

---

## FACTORS RESPONSIBLE FOR POOR SUCCESS OF REGULAR EDUCATION FOR CHILDREN WITH DISABILITIES IN INDIA

**Dr. Sahab Ram**

Mohanlal Sahewal Samriti Institution (B.Ed College), Nohar

District Hanumangarh Rajasthan.

Email: sibupuri@gmail.com

### ABSTRACT:

Education is the right of every child because it equips him to meet the challenges of life. Children with disabilities (CWD) need this even more, to supplement their differential talents so that they can prepare themselves for a happy productive and useful life. Efforts to educate children with disabilities began soon after independence in India. An attempt has been made to examine the policies and legislation for educating children with disabilities in India after post- constitution era. In the final section, challenges for providing education to CWD and in that light some recommendations were made. In India, different definitions of disability conditions have been introduced for various purposes, essentially following the medical model and, as such, they have been based on various criteria of ascertaining abnormality or pathologic conditions of persons.

**KEYWORDS:**Regular Education, Special Needs, Human Rights, children, etc

### INTRODUCTION:

India is the biggest democracy in the world. According to Census 2011, there are 1.2 billion people in the country, out of which, about 833 million people live in rural areas. Census 2011 data on disability has not been publicized yet. United Nations observes that 10% of the population has a disability and there are about 120 million people with disabilities in India. Disability is problematic to describe since it differs in type, form and intensity. Understanding disability will necessitate understanding of these differences. As per the World Health Organization; Disability is an umbrella term, covering impairments, movement limitations, and contribution limitations, impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in performing a task or action; while a contribution limitation is a

---

problem knowledgeable by a specific in involvement in life situations. Thus, disability is a difficult phenomenon, reflecting an interaction between the features of a person's body and the features of the civilization in which he or she lives. The Resolution on the Rights of Persons with Disabilities (2006), the first officially binding disability particular human rights convention, accepted by the United Nations gives two descriptions of disability. The Introduction to the Resolution states that "Disability results from the interaction between peoples with impairments and attitudinal and environmental barricades that hinder their full and actual participation in civilization on an equivalent basis with others". Again it emphasizes that "Persons with disabilities include those who have extended term physical, mental, intellectual or sensory damages which in interaction with various Obstacles may hinder their full and effective participation in society on an equal basis with others". Both expressions reproduce a shift from a medical model to a social model of disability. In the medical model, persons with confident physical, intellectual, psychological and mental impairments are taken as disabled. According to this, disability lies in the individual as it is connected with limitations of activity with the burden of adjusting to the environment through cures, treatment and reintegration. In difference in the social model, the focus is on the society, which enforces excessive limitations on the behaviour of persons with impairment. In this, disability does not lie in individuals, but in the communication between individuals and society. It supports that persons with disabilities are rights holders and are permitted to attempt the removal of institutional, physical, informational and attitudinal Obstacles in society.

## REVIEW OF LITERATURE:

In India, different definitions of disability conditions have been introduced for various commitments, fundamentally following the medical model and, as such, they have been based on various criteria of determining irregularity or pathologic conditions of persons. In the absence of a conceptual framework based on the social model in the Indian context, no regularization for appraising disability across methods has been completed. In common parlance, dissimilar terms such as disabled, handicapped, crippled, and physically challenged, are used interchangeably, indicating noticeably the importance of pathologic conditions. In India Persons with Disabilities

---

(Equal Opportunities, Protection of Rights and Full Participation) Act 1995 defines as an individual suffering from not less than forty per cent of any disability as certified by a medical authority. The disabilities identified are, blindness, low vision, intellectual palsy, leprosy, leprosy cured, hearing impairment, locomotor disability, mental illness and mental obstruction as well as multiple disabilities. The National Sample Survey Office (NSSO) considered disability as “Any restriction or lack of abilities to perform amovement in the manner or within the range deliberated common for a human being”. It excludes illness/injury of recent origin (morbidity) resulting in temporary loss of capability to see, hear, speak or move. Currently, there has been a considerable shift in the understanding of disability, from earlier medical clarifications of seeing disability as a deficit within the individual to that of watching it in the context of a Human Rights issue. Education is a human right with immense power to transform. Education of children with disabilities (CWD) has been a part of policy improvements in India for the past few periods. The strategies of the government of India towards the education of children with disabilities have been reproduced in the performances, schemes and institutions recognized for various relevant activities.

### **1. Policy Framework for Education for Children with Disabilities:**

India is bound by human rights treaties like the Universal Declaration of Human Rights (1946), the UNESCO Convention against Discrimination in Education (1960), and the Convention on the Rights of Child (1989). International policies, related to disability and education such as the UN StandardRules on the Equalization of Opportunities for Persons with Disabilities (1993), the Salamanca Statement and Framework for Action on Disability Education (1994), the United Nations Convention on the Rights of Persons with Disability 2006, BIWAKO Framework, have influenced Indian policies on education for children with disabilities. The drafting of the new bill for the Person with Disabilities Act, (PWD) 2011 which replaced the Persons with Disabilities Act, of 1995, is being implemented to fulfil obligations under international treaties and to overcome the limitations of the previous Act. The bill of 2014 the ongoing amendment of the National Trust Act and the policy for guardianship that may extend from offering “limited guardianship” to the formation of new support systems are products of this. All these enable

---

persons with disabilities to make decisions and enhance their self-determination. The bill of 2014 promoted the goals of an inclusive, barrier-free and rights-based society for persons with disabilities. The Indian Constitution prohibits any exclusion from educational opportunities based on sex, ethnic origin, language, religion, nationality, socio-economic conditions, abilities, etc. The Preamble of the Constitution embodies the concept of social justice and equality of status and opportunity for all the people of India. Article 45 of the Indian Constitution provides compulsory and free education of all children below 14 years and the 86th amendment of the Constitution Act in 2002 made it clear that education is a fundamental right of every child between the age group of 6 to 14 years.

**2. National Policy on Education (NPE):** The NPE brought the fundamental issue of equality to centre stage. The policy focuses on the needs of the children with disabilities. “The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to qualify them to face life with bravery and confidence. The following measures will be taken in this regard:

- Wherever it is practicable, the education of children with motor handicaps and other mild handicaps will be common with that of others;
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped
- Adequate arrangements will be made to give vocational training to the disabled;
- Teacher training programmes will be reoriented, in specific for teachers of primary classes, to deal with the special complications of handicapped children and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner”.

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

The Government of India’s appreciation of the need to integrate children with disabilities came in 1974 when the Union Ministry of Welfare launched the centrally supported scheme of Integrated

---

---

Education of Disabled Children (IEDC). In 1982, this scheme was transferred over to the then Department of Education of the Ministry of Human Resource Development. The centrally supported scheme of Incorporated Education of the Disabled Children provides educational opportunities for disabled children in common schools, to facilitate their retention in the school system, and also to place in common schools, such children previously placed in special schools after they acquire the communication and everyday living skills at the functional level.

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

According to the NSS 58th round (Jul.–Dec. 2008) 25 per cent of the literate population of people with disabilities had established education up to the primary level (five years of schooling), 11 per cent up to the middle level (eight years), while a mere 9 per cent had nine or more years. Interestingly, enrolment ratios for those with disabilities aged 5 to 18 years in a mainstream school were higher in rural areas than in the urban areas. Data on children with disabilities in elementary classes composed under District Information System for Education (DISE) discloses that their number differs from year to year. In the year 2003–04, there were 1.75 million such children as against 1.40 million in 2004–05. However, their number has always continued around one percent of the total enrolment in uncomplicated classes. In 2006–07, about 1.42 million children with disabilities were enrolled in uncomplicated classes across the country, of which 1.04 million were in primary and 0.38 million in upper primary classes. The percentage of children with disability, in primary, is 0.79 and in upper primary 0.80 of the total enrolment in these classes. The corresponding percentage at the elementary level is 0.80. Table–1 indicates the differences in enrolment according to the type of disability. Almost one in every three children with disabilities in elementary classes has some problem in moving (28.56 percent). About 24 percent are visually handicapped, 12 percent hard-of-hearing, 12 percent disabled in speech, about 17 percent are mentally retarded and 7 percent have other types of disabilities. Some interesting differences are apparent as children make the transition from primary to upper primary classes. Compared to 20.79 percent of children with visual impairment in primary classes, their percentage in upper primary classes is as high as 32.87. On the other hand, figures for children with mental retardation show an important decline in numbers. More recently, there has been developing possibility

regarding issues of access and enrolment of the CWD in the mainstream for their integration into society. The Persons with Disabilities Act, 1995 and the Right to Education Act, 2009 have given a new thrust to the education of children with disabilities, as without including those the objectives of Universalization of Elementary Education (UEE) cannot be achieved.

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

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

### 5. Focused Efforts to Improve Education for Children With Disabilities:

Since independence of 15th August 1947, several efforts have been made to take education closer to children with disabilities. The Kothari Commission of 1964 stressed the education of children with disabilities (irrespective of the type of disability) being a part of the general education system. The National Education Policy in 1968 based on Kothari Commission recommendations, suggested expanding educational facilities for children with physically and mentally disabilities. In 1986, the National Policy on Education brought the fundamental issue of equity center stage. Sector 4.9 of this policy focused clearly on the needs of children with disabilities. This policy also included a provision regarding teacher training for all mainstream education teachers by “including a compulsory special education component in pre-service training of general teachers” [12] In 1974, the Ministry of Welfare started the Integrated Education of Disabled Children (IEDC) to promote the integration and retention in regular school systems of students with mild and moderate disabilities. However, the program fell short of its objectives due to various reasons such as a dearth of adequately trained educators, equipment and educational material, coordination among various departments, etc. In 1987, UNICEF and the government funded National Council

---

of Educational Research and Training (NCERT) launched the Project on Integrated Education for Disabled (PIED) that focused on teacher training in order to encourage integration. PIED was later amalgamated with the District Primary Education Program (DPEP) and Sarva Shiksha Abhiyan (SSA). The enrolment and retention rates spiked, however, the coverage was minimal and only two to three percent of children with disabilities were integrated into regular schools. In 1992, the Plan of Action (POA) suggested that the children with disabilities who can be educated in a regular school should not be admitted to a special school. Even children who were initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills, and basic academic skills. This POA was strengthened by the enactment of Rehabilitation Council of India (RCI) Act 1992. The main objectives of this Act were to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with disabilities. Training of special educators and resource teachers that can offer support services to children with disabilities in regular schools is the responsibility of RCI. The District Primary Education Program (DPEP) of 1995 focused on increasing the number of girls in of primary education. The program's focus was on quantitative targets and capacity-building of educational administration. Very few children with disabilities were integrated due to continued reliance on special schools.

The most important legislation for the rehabilitation of people with disabilities was the Persons with Disabilities Act (Equal Opportunities, Protection of Rights and Full Participation) (1995), which covers all the aspects of the life of a person with a disability education, employment, non-discrimination, health care, social security. The Act also required the government to make sure that free and appropriate education would be accessible to every child with disability till the age of 18 years. This act promoted the integration of children with disabilities in regular schools, and special schools for those who need such facilities, equipping them with vocational training facilities. It also outlined a comprehensive scheme for the provision of facilities rights from transportation and infrastructure to curriculum restructuring and examination systems.

---

The government passed yet another act, the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act in 1999, focusing on inclusion and independence by creating barrier-free environments, developing functional skills, providing economic rehabilitation, as well as to bring about a change in perceptions and attitudes of others towards persons with disabilities. Janshala, a community schools program, started in 1998 was replaced by Sarva Shiksha Abhiyan (SSA) in 2002 to achieve universal elementary-level education. It is far behind in achieving its intended targets and there is no sign of accelerated political momentum to lend a sense of urgency to the task. A specific feature of SSA is a “zero rejection” policy which suggests that no child having special needs can be neglected nor denied enrolment based on such concerns.

The year 2005, saw the most recent and comprehensive policy push from the Government of India for the education of both children and adults with disabilities, in the form of the Minister of Human Resources Developments Policy Statement in March 2005. This was followed by the development of a national Action Plan for Inclusion in the Education of Children and youth with disabilities. This policy claimed to create opportunities so that children and adults with disabilities were not left out of the Government's plan of action on inclusive education, but gaps remain in what was expected and what was achieved. The Central and State governments have formulated programs and policies over the years, offering schemes and facilities to children with disabilities to enable them to enter mainstream society. However, despite the presence of these policies, outreach remains inadequate, and the educational needs of many children with disabilities are not met. Although the concept of inclusive education has been promoted internationally for more than a decade, multiple barriers remain in India to the full participation of children with disabilities in education. Lack of information, combined with discriminatory attitudes towards persons with disabilities at all levels of society, contributes to the continued neglect of their right to education. This partly explains the minimal rate of progress that has been made towards the enrolment and participation in the education process of children with disabilities. The factors are complex and extend beyond the boundaries of the school and classroom.



---

## 6. The Sarva Shiksha Abhiyan (SSA):

SSA has been operational since 2000-01 in partnership with state governments to achieve the goal of Universalization of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programmes. It covers the following components under education for children with disability –

- Early detection and identification.
- Functional and formal assessment.
- Education placement.
- Aids and appliances.
- Support services.
- Teacher training.
- Resource support.
- Individual Educational Plan (IEP).
- Parental training and community mobilization.
- Planning and management.
- Strengthening of special schools.
- Removal of architectural barriers.
- Research.
- Monitoring and evaluation.
- Girls with disability.

## CONCLUSION:

Children with disabilities face several barriers to achieving their full potential. Due to various hurdles, particularly for those who are poor and who suffer other forms of humiliation, the families of these children frequently experience high levels of stress. Lack of, or inadequate vocational training creates immense obstacles for children with disabilities to get out of their whirlpool of deprivations. They are more likely to live in poverty and face an increased risk of social exclusion. Trends in the Provision of services in India reflect the leading policy

---

---

predisposition before the 1970s of segregation. However, changing approaches to disability, from the charity model to the human rights model, have resulted in a diversity of policy and practice. Despite the efforts of governmental and nongovernmental organizations (NGOs), there is still a significant need to facilitate access to children with disabilities to educational institutions and education in general.

There is no doubt that the dream of discrimination-free and equal education for children with disability may necessitate a comprehensive change in the institutional arrangements and legal requirements but the most significant change must come in our minds, in our thinking and approach towards the disabled. The need of the hour is determined by efforts amongst various stakeholders to be made in a time-bound method. We need to achieve our responsibilities to this country and the international community. What is immediately needed is the political will to confirm that disability is involved across all policies, across all Ministries and Departments, and a time is fixed to make our facilities, schools, colleges, public places, etc. accessible for all people with disabilities and adequate resources allocated. Removing Obstacles to accessing education and learning for children with disabilities are prerequisite for the realization of Education for All. To confirm that all children have access to excellent education, education policies and practices must be General to all learners, encourage the full participation of all, and diversity as a resource, rather than an obstacle. General education will pave the way to prosperity for people and civilization. This prosperity will, in turn, lead to a more pacific and supportable improvement of humanity.

---

## REFERENCES:

- 1) Bagga, K. S. (2007) Ensuring disabled people their right to education, India Law Journal, 1, 4, Retrieved on 13th March, 2016 from [http://indialawjournal.com/volume1/issue\\_4/article\\_by\\_bagga.html](http://indialawjournal.com/volume1/issue_4/article_by_bagga.html)
- 2) Baquer, A. & Sharma, A. (2006) Disability: Challenges vs Responses, New Delhi: Concerned Action Now and Global College Press, Arizona.
- 3) Byrd, E.S., (2010), India, Families and a Special School, TEACHING Exceptional Children Plus, 6 (3) Article 6. Retrieved on 17th March 2016, from <http://files.eric.ed.gov/fulltext/EJ879598.pdf>
- 4) Kohama, Angela (2012). Inclusive Education in India: A Country in Transition, Retrieved on 18th March 2016 from <http://intldept.uoregon.edu/wpcontent/uploads/2012/12/INTL-UG-ThesisKohama.pdf>
- 5) Registrar General of India (2011). Census of India. 2011. Retrieved on 1st July 2015 from: <http://www.censusindia.net>.
- 6) Target Study, (2013), Education of Disabled Children in India, retrieved on 17th July 2015, <https://targetstudy.com/articles/education-of-disabled-children-in-india.html>
- 7) World Bank (July 2009) People with Disabilities in India: from commitments to Outcomes, New Delhi: Human Development Unit, South Asia Region.
- 8) Ahamad, W. (2012). Obstacles of General for Children with Intellectual Disability. Indian Stream Research Journal, 2(II).
- 9) Bhattacharya, T (2010). Re-examining Issues of Inclusion in Education, Economic & Political Weekly XLV(16)
- 10) Bindal, S. & Sharma, S. (2010). General Education in Indian Context, Journal of Indian Education. XXXV(4):34-44
- 11) Julka, A. (ED) (2007). Meeting Special Needs in School – A Manual, New Delhi: NCERT

- 
- 12) Kauts, A. & Bhardwaj, P. (2012). General Education: Concerns and Policy Perspectives, University News 50(02): 7 – 13.
  - 13) Ministry of Information & Broadcasting (2013). Disability, YOJANA – A Development Monthly Vol. 57, April 2013.
  - 14) Ministry of Law, Justice and Company Affairs (1996). PWD ACT, 1995 The Persons With Disabilities, New Delhi: MOLJCA,GOI.
  - 15) Mondal, A. & Mete, J. (2012). General Education: Paradigm Shift in Education for Children with Special Needs in India. In Kumar. T. Pradeep (Eds.), Innovative Trends in Education. New Delhi: APH Publishing Corporation
  - 16) Ministry of Statistics and Programme Implementation (2012). Manual on Disability Statistics, MOSPI, GOI: New Delhi.
  - 17) Ministry of Law and Justice (2009). The Right of Children to Free and Compulsory Act, 2009, New Delhi:MOLJ,GOI.
  - 18) UNESCO (1994). The Salamanca Statement and Framework for Action – 1994, Geneva: UNESCO Special Education, Division of Basic Education.