

(Draft copy)

# Draft Policy on Education of Children with Special Needs

## Department of Education

(Primary and Secondary)  
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'All children learn together, whatever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular.

UNESCO (1994)

Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society - children of SC, ST, Muslim minority, landless agricultural workers **and children with special needs, etc.** - **can avail of the opportunity**

Bordia Committee Report (RTE - SSA 2011).

### **Preamble**

Inclusion of children with special needs (children with disabilities/impairments) in the education system is an integral part of human rights and equity issue. With the **historic Right of Children to Free and Compulsory Education (RTE) Act, 2009** which provides a justifiable legal framework that entitles all children between the ages of 6-14 years to free education with reasonable quality based on principles of equity and non-discrimination and completion of 8 years of schooling. Here all includes children with disabilities also.

The United convention of the Rights of People with disabilities 2006 (ratified by India) in its article 24 mentions that **education shall be without discrimination and on the basis of equal opportunity and the government shall ensure an inclusive education system at all levels.** This concept of inclusive education has been incorporated into various international and national declarations and policies and Acts. The UN Millennium Development Goal (MDGs) includes access to and completion of Universal Primary Education by 2015. At the National level NPE 1986/ POA 1992 and PWD Act 1995 gives basic policy framework for including children with special needs and providing access to free education in an appropriate environment to all learners with disabilities till he/she attains the age of eighteen years. Now RPD 2011 which has made education as a right for CWSNs

The basic policy frame work is set in the back ground of UNCRPD and RTE and also the Right to People with Disabilities Bill 2011 (awaiting parliament approval).

### 1. Objectives of policy on education for CWSN : -

1. The government has to give the highest priority to improve their education system to enable them to include all children regardless of individual differences or difficulties.
2. The government has to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.
3. The training programmes for the teachers have to include the education of disabled children and identification of disabled children.
4. All children have access to general education system, to expand the coverage to reach the unreached population.

### 2. Planning the Environment

#### **2.1 Survey : -**

According to the 2001 survey in India disability is measured in seven categories - sight, speech, hearing, loco motor and multiple, learning and mental - which excludes disabilities such as autism. According to general census of 2001, there are 940643 persons with disabilities. NSSO 2002 survey provides for the age group of 5 and above disabled population, 56% are illiterate. There are 25% illiterates at primary level and 82% at secondary level. The situation is most serious in rural area where 90% of disabled populations in secondary level are illiterate.

According to the 2011 special survey conducted under SSA Karnataka, is identified in Nine Categories- Visual Impaired, (Low vision, Total blind) Hearing Impaired, Speech Impaired, Orthopedic Impaired, Multiple Disability, Mentally Retarded, Learning Disability, Cerebral Palsy, Autism Spectrum Disorder . In the age group of 3-18 CWSNs brief statistics is given as follows:

Sl.No	Age group	Total CWSN
1.	0 - 6	16,741
2.	6 - 14	1,47,999
3.	14 - 18	48,118
4.	0 - 18	2,12,858

**Source:** age group of 0-6 Dept. of Women and Child and 6-18 SSA Karnataka (Special Survey)

## **2.2 Purpose of Survey:**

- Complete enumeration
- Differentiated Classification and Analysis
- Support data base for programme, Planning, organization and implementation
- Monitoring support, through an IEP [Individualized Education Plan]
- Guidance for child-Tracking of CWSN.
- Designing a room which is customized to regional needs.
- Review of progress and feed back.

**Validation of Survey:** 5% of Validation check survey should be conducted by the Education Department.

## **2.3 Target Group : -**

The policy shall cover children with special needs based on the Right to People with Disabilities (2011). Age group shall be from 0-18 years covering the disabilities under the RPD 2011 act Persons with disabilities include persons with autism spectrum conditions, blind, cerebral palsy, chronic neurological conditions, deaf blindness, dyslexia, hemophilia, hearing impairment, leprosy affected, loco motor impairment, low-vision, mental illness, mental retardation, multiple sclerosis, muscular dystrophy, specific learning disabilities, speech impairment, thalassemia and multiple disabilities which in interaction with various barriers prevents full and effective participation in society on an equal basis with others.

*Detailed explanation about disabilities according to RPD 2011 in Schedule 1 Educational opportunities for CWSN in Karnataka*

## **2.4 Need of the Policy for CWSN : -**

State policy on disability of Karnataka has clearly stated, that the disability Act 1995 makes it mandatory to frame comprehensive education scheme as elaborated in section 30. So there is a need of a policy for children with disability.

Regular schools in Karnataka have a long history of mainstreaming children with disabilities through IEDC scheme (centrally sponsored scheme) and a number of projects of GOI and UN agencies like Janashala, Support A Child have been pilot tested here and have provided opportunities for major learning. Therefore based on the experiences and learning's government of Karnataka proposes to formulate a policy for including CWSN in education system keeping in view the sustainability of such an initiative and also to fulfill the state's obligation towards national and international commitment in the field of education for all children which includes

children with special needs. With Education and Disability being the state subject this policy shall meet the State specific educational needs of CWSN thus providing them with an equal opportunity to empower them to become valuable and contributing citizens of the nation.

### **3 Existing Policy : -**

At the national level, the National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing the need to correct prevailing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the mainstream system. The NPE, 1986 envisaged measures for integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence (MHRD, 2005).

Karnataka state has framed a policy on disability in the year of 2007. As per this policy, the Women and Child Development Department will be the Nodal Department and the office of the Commissioner for Person with Disabilities will co-ordinate and monitor the programmes and schemes for persons with disabilities. It gives importance for Inclusive Education for CWSN through education Department in main stream schools.

Other than these initiations there is no defined policy for the Children With Special Needs in the State nor there is no any exclusive National Policy with respect to Children With Special Needs. There has been a programme from where we can understand the intent of the state like: (various programmes list to be said) for ex.

#### **3.1 Education Department**

##### **Primary Education**

##### **SSA -Inclusive Education**

Under SSA the state government is providing with facilities as identification of CWSNs, assessment, aids and appliances, resource teacher, learning materials, accessible schools and toilets, awareness programs etc with a budget allocation of Rs 3000/- per child per anum. Apart from these the following activities are conducted;

- Access Planning

- Social access planning - Girls; SC/ST; Minorities among CWSN
  - Neighborhood schools
  - IE corners
  - Quality schooling as per Standards
  - Transition facilitation class to class Head Teachers/Teachers' capacity building sensitization.
  - CWSN friendly projects on school subjects.

## **Secondary Education**

### **IEDSS Scheme**

The Central Ministry of Human Resource Development initiated new scheme called Integrated Education for Disabled Children in Secondary Schools (IEDSS) with the main objective of providing equal educational opportunities for children with disabilities in the regular school system (covering children from 9<sup>th</sup> Std. to PUC) since 2009. Karnataka is implementing this through NGOs under the minority department of education. Under this scheme resource teachers are provided. Children are also given certain incentive like book allowance, equipment allowance, transport allowance, etc (Rs. 3000 per child per year).

Following activities will be planned to conduct for 2012-13

- CWSN Child tracking between the age group of 14-16.
- Modules development for guidance and Counseling.
- Capacity building to Head teachers for school level guidance and counseling.
- Development of Norms for a Inclusive Education Resource room.
- Interacting analysis tools as well as socio gram analysis tools.
- Development of Continues Comprehensive Evaluation progress card.

### **'Rashtriya Madhyamika Shikshana Abhiyana' (RMSA)**

From 2010, the Govt. of Karnataka is implementing a centrally sponsored scheme 'Rashtriya Madhyamika Shikshana Abhiyana ' (RMSA) for Universalisation of Secondary Education in our State under SPD, SSA. The objective of this scheme is to achieve Universal Access and Quality Secondary Education. This new scheme is like Sarva Shikshana Abhiyana except its focus is on Secondary & Higher Secondary Education. The Govt. of India hopes IEDSS scheme will support RMSA in meeting the needs of children with special needs.

### **Karnataka Secondary Education Examination Board (KSEEB)**

## **Concessions available for the children with special needs (CWSNs) in the Board Examination**

The following concessions can avail on prior permission:

- Extra time to write exam
- Scribe for needy children
- Pasting a green stickers on the SSLC Examination answer papers for CWSNs
- Language exemption in SSLC examination for CWSNs

### **3.2 Directorate for Empowerment of Differently able and Senior Citizens (DED&SC)**

#### **Special Schools**

The special schools for children with severe and multiple disabilities are located in urban and semi-urban areas and are being run by voluntary organizations with the assistance of State or central funds or few on their own. Most of these are residential schools and boarding-lodging and other services are provided free of cost. At present more than 100 special schools for the disabled are functioning in the State. Among them 8 special schools - 4 for Blind and 4 for Hearing impaired children are run by the Govt. (DWDC). These special schools are monitored by the DWDC.

This Department is also responsible for providing identification card for disabled persons scholarships pensions and other benefits as bus pass etc.

The dept has appointed 1 village rehabilitation workers (VRW) at panchyath level who are persons with disabilities and one multipurpose rehabilitation (MRW) work at block level to provide basic information and services at gram panchayath level for persons with disabilities. There is one District disabled welfare officer

### **3.3 State Nodal Agency Centre (SNAC Karnataka-Seva-in-Action) under National Trust (MSJ& E GOI)**

The National Trust is an autonomous organization of the Ministry of Social Justice and Empowerment, Government of India, set up under the "National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities" Act (Act 44 of 1999). SNAC Karnataka which is an institutional arrangement of the National Trust at the State level to support and take forward its activities which include various schemes of capacity building, training and care & shelter for people with above 4 disabilities. **National Open School (NOS):**

It provides education through an open learning system at the school stage as an alternative to the formal system for school dropouts, girls, mentally/physically disabled, etc. At present there are 4 NOS study centers in the State viz., Spastics Society of Karnataka, Brindavan Education Centre and Ashakiran in Bangalore and St. Agnes Special School in Mangalore.

### **3.4 Dept. of Women & Child Development**

State government has initiated towards CWSN related programmes such as; early intervention, identification, counseling support services to the parents and Community, etc

### **3.5 Department of Health and Family Welfare**

Under school health programme (Suvarna Arogya Chaithanya) the state government is providing facilities such as, health assessment camps at school level, providing health cards, Corrective surgery, etc

### **3.6 Department of Rural Development and Panchayath Raj**

In the total allocation, 3% of fund is reserved for persons with the disability at the panchayath level.

### **3.7 Department of Social Welfare**

Provides 3% of reservation for CWSNs in Hostels.

## **4 Problems : -**

1. No convergence with departments, NGOs.
2. There is no vision or road map for effective implementing the related strategies.
3. There is no specific Child Centric programme for CWSN.
4. No integrated programme to cover the learning involving students, parents & teachers catering to the teacher needs, needs of appliances, parental guidance.
5. There are no Vocational Training centers in the state for person with disabilities.
6. No pre-service regular teacher training centers for CWSN inclusive in the mainstream schools.
7. As of now there is no Individualized Education Plan for 0-18 years.
8. CWSN tracking is not in Place.

## **5. State Policy Statement: -**

To provide free & compulsory education to the Children With disabilities, as defined under Clause 1 of Sec (2) of the Physical Disabilities Act in accordance with



Chapter 5 in an inclusive manner with Child Centric Programmes in convergence with other departments especially, Health and Family Welfare, Women & Child Development, RDPR, Social Welfare Department to undertake holistic development of such children with focus on education to endow them with ability to meet their full potential and to equip them with sufficient knowledge and skill to enable them to take their rightful place in the society as a productive and contributive individual.

The state visualizes a unitary policy for Children With Special Needs from birth to adulthood ( 0-18 years) even though for promotional purposes, for functions of governance, for planning, programming, implementation, monitoring and review and for the realization of the goals of this policy, programmes are located in diverse Departments of Government namely Women and Children Welfare, Social Welfare, Health and Family Welfare, Department of Disabilities and Senior Citizens Welfare, Labour Welfare, Rural Development and Panchayathi Raj and Education departments. Convergence in functioning across diverse departments needs to be understood and forged.

The policy of the state strongly and sincerely holds that the care and attention of CWSN is a total societal responsibility wherein the roles of the State are that of a leader, a facilitator, a catalyst, a liaison agency ( with and across NGOs) a protector of rights and a champion of all CWSN causes.

In so far as a variety of department programmes for CWSN are concerned, the State is a planner, implementer, monitor and reviewer. The State accepts partnerships with NGOs in all these functions. The state shall also support a wide range of approaches, options and strategies for preparing children with special needs for mainstream schooling like bridge course, Home Based Education, community based interventions, school readiness programmes for CWSNs through special schools, Resource centers, preparatory programme, home schooling, etc. The ultimate aim would be to mainstream all CWSN in neighborhood schools. ]

The policy adopted here shall be located with in the Central Act and State rules thereon, not only with reference to CWSN, but also with reference to other related Acts such as the Right to Education Act 2009, Child Labour Prevention Act, the Non - Hazardous Occupations Act and similar Acts.

The United Nations Convention on the Rights of Persons with disabilities, 2006 (ratified by India in 2007) the first human right instrument for disabilities has made disability as an human right issue and RTE 2009 has made education as the fundamental right which implies that issue **of special needs has to been seen from a rights perspective**. Therefore, we can no longer call children with special needs any such, as special need is their need primarily. Therefore, there is a need

to move away and call these students as "Children with disabilities" in place of "Children with special needs.

In any conflict between the CWSN policies and programmes of the State with the State Rules 2003 and Central Act 1995, the provisions of the Act and Rules will be final. The State Government engages in all efforts and exercises to lend life to the Act and Rules.

## **6. Objectives and strategies : -**

The state shall adopt a twin track approach while equipping the existing education system to be responsive to children with disabilities it will provide child specific resource support to enable equitable opportunities in learning.

### **6.1 Physical Access**

#### **Objective : -**

School authorities will create an "inclusive environment" so all children, including children with disabilities get admissions

#### **Strategy :**

**Mapping of CWSN :** Identification must be given due importance and need to streamline the process through scientific and planned surveys as well as DISE. Identification of this category to be included in the regular census of Education Department with training of teachers and Functionaries at different levels. A study by MHRD has revealed that 40% of all out-of-school children are children with special needs. Therefore early identification and appropriate identification techniques to be used. Identification/ mapping children through whole school approach with special needs should become an integral part of the micro-planning and household surveys. A concerted drive to detect children with special needs at an early age should be undertaken through PHCs, ICDS, ECCE centers and other school readiness programmes.

## **Placement**

Scientific identification checklist should be developed for right identification in order to prevent labeling and misuse of facilities. This checklist to be prepared by the help of professional and special educators. Teachers, Anganwadi workers, Asha Workers, VRW's, MRW,s and community Based workers to be provided with orientation.

Data to be maintained at School, Cluster, Block and District level in order to plan out the programs and services for CWSN.

School Mapping to be organized for children with disabilities to identify and assess their needs for educational planning. Whole school planning to be adopted for developing inclusive environment and practices. Assessment of each identified child should be carried out.

Need to develop and promote the concept of "Community Class Rooms" for such areas, where opening a school is a problem.

Assessment team at the block level to ascertain the extent and type of the disability, the developmental level of the child, the nature of support services required, assistive devices required by the child and the most appropriate form of special training to be given to the child.

By early detection of children with special needs by the Anganwadi worker or health department people the education department can organize trainings to Anganwadi workers and parents to prepare the child for primary education. This can be associated with Physiotherapist, consultation of Clinical Psychologist, Speech Therapist, occupational therapist (WCD, Parents meeting, NGOS).

Mechanism such using mobile therapy units to be initiated to take services to rural and semi rural areas.

### **Educational Placement :**

Every child with special needs should be placed in the neighbourhood schools, with needed support services. Transportation/Escort facilities should be ensured for children with severe disabilities in disability friendly vehicle, it has to be done by BEO/BRC.

Schools must be designed using an inclusive lens to create barrier-free environments and accessible buildings must incorporate not only through ramps, but also through accessible classrooms, drinking water, toilets, playgrounds, laboratories, libraries Accessibility in terms of ramps with railings, colour contrast

of black boards for visual impaired, enhancing acoustics through classroom designing and use of appropriate materials.

School Readiness Program to be started based on the needs of CWSN in the habitat to facilitate certain skills that will enable them to effectively access elementary education as envisaged in the RTE Act. e.g. mobility training, training in Braille, sign language, postural training, etc. This can be done through inclusive bridge course Home Based Education and community based preparatory centre, resource centers and community classes in school.

Inclusive Bridge course should be there for children with disabilities who are out of school or drop out with the support of resource teacher/special educator

Upgrading the DIETs and BRCs for providing resource support in rural districts is a necessary

## **6.2 Quality Education**

### **Objective : -**

Children with special need shall have access to quality education to achieve the desired learning outcomes and enable the full development of their potential, sense of dignity and self-worth so that they can participate in the society effectively.

### **Strategies**

- The school to be prepared to meet the diverse needs in the classroom which includes curriculum, training of Head masters and teachers besides developing inclusive school developmental plan which shall enable quality education for all including CWSN.
- Curriculum should be accessible to CWSN and adequate measures to be taken for curriculum adaptation in terms of methodology, IEP, CCE evaluation based on NCF 2005 with adequate classroom management to enable them to participate in the learning process.
- Children with special needs to be monitored for transition like their non-disabled peers
- The policy shall ensure CWSN are able to appear 10th Standard Board Examination and get through this examination. Therefore appropriate modifications and adaptation shall be done to enable them to participate CWSN in the Examination.

- To develop appropriate syllabus which shall include vocational training as an alternative education program for all children including children with disabilities and especially for intellectual disabilities at high school level in order to provide school leaving certificate.
- To provide quality education for CWSN to be establish new IE resource centers (for SRPs) at cluster level.
- Encourage and endeavor to provide same classroom learning experience to Children with Special Needs in the classroom as per the IEP.
- State Govt. should encourage endeavor to open pre-service B.Ed and D.Ed Teacher Training centers in Special Education.

### **Support services**

- Every child has a right to receive necessary, adequate and appropriate support for the completion of elementary and secondary education;

Head Master shall be responsible for identification and provision of support services required for CWSN and to procure the same form the block level. Support services shall include :

1. Educational instruction, through appropriate means and methods of communication by educators who have the requisite qualifications and training; the free supply of books, preparatory materials for entrance examinations and study materials in appropriate means and methods of communication;
2. Free supply of assistive devices required by persons with disabilities for the completion of elementary, secondary or higher education;
3. Provision of scribes or other technological support as required;
4. Transport/escort facilities for children or in the alternative financial incentives to parents and guardians to enable children to attend school;
5. Integrating the class room activities proposed in the regular lesson plan in IEP also
6. Scholarships for students with disabilities with preference to girls with disabilities;
7. Extra time to complete tests and examinations as appropriate;
8. Spelling concessions in written assignments, tests and examinations;
9. Exemption from second and third language courses if so desired by a child's parents or guardian and deemed necessary by the school administration;

10. Suitable technological equipment which assists in the learning of all disciplines including but not limited to mathematics, geography, economics and science courses;
11. Necessary physical adaptations including classroom, sports facilities, libraries and laboratories ;
12. Any other appropriate aid required for the completion of elementary, secondary and higher education.
13. Alternative questions to visual questions in examinations.
14. availability and upgrading of aids and assistive devices according to individual needs,
15. technological support in the form of augmentative and alternative communication tools, audio-visual material, communication board, computer access,
16. universal design for school buildings, classrooms,
17. furniture and fixtures,
18. resource room support, therapeutically support,
19. ICT support,
20. Vocational education and training.
21. The state through the KSQAO shall develop inclusive monitoring levels of learning for all children For preparing suitable guidelines for implementation of Continuous and Comprehensive Evaluation for all classes from classes I to X including children with disabilities.
22. To provide alternative curriculum for school leaving certificate.
23. Upgrading the DIETs and BRCs for providing resource support in rural Districts
24. To provide school readiness program through special teaching for an adequate period to prepare the Children With Special Needs to join the appropriate class.
25. Establish separate CELL to disabled persons in Department of Employment and Training for easy access.

## **Training**

A trained and motivated teacher is at the heart of effective inclusion therefore translating policy into practice will depend on the continued development of skills and confidence of teachers and support staff in meeting the diverse range of children's needs. The state shall support professional development of teachers and other support staff in pre-service and in-service training programs. It shall be mandatory to incorporate inclusive education both in theory and practice with adequate weight age. Special orientation for resource personnel and managing staff (DIET/BEO/HM /CRC/BRC/ IERTs) shall be organized for capacity building.

Karnataka already has Inclusive Education Resource Teachers (IERTS) these teachers can be further provided training in cross disability areas to work as resource teachers at block to provide specific support services.

Adequate provisions shall be made through DIET at district level, through BRC at block level, through CRC at cluster level and through IERT at school level to provide resource support in terms of trained personnel, educational materials, equipments (aids and appliances) and monitoring of learning outcome of CWSN.

### **6.3 Social Access**

#### **Objective**

Create awareness in the larger community and empower parents to enable equal participation enabling effective social access

#### **Strategies**

- Parent of CWSN shall be one of the members in SMCs and responsible for developing inclusive school development plan.
- Empowering parents for the following
- To be responsible to decide placement of CWSN in regular schools or home based program
- Monitoring and preparing them for inclusion.

#### **Sports, Recreation and Cultural life**

Sports are an important factor for development of the child. State shall provide access to sports, recreation and cultural facilities with suitable adaptation. The Government shall take necessary steps to develop Inclusive Parks in coordination with BDA / Municipalities / Panchayaths.

### **7. Convergence with other departments : -**

Interventions for CWSN require multi-pronged multi-sect oral approach. Therefore convergence is an essential factor for accelerating the provision of appropriate support services. State shall develop a database of all identified CWSN in terms of needs, and facilities provided. This shall provide the basis for planning and converging resources from various departments. Therefore Single window system shall be introduced in the department of education to avoid duplication of services and optimize the use of resources and effective implementation of programme.

### **7.1 Convergence with Health Dept. for Medical Assessment and Rehabilitation**

Scientific assessment is essential to identify medical needs of CWSN and avoid unnecessary labeling of the child. Therefore appropriate measure and mechanism shall be developed with the health department for health checkup, medical assessment - medicines, surgeries, aids & appliances and therapies to facilitate inclusion. Therefore convergence with health department shall be essential for providing such facilities from block level to district level.

### **7.2 Directorate for Empowerment of Differently able and Senior Citizens (DED&SC)**

Converge with the Directorate to get the provisions of Special Schools, Aids & Appliances and Students Scholarship for children with disabilities

### **7.3 Department of Women & Child Development**

The Department of Women & Child Development is responsible for children 0-6 years which includes CWSN. Therefore the Dept is responsible for early identification & early intervention, preparatory & school readiness through Anganwadis and assisting in including these children in mainstream schools besides providing data of children identified to Education Dept for effective inclusion.

### **7.4 Partnership with NGOs/Special Schools for developing resources at Block , District and state.**

The State Policy recognizes the NGO sector as a very important institutional mechanism to provide appropriate services and support the endeavors of the Government. Karnataka has a vibrant NGO sector in the field of disabilities which shall be effectively coordinated and encourage in the field of human resource development and research activities, therapeutic and provision and repair of aids and appliances through resource centers. Interaction with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs shall be encouraged.



### **1. Girls with Disabilities**

Recognizing that girls with disabilities are often at greater risk of abuse and exclusion both within and outside their home. Therefore the state shall special focus to include girl child with special needs in an environment that is sensitive to their needs. Such as respecting the needs for privacy, safe access to toilet

### **2. Vocational Education**

As the target group of the policy is up to 18 years the state shall make provision for developing vocational education programme based on the needs of children with disabilities in collaboration with other department and NGOs.

### **3. Research**

State shall promote research studies for development of education of CWSN based on contextual needs by govt. and non - governmental agencies for the purpose of designing and developing new assistive devices, teaching aids, special teaching materials, or such other items as are necessary to give a child or person with disability the support required to complete his or her education.

**Amendments to the existing acts policies schemes and programs of the state for the education to be made according to this policy**

### **4. Non negotiable principles**

The state shall enforce the following non negotiable principles by pronouncing a separate code of conduct.

1. Not providing admission to children with disabilities in regular school including aided and unaided is a violation of Human right which shall be penalized.
2. To promote Access, and Enrolment, Retention and Appropriate Education for CWSN and create facilities by developing inclusive learning environment and free education for CWSN till 18 years.
3. Zero Rejection Policy should be followed in educational institutions and hostels.
4. Providing adequate facilities for support services as mentioned in this policy for inclusive education.
5. All Pre-service and In-service teachers trainings program should have adequate weight age for theory and practice in Inclusive Education.
6. Every school & educational institution shall have accessible and barrier free environment as mentioned in the policy.
7. Any formal school including aided and unaided shall be covered in this policy.

## **5. Responsibility for Implementation**

### **Development of IE Cell**

As disability is a multidisciplinary approach cutting across different department in education and women and child a cell is proposed in the education department under CPI of DDPI level for planning, implementation and monitoring and convergence the resources of other departments both at state and central level for education of CWSN and delivering at the school level through Head Masters.

**The Cell shall ensure that Every Child with disability has access to education till 18 years and shall be responsible for -**

- Making schools (building, approaches, toilets, playgrounds, laboratories, libraries etc.) barrier free and accessible for all types of disability.
- Adapting suitable Medium and method of teaching and providing Appropriate teaching learning material and flexible examination system
- Providing Vocational / Technical education as per the needs.
- To establish help line for assisting parents, teachers, schools and CWSN.
- To make ZPs responsible to review the provisions and implementation of inclusive practice in their district during their review meetings.
- Use of ICT for effective learning facilities for CWSN.

### **6. Institutional Arrangements**

Operationalising of IE requires identification and strengthening of the existing infrastructure, schemes and programmes. Networking and convergence are other important areas. All this can attain if thrust is laid upon the administrative issues underlying Inclusive Education. The following aspects need to be considered for implementing Inclusive Education.

#### **State level Steering committee - SLSC**

The SLSC will be headed by the additional chief secretary. The state level steering committee will comprise of representatives from various Departments experts in the area of disability and Inclusive Education from NGOs and state level institutes. If the state feels a need, the SLSC can also comprise of medical experts like ophthalmologist, psychologist, neurologist, speech therapist, and representative from the panchayath Raj institutions.

## **Functions of SLSC**

The SLSC formed for IE programme, will cover the following activities:

- Establishment of linkages between various institutions and NGOs working in the area of disability.
- Co-ordination with medical, government departments like welfare, Health, DWCD.
- Preparation of Annual Work plan and budget.
- Co-ordination with other on-going schemes in the state on IE if any
- Preparation, standardization and finalization of curriculum modules for training at various levels.
- Support on planning and implementation.
- Assistance to planning team at the District level.

## **District level Steering Committee - DLSC :**

A DLSC will also be constituted on similar grounds like the SLSC. This will be headed by the District coordinator. It will comprise of members and provide academic support as a supervising body for the IE programme. The members can preferably one from each area of disability, from Dept of Disabled Welfare, DIET, DSERT, and NGOs District level interventions:

## **Functions of the DLSC for IE :**

- Preparation of District plan on IE
- Assistance in conducting survey of the children with disabilities in all Blocks of the District.
- Planning and organizing of training programme for primary school teachers, parents etc.
- Assistance in incorporating IE in the on - going awareness programme for community mobilization etc.
- Consultation with District level NGOs
- Monitoring the supply of aids and appliances to Children With Special Needs.

**Under Right to Education Act following steps should be initiated.**

- CWSN Section
- Social Class among CWSN section

## SCHEDULE 1

### List of Disabilities

(1) **Autism Spectrum Conditions / Autism Spectrum Disorders** refers to a Neurological condition typically appearing in the first three years of life, that Significantly affects a person's ability to communicate, understand relationships and Relate to others, and is frequently associated with unusual or stereotypical rituals or behaviors. Autism is often accompanied by learning disability, severe sensory Defensiveness, motor coordination difficulties, intellectual impairment, limitations in Adaptive behavior, and seizure disorder, among others

(2) **'Blindness'** refers to a condition where a person has any of the following Conditions, namely:

- A. Total absence of sight ; or
- B. Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with Correcting lenses ; or
- C. Limitation of the field of vision subtending an angle of 20 degree or worse.

(3) **'Cerebral Palsy'** refers to a group of chronic conditions affecting body movements and muscle coordination. It is caused by damage to one or more specific areas of the brain, usually occurring during fetal development or infancy. It also can occur before, during or shortly following birth.

(4) **'Chronic neurological conditions'** refers to a condition that has its origin in some part of the person's nervous system lasting for a long period of time or marked by frequent recurrence.

(5) **'Deaf blindness'** refers to a condition in which people may have a combination of Hearing and visual impairments causing severe communication, developmental, and - Educational problems. Deaf blindness may include :

- 1. Moderate to profound hearing and significant visual impairments;
- 2. Moderate to profound hearing and significant visual impairments and other Significant disabilities ;
- 3. Central processing problems of vision and hearing;
- 4. Progressive sensory impairments/ significant visual impairment; and The Rights of Persons with Disabilities Bill, 2011 202
- 5. Possible loss of auditory processing mechanisms (associated with severe physical disability or severe cognitive disability) and severe communication delay"

(6) **'Dwarfism'** is characterized by disproportionate shortness of stature measured by Height to age. It is usually it is less than three standard deviation of the average height to age.

(7) **'Hemophilia'** refers to an inheritable disease, usually affecting only males but Transmitted by women to their male children, characterized by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding.

(8) **'Hearing Impairment'** refers to loss of 60 decibels or more in the better ear in the Conversational range of frequencies; such impairment in hearing, whether permanent or fluctuating, that hinders the communication with others.

(9) **'Hard of Hearing'** refers to those persons with hearing impairments with a Permanent or fluctuating hearing loss which permits the use of the auditory channel for a certain amount of speech/language and information gathering functions.

(10) **'Intellectual Disability'** refers to a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills.

(11) **'Leprosy cured' person refers to** any person who has been cured of leprosy but is suffering from :

- A. Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity ;
- B. Manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity ;
- C. Extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly.

(12) **'Locomotor Disability' refers to** a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal and/or nervous system.

(13) **'Low-vision'** refers to a condition where a person has any of the following conditions, namely : *The Rights of Persons with Disabilities Bill, 2011* 203

- A. Visual acuity not exceeding 6/18 or 20/60 and less than 6/60 or 20/200 (Snellen) in the better eye with correcting lenses ; or
- B. Limitation of the field of vision subtending an angle of more than 20 degree and up to 40 degree.

(14) **'Mental illness'** refers to a disorder of mood, thought, perception, orientation or memory which causes significant distress to a person or impairs a person's behavior, judgment and ability to recognize reality or impairs the person's ability to meet the demands and activities of daily life and includes mental conditions associated with the abuse of alcohol and drugs.

(15) **'Multiple disabilities'** refers to two or more impairments occurring at the same time the combination of which causes significant needs. The term does not include deaf blindness.

(16) **'Muscular Dystrophy'** a group of hereditary genetic muscle disease that weakens the muscles that move the human body. People with MD have incorrect or missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue.

(17) **'Multiple Sclerosis'** An inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelization and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.

(18) **'Specific Learning Disabilities'** refers to a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia. **'Dyslexia'** refers to difficulties in reading, writing and spelling; **'Dysgraphia'** refers to difficulties in the ability to write, primarily in terms of handwriting and content; **'Dyscalculia'** refers to difficulties in the ability to learn class/age appropriate mathematics; **'Dyspraxia'** refers to difficulties of motor coordination usually apparent in childhood *The Rights of Persons with Disabilities Bill, 2011* 204

(19) **'Speech impairment'** refers to an impairment of speech articulation, voice, fluency, or the impairment of language comprehension and/or oral expression or the impairment of the use of a spoken or other symbol system.

(20) **'Thalassemia'** refers to a group of inherited disorders characterized by reduced or absent amounts of hemoglobin.