

# Inclusive Education in India



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**FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY,  
MENTAL RETARDATION AND MULTIPLE DISABILITIES, MINISTRY OF  
SOCIAL JUSTICE & EMPOWERMENT, GOVT. OF INDIA**



# Legal Provisions



- National Policy on Education (NPE) 86
- Constitution (86<sup>th</sup> Amendment Act 2002)
- Right to Education (RTE 2009)
- Right to free and Compulsory Education 6-14 years
  - ❖ For all children
  - ❖ Govt. run schools
  - ❖ Private schools – 25% marginalized community



# Govt. Schools



- 180 million children attend
- 1.2 million schools
- 0.4 million Inclusive Schools with Children with Disabilities
- 3.2 million Children with disabilities admitted in mainstream schools



# RTE provides for diversity in the classroom



- India is a diverse country ,huge spatial spread of schools, however, many challenges in quality education i.e. teacher training, curricular development, teaching learning materials, strategies for diversity.



# Road Map for Children with Disabilities in RTE



Part of the huge discourse on education in the country.

1. Physical access – Mapping, Assessments, Placements & removal of barriers.

2. Quality of access to children:- Continuum of support.

- ❖ Teacher Training
- ❖ Resource support – Special Educators
- ❖ Curricular access – National Curriculum framework – 2005



# Social Access



- ❖ Parent Training
- ❖ Community mobilization
- ❖ Peer Sensitization



# From the CBR lens



Peoples participation crucial to success of RTE.

- Awareness Raising – to enable community to monitor & demand accountability.
- Social mapping – local wisdom & knowledge in curriculum & teaching strategies.
- Resource mapping – support for curricular, pedagogy & evaluation methodology (CCE)



Contd.....



- Training of SMC's – Prepare whole school Development Plan.
- Special training for age appropriate – placement of children.
- Specialized Support for children with disabilities
- Monitor and Watchdog Role
- Social Audit





# Some Inclusive P.....



- Masturi Block, Bilaspur District, Chattisgarh State, Madhya Pradesh chosen for PIED project – Govt. of India & UNICEF

Composite Area Approach – Specified area all schools became inclusive

Capacity Building on disabilities

- ❖ all teachers – 5 days
- ❖ 10% teachers – 6 week
- ❖ Resource teachers – 1 year



# Jitendra



- Studied in Special School till class V
- Joined mainstream school in class VI through the support of resource teachers
- Had to overcome attitudinal barriers of teachers & peers
- Did high school & Diploma in Education
- First person with disability to be appointed as para teacher in same block



# Ummul



- Was at home till she was 22 years – lack of physical access, roads in the slum full of stones – no wheelchair
- Own determination support from a CSO & rehabilitation workers did open schooling Class X
- Joined a mainstream school for class XII
- Graduated from a college
- Studied Law

At 32 years ready to start a career as a lawyer. Ummul has Cerebral Palsy.



# Hansa



- Hansa is deafblind and was always left in a corner at home. CBR worker helped her to learn sign language. Admitted to the local school. All family members and neighbours learnt sign language. As an adult with multiple disabilities she is working in the NREGA Scheme.



# Gaurav



- Gaurav – Contributing to his family
- Gaurav, a person with Autism, is 22 years old. He is working in a General Store and getting Rupees 3500 per month.
- He is independent in all his activities; he cycles to work and is able to do many tasks by himself in the shop. He is also a good singer. He is Considering marriage in the future.
- Gaurav was trained and placed in a job by Disha Sirsa Haryana.



## IEDSS – Integrated Education for Disabled in Secondary Schools



Debate if Intellectual disabilities (ID) can be included

More than 4000 children with ID in Gujarat

SAM – in Mizoram 17 years old intellectual disability –  
attending village high school. Young, happy so lucky boy  
who enjoys football, he is in the village football team and  
has many friends in the neighbourhood.



# UNCRPD & RTE



- UNCRPD & RTE have changed perspective & practice.

Many islands of excellence but much still needs to be done for universalisation CBR initiatives are vital for sharing the paradigm shift.



# CONCLUSION



- KNOWLEDGE IS POWER.
- SHARING KNOWLEDGE IS PROGRESS.





**THANK YOU**

