

Series Editors: Rashmi Diwan and Charu Smita Malik

Module 8

NATIONAL LEVEL INCLUSIVE EDUCATION POLICIES w.r.t. CwDs

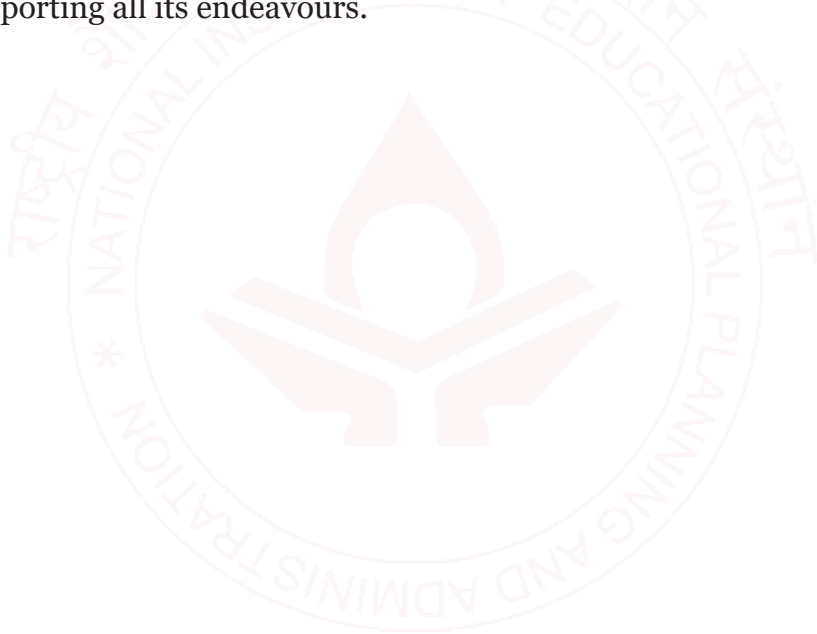
Veera Gupta



2022



The National Centre for School Leadership, NIEPA is grateful to Samagra Shiksha, Department of School Education and Literacy, Ministry of Education, Government of India for supporting all its endeavours.



Prof. Veera Gupta is Professor, Department of Educational Policy at National Institute of Educational Planning and Administration, New Delhi.

KEY AREA
TRANSFORMING TEACHING LEARNING PROCESSES

**NATIONAL LEVEL
INCLUSIVE EDUCATION
POLICIES w.r.t. CwDs**

Veera Gupta



© National Institute of Educational Planning and Administration, 2022
(Deemed to be University)

Published - November 2022

“The facts and figures stated, conclusions reached and views expressed in the Publication are those of the authors and should not be attributed to National Institute of Educational Planning and Administration (NIEPA), New Delhi.”

ISBN - 978-81-953899-1-9

Published by the Registrar

National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi and Designed by National Centre for School Leadership, NIEPA



Introduction

As we know, there are four different ministries of the Central Government dealing with matters relating to persons with disabilities, namely, Ministry of Social Justice and Empowerment, Ministry of Health and Family Welfare, Ministry of Education, and Ministry of Rural Development. All these ministries have been developing policies for the education of children with disability. One may go to their websites and read more about the programmes launched by each one. In due course of time, in order to reduce overlap, a few schemes were merged and a new Act was enacted to take care of the education of children with disabilities (CwD). For example, Samagra Siksha, the Integrated Scheme on School Education, subsumed the Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan. The scheme will now cover all children with one or more specified disabilities, as mentioned in the schedule of disabilities of the Right of the Persons with Disabilities (RPwD) Act, 2016, ones who are studying in government, government-aided and local body schools. In this way, the RPwD Act is a new comprehensive Act covering all the disabilities specified in the earlier existing PwD Act of 1995 and of the National Trust Act of 1999.

In recent years, another major shift has taken place in the philosophy of education of CwDs. It is now moving away from an incentive-based

approach to an outcome-based approach. It aims at developing a deeper understanding of the issues which contribute to the exclusion and disadvantage and challenges faced by CwDs. For us, the policy planners and implementers, it has ramifications as we issue the circulars at the institution level for the implementation of the policy. Can you recall a circular issued by you related to the outcome of learning by CwD? It may not be there.

A circular is the last stage of a policy. To understand policies, we need to understand the types and sources of policies as well. You may have come across many types of policies such as legislative, regulatory, and executive. Also, these policies are formulated at different levels, such as the national, state, district, and institutional levels. For example, the Act for Right to Free and Compulsory Education is a national legislative policy and a State Educational Code is a state legislative policy. Supreme Court orders and High Court orders are national level and state level judicial policies, respectively. Similarly, Ministry of Education is a national level and Directorate of Education is a state level executive policy making body. In this way, there are different organisations making policies on the same issue. The policy, its types, policy formulation process and policy implementation are a separate subject but, in this module, we shall study only the national level legislative, regulatory and executive policies that have been enacted in relation to the education of CwDs.

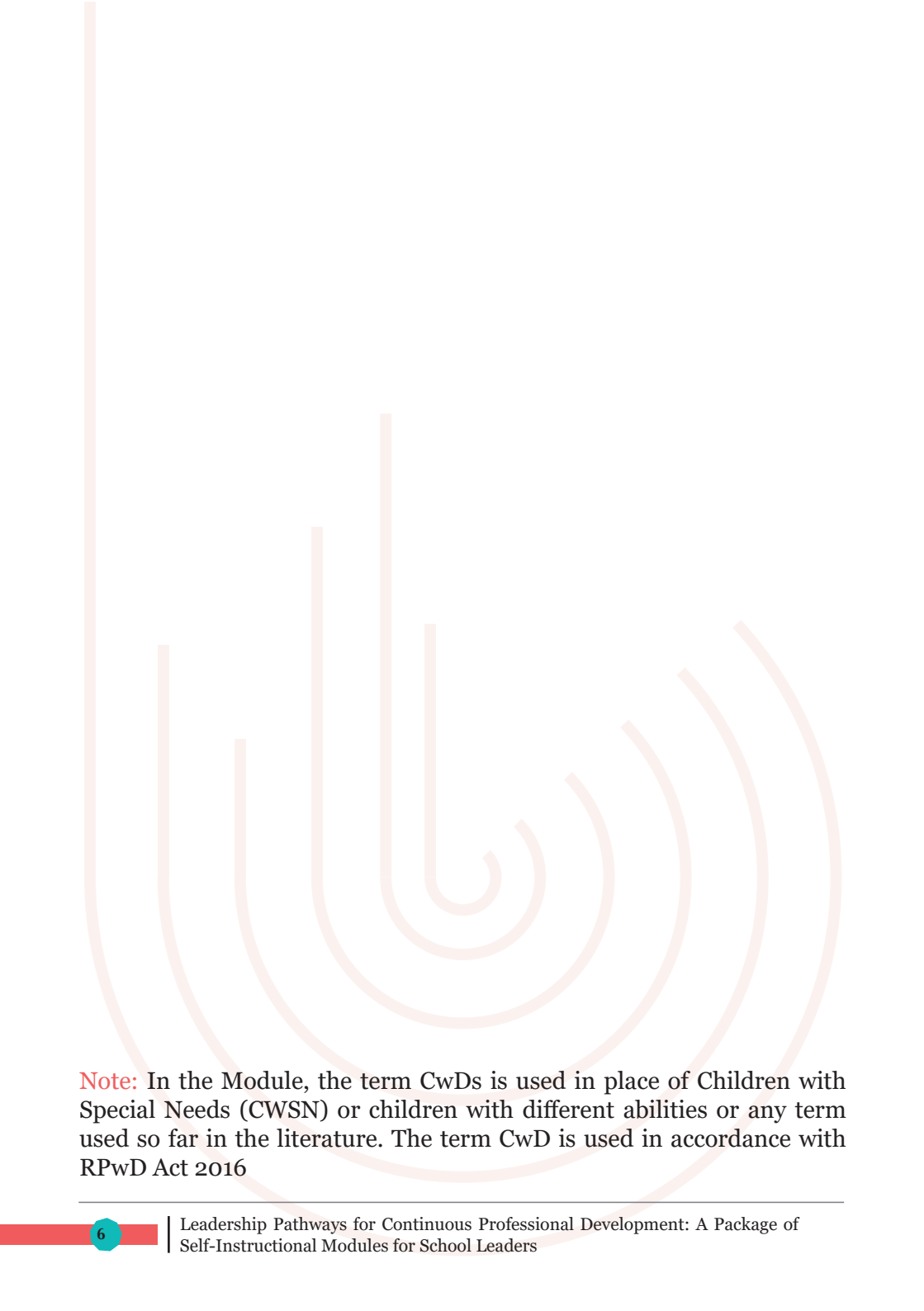


Learning Outcomes


On completion of the module, school leaders will be able to

- Get acquainted with the provisions of the RPwD 2016 Act and responsibilities of school and the education system towards children with disabilities
- Oriented with teacher recruitment norms under Rehabilitation Council of India Act of 1992 (RCI) and National Council of Teacher Education Act of 1993 (NCTE) and with the policies related to recruitment of teachers for CwDs in schools.

Sections	Topic
Section 1	Legislative Policy at Centre: RPwD Act 2016
Section 2	National Rules- The Rights of Persons with Disability Rules 2017
Section 3	Legislative Policy at State Level for Teachers
Section 4	Incentive Policies



Note: In the Module, the term CwDs is used in place of Children with Special Needs (CWSN) or children with different abilities or any term used so far in the literature. The term CwD is used in accordance with RPwD Act 2016



SECTION 1

LEGISLATIVE POLICY AT CENTRE: RPwD ACT 2016

Learning Objective: To orient about provisions of the RPwD 2016 Act and its implications for school principals.

Key Words: RPwD Act 2016; Inclusive Education; CwDs; Legislative Policy

Introduction

What is inclusive education? Include why and whom? Why were they excluded in the first place? What is the advantage of inclusion? In the context of social order, it was found that if any one section of the society is underdeveloped, it had ramifications for the development of the whole society. The whole cannot develop if one part of it remains underdeveloped. History of social development tells us that certain groups got segregated and were marginalised. These groups were identified in terms of religion, caste, gender, or impairment. National and international organisations have been working to bring these marginalised groups into the mainstream. For many marginalised sections such as girls, SC/ ST/OBC, policies directed towards the right to opportunity could meet the demand of that marginalised group. But it is not the case with children with disability. As a broader policy framework of education under the right based approach, inclusive education has emerged as a system of education. The term ‘inclusive education’ means where all children participate and learn on equal basis. In this system, educational provisions are made available to all groups. But in the case of children with disabilities (CwDs), provisions are made available as per the need of the child to achieve the objectives. So, it is not just access to education but access to the outcome of education.

Inclusive Education

A system of Education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disability.

The Rights of Persons with Disabilities Act, 2016 was enacted to give effect to this vision. The Act lists out the duties of educational institutions to promote and facilitate the education of CwDs. We shall study what are the provisions of the Act for the educational institutions, in the following sections.

Features of RPwD Act

The Rights of Persons with Disabilities Act, 2016 (RPwD) has replaced the PwD Act of 1995. It has followed the spirit of the United Nations Convention on Rights of Persons with Disability (UNCRPD) held in 2006 and ratified by the Government of India in 2007. The main principles given in the Act are as below.

- **Evolving the concept of disability:** It means that impairment could be of many kinds such as physical, mental, social, and attitudinal. Whereas physical and mental impairment may exist in the individual and could also be measured by medical authority, the social and attitudinal impairment are not mainly related to individual but largely to the society. A disability is the result of interaction between impairments of the individual with the impairment of the society. The interaction, if not successful, leads to disability. If the impairments are removed, disability ceases to exist. For example, if a person is orthopedically impaired, it means that if s/he does not have legs; s/he must be provided with a wheel chair/clipper ramps and lifts in the environment so that her/his impairment does not hamper her/his movements. If such impairments are not taken care of, it results in the disability in movement. Therefore, disability is an evolving concept.
- **Accessibility:** Measures to overcome impairments of the individual and of the environment, which could be physical, in terms of ramps, lifts, tactile path, audio or embossed signage etc or related to equipment or devices to be used by the individual such as wheelchair, clippers, computers, hearing aids, etc., are called the measures to improve accessibility. These measures increase the accessibility to opportunities. It is the duty of the educational planners and administrators to provide accessibility to opportunities for the learning, recreation and socialisation to CwDs by removing all kinds of barriers, namely, infrastructural,

attitudinal, resource-related, etc.

- **Equal Opportunity:**

Accessibility is the precondition to providing equal opportunity to all individuals. If accessibility is not provided, opportunity gets restricted or it is denied to CwDs. The foundation for equality of opportunities should be well grounded in the discourse of equity.

Principles

1. Evolving concept of disability
2. Accessibility
3. Equal opportunity
4. Discrimination
5. Reasonable accommodation

- **Discrimination:** If any individual is denied equal opportunity of participation in any activity in the educational institution on account of disability, it leads to discrimination. Therefore, discrimination needs to be avoided and accessibility is to be ensured.
- **Reasonable accommodation:** It is a tool to ensure accessibility, avoid discrimination and practise equity-based implementation. It may be in terms of time, distance to be travelled, speed to be maintained or curriculum to be covered in a particular time frame.

Duties of Educational Systems

In accordance with the principles outlined in the RPwD Act, following are the duties of educational institutions towards CwDs:

- Appoint a nodal officer at district education office to deal with the matters of CwD in accordance with the Act.
- Admit all CwDs in the institutions. The government would conduct surveys to identify the CwDs and to ascertain their needs.
- Make building, campus and various facilities accessible to them.

- Make rules to provide reasonable accommodations according to their individual needs.
- Provide educational, sports and recreational opportunities on equal basis; establish resource centres to provide the teaching aids.
- Establish teacher training institutions to train teachers to teach CwDs
- Promote research
- Frame policies to appoint persons with disabilities in the system as teachers and staff.
- Frame policies for vocational training of CwDs.
- Frame policies for promotion and transfer of teachers with disabilities and other employees.
- Provide free education to CwDs up to the age of 18 years or till completion of elementary education including special training for age-appropriate admission.
- Reserve posts for individuals in the education system.
- Frame regulation and rules for certification of disability, seeking reasonable accommodation appeal and grievances, etc.
- Collaborate with other departments for the services for CwDs and staff with disabilities.
- Include “Harmonised Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons.” These were issued in February 2016 by the Ministry of Urban Development, Government of India, in order to build norms for school approval regulations.
- Prepare equal opportunity policy.
- Disseminate information about the Act and punishments for violation of provisions of the Act.

Duties of a School

The Act also mandates a few duties of the school, besides the duties of the system, as per Section 16 and 31. These are:

- Enrol all CwDs in schools, in special training and for home-based education as per survey.
- Under Section 4 of Right to Free and Compulsory Education Act (RTE), provide special training to CwDs for age-appropriate admission with hostel facility.
- Provide educational, sports and recreational opportunities on equal basis to CwDs.
- Provide reasonable accommodation in curriculum, examination and tasks to be performed as per individual needs.
- Adapt teaching methods as per the needs of CwDs.
- Identify specific learning disabilities at the earliest and use suitable pedagogical measures to address the situation appropriately.
- Monitor the participation and progress of CwDs in academic, social, and physical development.
- Provide transport and other facilities/ incentives meant for CwDs in the school. It is also a part of the rules under the RTE.
- Prepare and maintain all records for CwDs.
- Provide access to support the services through special educators, establishment of resource rooms, vocational education,

Reasonable Accommodation means necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden in a particular case, in order to ensure to persons with disabilities the enjoyment or exercise of rights equally with others.

therapeutic services and counselling to CwDs.

- Send teachers for the training.
- Develop and maintain an inclusive environment for CwDs and also for teachers and staff with disability.

Let us sum up

The RPwD Act is passed by Parliament and is enacted by the Ministry of Social Justice and Empowerment of Government of India. It is a comprehensive Act taking into account of all the disabilities mentioned earlier in PWD Act of 1995 and other Acts. The Act specifically covers the rights of persons with disability to enjoy life with dignity and the right to seek opportunities on equal basis. The Act is therefore applicable to all spheres of life. In particular, Department of Education is responsible to make policies for its employees and children with disability to ensure full participation in educational activities. Policies need to be framed related to recruitment, promotion, discrimination on account of disability, accessibility of physical and other facilities, inclusive culture in the school, identification, enrolment, provision in teaching, learning and assessment, accommodation, records keeping, teacher training, punishment for violation etc. Similarly, a school is supposed to follow the policies and rules and to provide inclusive education to CwDs in the school. A school is required to admit all students with disability and monitor their academic, social and physical development. A school is also required to train its teachers to adopt teaching methods as per the needs of the CwDs.

RPwD

- Equality of Opportunity
- Accessibility
- Evolving Capacities of the Children
- No Discrimination
- Provision of Reasonable Accommodation





SECTION 2

NATIONAL RULES- THE RIGHTS OF PERSONS WITH DISABILITY RULES 2017

Learning Objective: To orient about the Rules 2017 framed by Ministry of Social Justice and Empowerment for persons with disability and its implications for education system level officials including principals.

Key Words: Rules for Rights of Persons with Disability, Executive Policy, MSJE Rules

Introduction

An Act is a legislative policy as it is passed by the parliament. These legislative policies are vision level documents. In order to enact these Acts, the executive organ of the government needs to translate the provisions of the Act into rules/regulations. In the case of RPwD Act 2016, the Ministry of Social Justice and Empowerment (MSJ&E) is the implementing ministry for the rights of the persons with disability. Therefore, MSJE has published rules in accordance to the Act to be followed by all departments while formulating subsequent policies/rules. These rules have been notified in the gazette in April 2017. These rules are summarised in the following sections which are applicable to officials of the department of education as well as principals of the schools.

Rules for the System Level Officials and Principals

All officials working at state, district and institutional levels, as educational administrators, are bound by these rules:

- Head of the organisation will ensure that a person or child is not discriminated on account of disability.
- Equal opportunity policy is to be displayed at websites or at conspicuous places. The policy must entail posts for the persons with disabilities in the department and schools, facility, and amenities to be provided to disable employee, manner of selection, training facilities pre- and post-recruitment, promotion policy, preference in transfer and posting, special leave, preference in allotment of residence, etc. Provision for assistive devices at workplace, barrier free accessibility, appointment of liaison officer to look after recruitment of persons with disabilities. Any organisation having more than 20 employees needs to have equal opportunity policy.

- The department should maintain records of employees with disabilities showing the date of appointment, number of employees with disabilities in accordance with their disabilities, along with details such as name, gender, and address of the employee with disability, nature of duties entrusted, and kind of facilities being provided to the employee with disability.
- These records are to be produced for inspection.
- The department shall appoint one grievance redressal officer of the rank of a gazetted officer to look after the complaints of the employee with disability.
- Four percent vacancies will be reserved for the persons with disabilities. The reservation shall be horizontal. It would be better if we can elaborate on horizontal aspect of reservation.
- Accessibility for building, transport, and documents need to be maintained as per standards prescribed by concerned authorities.
- Disability certificate is to be accepted as per the format and agency prescribed in the rules.
- No cost is to be charged for providing reasonable accommodation on account of disability.

Rules for Schools

Rules for the school level are to be framed by the concerned directorates. However, these are not compiled in one document such as education code of the respective state. A few examination boards have notified rules for the examinations at Xth and XIIth level. For uniformity, rules of the Central Board of Secondary Education (CBSE) are discussed here. In addition to these, you are advised to read the rules of the respective state examination boards. The CBSE has notified that school:

- A. to ensure that no child with special needs is denied admission in mainstream education.
- B. to monitor enrolment of disabled children in schools.
- C. schools to provide support through assistive devices and the availability of trained teachers.
- D. to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including CwDs.
- E. to ensure that by 2020 all educational institutions including hostels, libraries, laboratories, and buildings have barrier free access for the disabled.
- F. to ensure availability of study material for the disabled such as talking textbooks, reading machines and computers with speech software.
- G. to ensure adequate number of sign language interpreters, transcription services and a loop induction system, for the students with hearing impairment.
- H. to revisit the classroom organisation required for the education of CwDs
- I. to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

Besides these guidelines for schools, provisions are to be provided to CwDs during examinations. For making provisions, all the 21 disabilities given in the schedule of the Act are eligible to be used. These are: Blindness 2. Low Vision 3. Leprosy Cured Persons 4. Hearing Impairment (Deaf and Hard of Hearing) 5. Locomotor Disability 6. Dwarfism 7. Intellectual Disability 8. Mental Illness 9. Autism Spectrum Disorder 10. Cerebral Palsy 11. Muscular Dystrophy 12. Chronic Neurological conditions 13. Specific Learning Disabilities 14. Multiple Sclerosis 15.

Speech and Language Disability 16. Thalassemia 17. Hemophilia 18. Sickle Cell Disease 19. Multiple Disabilities Including Deaf Blindness 20. Acid Attack Victims 21. Parkinson's Disease.

A medical certificate is to be issued by the government hospitals, recognised institutes of national level, viz National Association for the Blind, Spastic Society of India, etc. Non-governmental organisations/practitioners registered with the Rehabilitation Council of India/Central Government/State Government of the respective State will be considered for granting concessions to CwDs.


The CBSE provides the following provisions during exams:

Candidates with disabilities as defined in RPwD 16 are permitted to use a scribe or allowed compensatory time as given below or both:

- For paper of 3 hours duration: 60 minutes
- For paper of 2½ hours duration: 50 minutes
- For paper of 2 hours duration: 40 minutes
- For paper of 1½ hours duration: 30 minutes
- Candidates with Autism Spectrum Disorder, VI are also permitted to use the services of a scribe or of an adult prompter.

Let us sum up

The rules framed for the system level officials are meant to ensure that there is no discrimination in recruitment, promotion and discharge of their duties. It is advisable that each directorate frames its rules accordingly. The rules provide for framing equity policy and appointment of nodal officer at system level. The rules for the classrooms are formulated by the central government in their incentive schemes. Also, a few examination boards such as CBSE have notified these. These are related to admission of these students and facilities to be provided during teaching and examination. These rules are broad based. Specificity is yet to be framed with respect to types of aids vis-à-vis disability, etc, in the regular classroom and school. However, examination rules are specific and leave less scope for ambiguity. In brief, CwDs are provided extra time and help of scribe during exam.



SECTION 3

LEGISLATIVE POLICY AT STATE LEVEL FOR TEACHERS

Learning Objective: To orient about policies related to recruitment of teachers for CwDs in schools.

Key Words: Teachers for CwDs; RCI Norms for Teachers; NCTE Norms for Teachers; Court Order on Special Teachers; Resource Persons

Introduction

As we know after the 2012 amendment to the RTE Act and RPwD Act of 2016, CwDs are to be included in the regular schools. Under these two Acts, there is no provision for separate schools, sections or wings for them. However, it was not the case prior to these two Acts. Earlier, educational provisions including recruitment of teachers were made as per the Rehabilitation Council of India Act of 1992 (RCI) and National Council of Teacher Education Act of 1993 (NCTE). These two Acts are conflicting with respect to policies on recruitment of teachers for CwDs. In the following sections, we shall study the norms prescribed by these two Acts.

Norms for Recruitment of Teachers under NCTE:

The NCTE has the power to prescribe regulations for recruitment of teachers in schools. It has prescribed the following regulations for different level of teachers:

- For Classes I-Vth:

Senior Secondary with at least 50 per cent marks, and two-year diploma in Elementary Education or in Elementary Education with special education or four-year course and Pass TET test.

- For Classes VI – VIII:

Same as above,

In addition, graduation with B.Ed. and B.Ed. (Special Education) is also eligible.

Degree or diploma in special education is to be recognised by RCI.

A person holding a degree/ diploma in special education has to undergo training of 6 months to be able to teach in regular schools (regulation notification August 2010 and 2011).

- For Classes IX –XII:

Graduate and post-graduate with B.Ed. qualification. However, there is no mention of special education at this level of teachers (NCTE regulation 2014).

From a study of regulations, it is clear that though regulation has recognised the qualification of Special D. Ed. and Special B. Ed., it does not mention that these teachers are for CwDs alone. Further, it makes it mandatory for such a person to undergo a six-month training to be appointed as a teacher in school. It means these are not at par with other regular teachers.

Norms for Recruitment of Teachers under RCI

Section 13 of RCI Act lays down qualifications of rehabilitation workers including teachers to work with children having disabilities. The RCI certification is a must to work as a teacher in the field of special education. A person also needs to register on the RCI website as a professional. The RCI also recognises its institutions to offer these programmes.

The successful candidates of the B.Ed. or Spl. B.Ed. (Disability Specialisation) programme, which is being jointly offered by state open and central universities having an MoU with the RCI should obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work as RCI B.Ed./Spl.Ed teachers.

The B.Ed./Spl.Ed. programme aims to develop special education teachers/educators (under SSA and RMSA) for children with disabilities, for various settings including inclusive, special, open school and home-based education. However, it is not recognised as such by NCTE. It was also not taken as equivalent by court in the matter of Ruchika claiming RCI qualification for appointment. However, Hyderabad High Court, in the case of DB and others, directed the directorate to allow special B. Ed. and D.Ed. to apply for a teacher post.

High Court Order on Recruitment of Special Teachers

The Delhi Government had stated in its affidavit, submitted to the High Court of Delhi, that in pursuance to the 2009 direction of the High Court to appoint a minimum of two special educators in each government school, it has deployed at least one such teacher in every school where children with special needs are admitted. The court was informed by the Delhi Government that despite repeated requests to the DSSSB, recruitment process of 432 special educators has not been completed.

It is clear from the discussion that D.Ed. and B.Ed. (Special Education) are recruited for CwDs in schools and by the CRC and BRC but not in the regular schools. The recruitment qualifications encourage an integrated model and not an inclusive education model. However, the curriculum of general degree and diploma courses of teacher education includes a component of inclusive education. Yet in-service programmes for general teachers are organised on inclusive education under SSA and RMSA.

Let us sum up

At present the qualifications for the recruitment of teachers are as per the RTE Act and NCTE regulations. In the light of court orders, state directorates are framing their own qualifications for teachers and are advertising accordingly. It is yet to learn what are the qualifications prescribed by respective directorates, if any. One must explore from one's respective directorates if there is any policy with respect to teacher's recruitment.



SECTION 4 INCENTIVE POLICIES

Learning Objective: To orient about incentive policies under Samagra Shiksha for CwDs in schools.

Key Words: Incentive under Samagra Shiksha for CwDs.

Introduction

The education of CwDs started as incentive policy in different forms. To begin with, separate schools, sections, classrooms were established. Later, many centrally sponsored schemes were introduced to enrol them, such as Integrated Education of Disabled Children (IEDC) in 1974 by the Ministry of Social Justice and Empowerment. Later it was transferred to the Ministry of Human Resource Development in 1982. It has been a part of many centrally sponsored schemes ever since, such as the District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and now Samagra Shiksha . All the schemes have provided funds for the education of CwDs under different headings. We shall discuss about the activities being funded under Samagra which is the latest incentive scheme.

These incentive policies have preceded the legislative policies, namely, RTE and RPwD 2016 also. As a result, we shall notice that the RPwD 2016 is influenced by many concepts, such as definition and nature of disability, services to be rendered to CwDs in teaching and learning, etc., from SSA and RMSA schemes.

Incentives under SSA

The SSA ensured that every child with special needs, irrespective of the kind, category, and degree of disability, is provided quality inclusive education. It also supported a wide range of approaches, and strategies for education of children with special needs. This included special training, in the form of school readiness programmes for CwDs, education through special schools, home schooling, community-based rehabilitation (CBR). The aim was to mainstream all CwDs in neighbourhood schools. It made provisions for the following interventions:

- Identification/ mapping of children with special needs.
- Assessment to ascertain the extent and type of the disability, the developmental level of the child, and the nature of support services required.
- Providing ‘special training’ for school readiness.
- Assistive devices should be provided.
- Accessible buildings must incorporate not only ramps, but also classrooms, toilets, playgrounds, laboratories etc.
- Teacher training to sensitise regular teachers on effective classroom management of children with special needs.
- The resource teacher at the block or cluster level, who may operate in an itinerant mode.
- Providing text books and curriculum in accessible formats.
- Preparing an IEP for every child with special needs.
- Building synergy with special schools.
- Encouraging research.
- Ensuring social access to CwDs.
- Parental training and community mobilisation.
- Peer sensitisation.

Accordingly, as per Confluence, magazine of IE unit of MHRD, 25.03 lakh CwDs were provided facilities in the year 2015-16. The coverage of incentives was as follows:

4,519 assessment camps were conducted in the country.

1,55,373 CwDS have been provided assistive devices.

1,74,397 CwDS were provided transport support.

1,81,343 CwDS were provided escort support.

1,81,657 CwDS were provided therapy support.

9,634 CwDS were provided surgical support.

25,008 visually impaired children provided Braille books.

59,340 low vision children provided large print books.

1,15,439 teachers were given training on curricular adaptations.

These incentives were provided under the SSA and concerned directorates in the respective states. Each state had issued its own circulars and formats for distribution of the incentives. MHRD provided Rs. 3,000/- per child. Out of that, Rs. 1,000/- were spent on salary of the resource person and Rs. 2,000/- was spent on other activities.

Incentives under RMSA

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched during 2009-10 and it replaced the earlier scheme of Integrated Education for Disabled Children (IEDC). It has now been merged with the RMSA. The aim of this scheme is to enable all students with disabilities to pursue four years of secondary education in an inclusive and enabling environment, after completing eight years of elementary schooling.

As in the SSA, incentives were provided for medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding and lodging facilities, therapeutic services, teaching learning materials, etc. Other components include appointment of special education teachers, allowances for general teachers teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment, etc.

Incentives under Samagra Shiksha

Are you aware of the latest incentive policy called 'Samagra' of the

Ministry of Education to improve education of children in the country? As per the Samagra 2.0 [1], for the first time, ‘out of school’ children are also being considered for financial support. These marginalised children including children with disability will be paid Rs 2000/- directly to support their education. This initiative to educate the children with disability who are out of school, is not for enrolment in school but for education through open schooling. It is a desirable shift, as focus is on ‘education’ and not on ‘enrolment’ in school. So far enrolment was synonymous to education. The enrolment was difficult for many reasons. A case is

For out of school children at 16 to 19 years of age, support will be provided to SC, ST and disabled children, upto Rs 2000 per child per grade to complete their secondary/senior secondary levels through the NIOS/SOS, the ministry said in a statement.

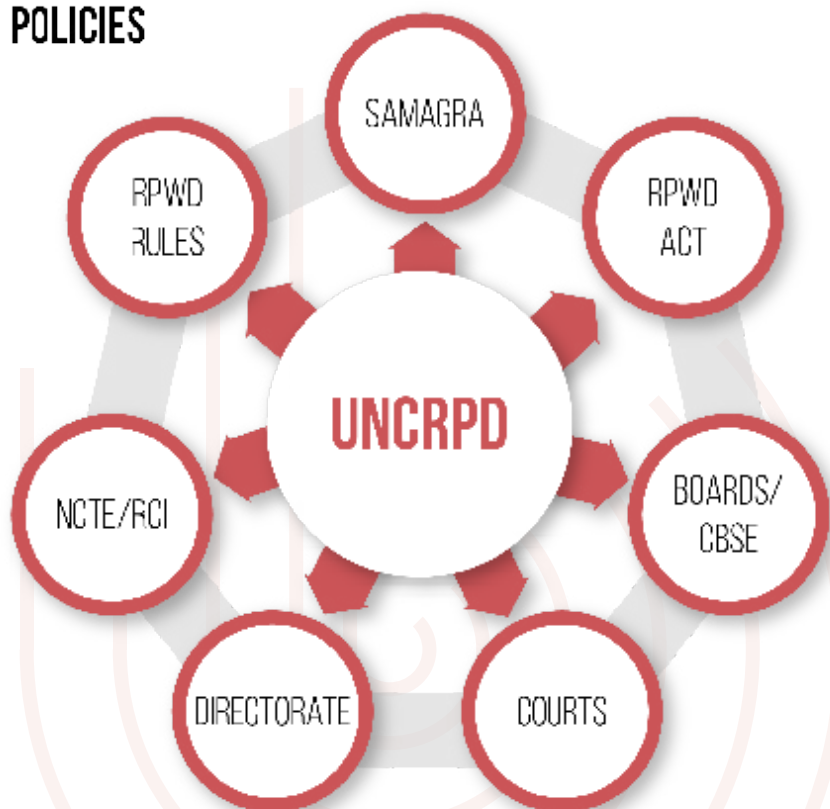
presented in the video clicked by advocate Ashok Agarwal in July 2021. The clipping shows that a girl child of 12 years of age is neither enrolled nor getting medical help for her disability due to absence of support. The video can be accessed at <https://youtu.be/CaD9nxBsFio>.

It is time, that principals and district level officials convert these policies into office orders and rules to be followed in the institutions.

Let us sum up

These interventions under the policies for inclusive education are: identification, functional and formal assessment, appropriate educational placement, preparation of individualised educational plans, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation, and a special focus on girls with special needs. These are very much aligned with the RPwD Act. In brief, the following are the policies:

POLICIES



References

1. CBSE. (2017). Reg: Revised Instructions on Exemptions/ Concessions being Extended to Differently Abled Candidates for Class X & XII Examinations Conducted by the CBSE and Standard Operating Procedure; CBSE/COORD/112233/2016
2. High Court Delhi. (2017). “Can’t Ignore Education of Kids with Special Needs,” retrieved from
3. High Court Delhi. (2013). Ruchika vs Union of India W.P.(C) No. 2544/2013 & CM Nos.4818-19/2013 <https://timesofindia.indiatimes.com/city/delhi/cant-ignore-education-of-kids-with-special-needs-hc/articleshow/61458671.cms>
4. MHRD. (2011). SSA Framework for Implementation Based on Right to Education Act
5. MHRD. (2009). IEDSS framework
6. MHRD. (2012). Central Rules for RTE
7. Ministry of Law and Justice. (2009). Right to Free and Compulsory Education Act
8. Ministry of Law and Justice. (2016) the Rights of Persons with Disabilities Act, the Gazette of India
9. Ministry of Law and Justice. The National Council for Teacher Education Act 1993 and (Amendment) Act, 2011
10. Ministry of Law, Justice and Company Affairs: The Rehabilitation Council of India Act (1992,) and amendment, 2000
11. Ministry of Law, RCI Act1992, u/s 13 of (3)
12. Ministry of Social Justice and Empowerment. (2017). The Rights of Persons with Disability Rules, Gazette notification no. 489
13. Ministry of Urban Development, Govt. of India. (2016). “Harmonised Guidelines and Space Standards for Barrier Free

Built Environment for Persons with Disability and Elderly Persons”

14. NCTE. (2001). Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time).
15. NCTE. (2010). Notification No. 215 dated 25th August,2010, published in the Gazette of India
16. NCTE. (2011). Notification No. 61-1 dated July 2011, published in the Gazette of India
17. NCTE. (2014). Notification No. 366, dated December 2014, published in the Gazette of India
18. RCI. (2015). RCI B.Ed./Spl. B.Ed. Curriculum
19. SSA. (2016). Confluence, Vol. 18
20. TOI. (2017). “Special Education Graduates can Now Apply for Teachers Post, November 15

Additional Readings

1. Annual Reports of MHRD
2. Annual Reports of MSJE
3. National Curriculum Framework 2005
4. National Curriculum Teacher Education Framework 2009
5. PAB Mminutes of SSA and RMSA
6. Reports of Joint Review Mission on SSA and RMSA
7. Shri Gautam Banerjee (2004):” Legal Rights of Persons with Disability in IndiaIndia,“ publisher Rehabilitation Council of IndiaIndia, New Delhi
8. UN Convention on Rights of Persons with Disability, 2007.

Assessment: Multiple Choice Questions (MCQs)

- Q1. As per RPwD Act, a CwDs is entitled to get enrolment in the
- Regular school directly or after special training
 - Special school till he/s is ready for regular school
 - Home based education till he/s is ready for regular school
 - All of the above
- Q2. The RPwD Act 2016 is notified by the
- Ministry of Law and Justice
 - Ministry of Social Justice and Empowerment
 - Ministry of Human Resource and Development
 - Ministry of Health
- Q3. Under the RPwD Act, Directorate of Education is supposed to make further policies for the rights of
- Children with disability
 - Teachers with disability
 - Other staff in the school system with disability
 - All of the above
- Q4. Under the RPwD Act, which provision best describes the accessibility?
- Access to school, classrooms, playground, laboratories and toilet
 - Access to aids as well as outcomes of learning
 - Access to personal impairment aids and teaching aids

d) Access to vocational education, counselling, therapies etc.

Q5. A person having D.Ed./B.Ed. (Special Education) as qualification, recognised by the RCI, cannot be appointed as

- a. Resource person at BRC
- b. Resource teacher at CRC
- c. Regular teacher in school
- d. Special teacher in regular school

Ans: Q.1-d, Q.2-b, Q.3-d, Q.4-b, Q.5-c







Modules in this Series

Series Editors: Rashmi Diwan and Charu Smita Malik

List of Contributors

Module 1	Leadership Pathways to Continuous Professional Development: An Introduction to the Package	Charu Smita Malik and Rashmi Diwan
Key Area – Perspective on School Leadership		
Module 2	Change Leadership for School Improvement: Redefining the Role of School Principals in India	Rashmi Diwan and Ronish Gotthalwal
Module 3	School as a Ground for Learning and Development	Kashyapi Awasthi
Module 4	Guiding Principles for School Transformation: Equity as a Concept	Charu Smita Malik
Module 5	Guiding Principles for School Transformation: Equity as a Tool	Charu Smita Malik
Key Area – Developing Self		
Module 6	Empathy: A Critical Skill for Professional Development of School Leaders	Sunita Chugh and Monika Bajaj
Key Area – Transforming Teaching-Learning Processes		
Module 7	Education for Critical thinking	Subitha G.V.
Module 8	National Level Inclusive Education Policies w.r.t. CwDs	Veera Gupta
Module 9	How do I create Inclusive Classrooms?	Veera Gupta and Bharti
Module 10	Establishing and Sustaining Professional Learning Communities for Academic Excellence in School Education	Sunita Chugh
Module 11	Vocationalisation of Education: Leading Learning for Employability skills	Puja Singhal and Sunita Chugh
Key Area – Building and Leading Teams		
Module 12	Building and Leading Teams: Professional Dialogue among Team Members	Puja Singhal and Monika Bajaj
Key Area – Leading Partnerships		
Module 13	Partnership for School Improvement with Stakeholders	Mona Sedwal
Key Area – Leading School Administration		
Module 14	Leadership Succession for School-based Transformation	Rashmi Diwan



NATIONAL CENTRE FOR SCHOOL LEADERSHIP
 NATIONAL INSTITUTE OF EDUCATIONAL PLANNING
 AND ADMINISTRATION
 17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)
 EPABX Nos. : 91-011-26565600, 26544800