemented through NHFDC, National Institutes of the Department and Empanelled Training Partners.
- Besides supporting skill training cost to the implementing agencies, the persons with disabilities are also given financial assistance for aids and assistive devices and transport for attending skill training programme.
- Provision of boarding lodging facilities is also covered for needy PwD participants.

National Scholarship Portal (NSP)

The Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Government of India, grants scholarships to students with disabilities from school to M.Phil./PhD. courses at Universities and beyond.



The students with disabilities may apply for concerned schemes through the National Scholarship Portal (NSP). These scholarship schemes are as follows:

- (i) **Pre-Matric Scholarship for Students with Benchmark Disabilities (Disability of 40% or more):** The grant under this component of scholarship scheme is available for students studying in Class IX and X, in India, who are covered under the RPwD Act, 2016 and have valid certificate of disability.
- (ii) **Post-Matric Scholarship for Students with Benchmark Disabilities (Disability of 40% or more):** The grant under this scheme is available for students studying in classes XI and XII, post-matriculation diploma/certificates and Bachelor's Degree/Diploma in India and Master's Degree from any University recognized by UGC, to students with benchmark disabilities who are covered under the RPwD Act, 2016 and have valid certificate of disability.
- (iii) **The Scheme of Scholarship for Top Class Education for students with disabilities** aims at recognizing and promoting quality education amongst students with disabilities by providing full financial support. It provides for pursuing studies at the level of Post- Graduate Degree or Diploma in any discipline. 50% of the total scholarships are reserved for female-candidates.
- (iv) **National Overseas Scholarship for students with disabilities:** Financial assistance to pursue Master's Degree and Ph.D. courses abroad in the fields of Engineering, Management and Pure Sciences, Applied Sciences, Agricultural Science, Medicine, Commerce, Accounting and Finance, Humanities, Social Sciences and Fine Arts. The number of

scholarships awarded every year is 20, out of which 6 are reserved for women candidates. Students with disabilities below 35 years of age securing 55% marks and above in Bachelors/Master's Degree within parental annual income of Rs.6.00 lakh per annum are eligible for the scheme. In addition to the scholarship, there is provision of two passage grants (cost of air-fare only, no scholarship) in a year; which is available only for those students with disabilities who are in receipt of a merit scholarship for Post-Graduate studies, Research or Training abroad (excluding attending seminars, workshops, conferences).

- (v) **The Central Sector scheme of National Fellowship for Persons with Disabilities** provides financial assistance to the students with disabilities for pursuing higher education leading to degrees such as M. Phil. and Ph.D. in India. The scheme caters for a total number of 200 Fellowships (Junior Research Fellows, JRF) per year to students with disabilities. The scheme covers all universities/institutions recognized by the University Grants Commission (UGC) and is implemented by the UGC.
- (vi) **The Scheme of Free Coaching for Students with Disabilities-** The DEPwD introduced the scheme to provide coaching assistance to students with disabilities to appear in competitive examinations for Government Jobs & Admission-Tests for Technical/Professional courses. The scheme is implemented through empaneled coaching institutions all over the country. The objective of the Scheme is to provide coaching for economically disadvantaged students with disabilities, having minimum 40% or more disability, to enable them to appear in competitive examinations and to succeed in obtaining an appropriate job in Government / Public / Private Sector.

NHFDC Loan Scheme for Vocational Education and Training

The scheme aims at providing financial support to those eligible divyangjan who have the minimum educational qualification, as required by the institution/organization running the vocational education or training course eligible under the scheme. The eligible courses include: Vocational / Skill development courses of duration from 2 months to 3 years run or supported by a Ministry/Dept./Organisation of the Govt. or a company/ society/organization supported by National Skill Development Corporation or State Skill Missions / State Skill Corporations, preferably leading to a certificate/ diploma/degree, etc. issued by a Govt. organization or an organization recognized /authorized by the Govt. to do so. State Level Bankers Committee (SLBC)/State Level Coordination Committee (SLCC) may add other skill development courses/ programmes, having good employability.

Umbrella Integrated Child Development Services

Under the Ministry of Women and Child Development, it is a programme for early childhood care and education and offers Anganwadi Services scheme, Nutrition programmes for expectant mothers, children and adolescent girls, National Creche Scheme and integrated child protection scheme.

Rashtriya Bal Swasthya Karyakram (RBSK)

It is a scheme for Early Identification and Intervention called by the National Health Mission under the Ministry of Health & Family Welfare. It offers early health screening and intervention for birth defects, deficiencies, developmental delays/disabilities & other childhood diseases, and community level screening at Anganwadis etc.

Vocational Rehabilitation Centers (VRCs)

It is a scheme of offering training and support for both job placement and self-employment to children with disabilities above the age of 15 years, run by the Ministry of Labour and Employment.

Scheme of Sports & Games of the disabled, Scheme of Assistance to National Sports Federation and Khelo India

It is offered by the Ministry of Youth Affairs and Sports offers for promotion of sports and physical fitness of children with special needs at the school.

Accessible India Campaign (Sugamya Bharat Abhiyan)

The Department of Empowerment of Persons with Disabilities (DEPwD) has launched as a nation-wide Campaign for achieving universal accessibility for Persons with Disabilities (PwDs). It has three important components:

- (a) Built area accessibility,
- (b) Transport system accessibility, and
- (c) Information and communication eco-system accessibility.



This is to ensure that students with disabilities do not face inconvenience in educational institutions.

The College or the University has a responsibility to encourage inclusive culture in the campus as well as encourage equal participation of persons with disabilities along with their non-disabled peers. UGC also provides funding and sanctions the Equal Opportunity Center for Colleges and universities. This centre complements the University's mission to provide equal access and equal

opportunities to individuals with disabilities at the colleges and universities. UGC has requested all universities to start Disability Studies Centers to encourage understanding, research and networking related to disability concerns and issues.

11. National Institutes and Statutory Bodies related to Disabilities

The mission of the **National Institutes** under DEPwD is to generate new knowledge and to promote its effective use to improve the abilities of individuals with disabilities to perform activities of their choice in the community, and to expand the society's capacity to provide full opportunities and accommodations for its citizens with disabilities.

As a national resource centre for empowerment of persons with disabilities, the National Institutes achieve this mission by providing research, demonstration, training, technical assistance and related activities to maximize full inclusion and integration into society, education system, employment, independent living, family support, and economic & social self-sufficiency of individuals with disabilities of all ages.

Each National Institute caters to different disability specialization and offers a particular disability-specific projects and services, including early identification and intervention, school readiness, special school, therapeutic, skill training, pre-vocational, vocational service, human resource development etc.

A List of Statutory Bodies and National Institutes related to the Disability Sector

Ministry of Social Justice and Empowerment (MSJ&E), Government of India

<http://socialjustice.nic.in/>

| Twitter: @MSJEGOI

Department of Empowerment of Persons with Disabilities, MSJ&E, Govt. of India

<http://disabilityaffairs.gov.in/content/> | Twitter: @socialpwd | Facebook: @DoEPWDs

Rehabilitation Council of India, DEPwD, MSJ&E, Govt. of India

<http://rehabcouncil.nic.in/>

| Facebook: @Rehabilitation Council of India

National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD)

East Coast Road, Muttukadu, Kovalam, Chennai.

| www.niepmd.tn.nic.in

National Institute for Empowerment of Persons with Intellectual Disabilities (NIEPID)

Manovikas Nagar, Secunderabad, Telangana.

| www.niepid.nic.in

National Institute for Empowerment of Persons with Visual Disabilities (NIEPVD)

116, Rajpur Road, Dehradun, Uttarakhand.

| www.nivh.org.in

Ali Yavar Jung National Institute Speech and Hearing Disabilities (AYJ-NISHD)

K.C. Marg, Bandra Recl., Bandra (W) Mumbai.

| www.ayjnihh.nic.in

National Institute for Locomotor Disabilities (NILD)

B.T. Road, Bonhoogly, Kolkata.

| www.niohkol.nic.in

Swami Vivekanand National Institute of Rehabilitation Training and Research (SV- NIRTAR)

Olatpur, Bairoi, Cuttak, Odisha

| www.svnirtar.nic.in

Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities

4, Vishnu Digamber Marg, New Delhi.

| www.iphnewdelhi.in

Chief Commissioner of Persons with Disabilities, Govt. of India

<http://ccdiseabilities.nic.in/>

Indian Sign Language Research and Training Centre (ISLRTC)

A-91, Packet D, Okhla Phase II, Okhla Industrial Area, New Delhi, Delhi 110020

The National Trust, DEPwD, MSJ&E, Govt. of India

<https://thenationaltrust.gov.in/>

| Facebook: @thenationaltrust

National Handicapped Finance & Development Corporation, DEPwD, MSJ&E, GoI

<http://www.nhfdc.nic.in/>

| Facebook: @nhfdcindia

Artificial Limbs Manufacturing Corporation of India, DEPwD, MSJ&E, Govt. of India

<http://alimco.in/>

| Facebook: @alimcohq

12. Summary

Many surveys have concluded that a fair proportion of children with disabilities are out of school and several students with disabilities enrolled in the schools do not get accessible books and other desirable learning facilities. Further, the representation of persons with disabilities in higher education is extremely low. A concerted and multi-sectoral effort needs to be made to improve the enrolment, retention, achievement and quality of education for children and adults with disabilities in school and higher education institutions.

Government of India has enacted the Rights of Persons with Disabilities, 2016 and it mandates the right of every child with disability to inclusive education, as well as for those with benchmark disability between the age of six to eighteen years to get education in a neighbourhood school, or in a special school. Government and local authorities have to provide accessible facilities for access in schools and classrooms. Headmasters and teachers have a critical role in facilitating inclusive practices in schools. They also can mobilize parents and community members to collaborate for achieving the broader aim of the education for children with disabilities without any discrimination, leading to inclusive communities and societies for all.

Inclusive education helps the children with disabilities to enter the mainstream of the society to enjoy equal rights and benefits like others, lead independent lives, and to add to the country's socio-economic development and fully avail 5% reservation in higher education and 4% reservation in Government jobs.

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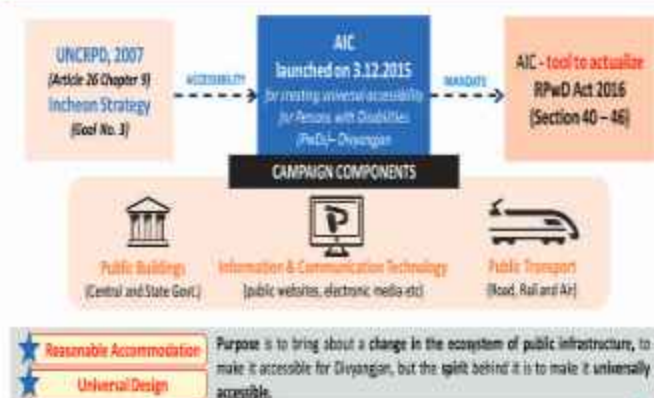
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Building a Culture and Ethos of Accessibility Towards Universal Accessibility

Accessible India Campaign



Features of Accessibility in Built Environment

OUTDOOR FEATURES	INDOOR FEATURES
i. Accessible route/approach;	iv. Accessible reception;
ii. Accessible Parking - Reserved parking near entrance	v. Accessible corridors and tactile flooring;
iii. Accessible entrance to building - ramp;	vi. Accessible lifts with braille; auditory commands;
	vii. Staircases with durable handrails;
	viii. Accessible toilets;
	ix. Accessible drinking water provision;
	x. Auditory and visual signage

10 Key Accessibility Features in Buildings





Rehabilitation Council of India

**Department of Empowerment for Persons with Disabilities (Divyangjan)
Ministry of Social Justice and Empowerment
Government of India**

B-22, Qutub Institutional Area, New Delhi-110016

Tel. No.: 011-26532408, 26532384, 26534287, 26532816; Fax: 011-26534291

E-mail: rci-depwd@gov.in | Website: www.rehabcouncil.nic.in