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## **Unit - 4 □ Education Commissions and Policy**

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### **Structure**

- 4.1 Constitutional provisions on education that reflect National ideals : Equality, liberty, secularism, and social justice.**
- 4.2 National Commission and Policies : Education Commission (1964), NPE and POA (1986,1992), National policy for persons with Disabilities (2006).**
- 4.3 National acts : RCI act, 1992, PWD act, 1995, NT act, 1999, RTE act (2009&2012).**
- 4.4 Programmes and Schemes : IEDC (1974, 1983), SSA (2000, 2011), RMSA (2009), IEDSS (2009).**
- 4.5 International Conventions and Policies : Salamanca Declaration and Framework (1994), UNCRPD (2006), MDG (2015), INCHEON strategies.**

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## **4.1. Constitutional provisions on education that reflect National Ideals : Equality, liberty, secularism, and social justice**

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### **Structure**

#### **4.1.1 Introduction**

#### **4.1.2 Objectives of the sub unit**

#### **4.1.3 Constitutional provisions on education**

##### **4.1.3.1 Article 45**

##### **4.1.3.2 Article 15**

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### **4.1.1 Introduction**

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India attained independence from the British rule in 1947. The preamble of the constitution of India declares that the purpose of the democratic sovereign republic nation like India is to secure equality, liberty, secularism and social justice to all its citizens. The role of education is thus to prepare the individual suited for these democratic values. Present sub unit will enable the students to recognise the constitutional provision on education that reflects these democratic values.

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### **4.1.2 Objectives of the sub unit**

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After studying this sub unit, students will be able to

- i) Identify the constitutional provision on education.
- ii) Analyse the democratic goals like equality, liberty, secularism and social justice to all its citizens as emphasized in these constitutional provision on education.
- iii) Understands the role of education in preparing democratic citizens.

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### **4.1.3 Constitutional provisions on education**

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The preamble declares that the purpose of the Nation which is a democratic sovereign republic is to secure justice, liberty, equality and fraternity to all its citizens. The people of India till the promulgation of the constitution had are freedom and dignity in decide for themselves what they wanted to do. The rule of education to prepare the individuals in the society for self direction is of paramount importance. The new nation wanted education to serve the constitution, in other words the education system is expected to become subordinate to the goals of the Indian constitution and not to any other agency. The three major programmes that the nation took up to meet the national objectives were

- a) Democracy as a way of life.
- b) Socialistic path to secure the life of the citizens : and
- c) Industrialization based upon modern science and technology.

Out of the above, the first two programmes are built into the constitution and the third emerged out of the deliberations of the political and administrative machinery that derived authority from the constitution.

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#### **4.1.3.1 Article 45**

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The most important provision is in the form of a “directive principle” to the state policy. According to Article 45 “the state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years”.

Another significant provision which is given under the directive principle of the state policy -states that “ the state shall promote with utmost care the educational and economic interest of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes and shall protect them for social injustice and all forms of discrimination.”

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#### **4.1.3.2 Article 15**

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Article 15 while prohibits all forms of discrimination on the ground of religion, race, caste, sex, place of birth provides a clause which empowers the state in placing any special provision for the advancement of any socially and educationally

backward class of citizens or for the scheduled castes and scheduled tribes.

Article 17 abolishes untouchability and forbids its practice in any form. Article 14 guarantees equality law to all citizens and article 16 guarantees equality of opportunity in respect of public employment. Article 24 prohibits employment of children under the age of 14 in factories, mines or other hazardous employment.

#### **4.1.3.3 Article 28**

Article 28 separates religion from education in the schools maintained by the state funds. But at the same time it guarantees freedom of religion. Article 29 guarantees that “ any section of the citizens residing in the territory of India or any part thereof and having a distinct language, script or culture of its own, shall have the right to conserve the same” and further states that “ no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of the State funds, on grounds of religion, race, caste, language or any of them.”

The Constitution gave education a very prominent role in the development of modern India. Firstly, it expected that the education systems would build the values embedded in the Constitution into the Curriculum. Secondly, the Constitution called upon the State to make special efforts to promote educational interests of the weaker sections of educationally and socially backward classes. As pointed out earlier, the education system we inherited from the British rule had no sympathy for the backward sections and the rural population. The education of woman was neglected both by the system and the society at large. Hence the education system being the means to develop these sections. Thirdly, the state was called upon to provide resources for education to make primary education compulsory. In fact the entire functional responsibility of providing primary education was on the State as the private enterprise in this sector was negligible. Even the limited private initiative was confined to the state capital and big cities.

In other words there was a reciprocal expectation between the Constitution system and the education system. The education system being a subordinate system was given a greater responsibility and in turn the constitution ensured state resources by legitimizing the allocations for education. Once the constitution was adopted by the representatives of the people, it was the duty of the state and educational system to respond to the calls of the constitution.

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#### 4.1.4 Check your progress (objectives type questions)

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##### Check your progress

Note: i) write your answer in the space given below .

ii) compare your answer with those given at the end of the block

1. What were the three major programmes which the nation underlook to meet the national objectives?

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2. Which article of the Indian constitution

- i) Aims to provide free and compulsory education ?

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- ii) prohibits any form of discrimination

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## **4.2 National commission and policies : Education commission (1964), NPE and POA (1986, 1992), National policy for persons with Disabilities (2006)**

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### **Structure**

#### **4.2.1 Introduction**

#### **4.2.2 Objectives**

##### **4.2.3.1 Recommendation dealing with educational structure**

##### **4.2.3.2 The Common School System**

##### **4.2.3.3 Recommendation regarding the school curriculum**

##### **4.2.3.4 Work experience**

##### **4.2.3.5 Vocationalization of education**

#### **4.2.4 National Education Policy**

##### **4.2.4.1 N.P.E 1968 on structure of education**

##### **4.2.4.2 N.P.E 1968 on quality issue**

##### **4.2.4.3 N.P.E on equity issue**

#### **4.2.5 National education policy 1986**

##### **4.2.5.1 N.P.E 1986 on universalisation of elementary education**

##### **4.2.5.2 N.P.E 1986 on secondary education**

##### **4.2.5.3 N.P.E 1986 on teacher education**

#### **4.2.6 Programme of action, P.O.A 1986.1992**

##### **4.2.6.1 P.O.A 1986**

##### **4.2.6.2 P.O.A 1992**

#### **4.2.7 National Policy for Person with Disabilities (2006)**

##### **4.2.7.1 Focus of the policy**

#### **4.2.8 Check your progress (Objective type Questions)**

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### **4.2.1 Introduction**

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After independence 1st (1950-55), 2nd (1956-60), and 3rd (1961-66) five year plans failed to cope up with emerging social and economic needs of independent India in the field of education as a result of political and social forces which were shaping the Indian economy. In this light the next plans concentrated on education in a wider spectrum. The setting up of The Education Commission (1964-66), National Education Policy (1968 and 1986) and Plan of Action (1992) also indicates this fact. In this section we shall deal with this commission with a special mentioning of National Policy for Person with Disabilities (2006).

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### **4.2.2 Objectives**

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After going through this sub unit, the student teacher will be able to:

- Appraise the implications of the recommendations of the Education Commission (1964-1966)
- Relate the National Education Policy, 1968 to the recommendations of the Education Commission
- Understands the recommendation of The Education Commission (1964-66).
- Understands the recommendation of National Education Policy (1968 and 1986) and Plan of Action (1992).
- Understands the recommendation of National Policy for Person with Disabilities (2006).

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### **4.2.3 The Education Commission (1964-66)**

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The education commission is considered as one of the significant landmarks in the history of Indian education because of two reasons. Firstly it adopted a comprehensive approach in reconstruct education and secondly it developed a blue print for a National system of education. The genesis of this commission could be traced to the thirty five year plan which had articulated in clear terms the need for reviewing the prevailing education system in the country in the context of the failure to fulfil the constitutional obligation of universalization of elementary education on the one hand and the persistence of educational disparities on the other. Following this, the Government of India appointed the education commission in July 1964 by a resolution in advise the Government on the national pattern of educations and on the general principles and policies for the development of education at all stages and in all aspects. This is the sixth commission appointed by the Government of India. However, this is the first ever commission which

made a comprehensive review of the Indian education system which resulted in a well defined national policy on education in 1968.

The commission was headed by professor D.S. Kothari, an eminent educationist and the members were experts in education drawn from both national and international scene.

It was believed that this commission, besides helping in the reconstruction of the Indian education system, would also provide some basic thinking and an analytical framework for bringing about an educational revolution in the country. The commission in its exercise addressed three major problems relating to : (i) internal transformation of the education system so as to relate to the life, needs and aspirations of the nation; (ii) qualitative improvement of education in order to achieve adequate standards and (iii) expansion of educational facilities based on manpower needs with an emphasis on equalisation of educational opportunity.

The commission firmly believed that education is a powerful instrument to bring about the desired changes in the Indian society more so when the country is challenged with problems of population explosion, poverty, poor economic growth, unemployment, social stratification and upheavals, political turmoil besides the mass awakening for various rights and demands including education. Hence there was a felt need to create a new social order which would pave the way for achieving equality and social justice. As these problems are inter-related the commission felt that simultaneous attack on all of fronts of education should be made through (i) the development of physical resources and (ii) the development of human resources. The commission recognised that it is the latter which is more crucial for development and hence clearly articulated the need for a properly organised programme of education which would develop the required knowledge, skills and attitudes.

The commission set up twelve task forces and seven working group. One of the task groups dealt exclusively with issues relating to school education and another dealt with the issues relating to teacher training and status. The working groups dealt the education of woman, backward communities and other aspects of the school like buildings, school community relations and school curriculum. The remaining task forces deliberated on other levels of education and financing of education which had both direct and indirect bearing on school education.

It is to the credit of the commission that it rightly recognised the role of education in the national reconstruction in order to establish a direct link between education, national development and prosperity, the commission believed that a national system of education. Which is organised both in terms of quantity and quality is very necessary. The main proposition of the commission was that the prevalent system of education was meant



to serve the needs of imperial administration, and if it had to serve the purpose of modernising democratic and socialistic society, it required radical changes in objectives, content, teaching methods, programmes the selection and professional preparation of teachers and organisation.

After a detailed review of the prevailing education system in the country, the commission came out with several recommendations some of which attracted wide attention while others were opposed and rejected read J.P. Naik's book, education commission and after, which provides a detailed account of this let us now discuss the role of education identified by the commission amidst the changes in Indian context in particular and global context in general

and study some of the salient recommendations of the commission regarding school education to examine their implications for structural reorganisation, qualitative improvements and transformation of the education system.

#### 4.2.3.1 Recommendation dealing with educational structure

The commission examined the diverse structure or the pattern of the education as obtained in different parts of the country in terms of courses, stages and duration the following table gives an idea about the prevailed in the country during 1965-66

**Table 11.1: showing stages and duration of education in different states (1965-66)**

State	lower pry	higher pry	secondary	pre- univ.	Higher sec
Andhra pradesh	5	3	3	1	4
Assam, Nagaland Bihar, Gujrat,	7*	4	4 1	1 -	5 -
Andh Maharastra J&k, Punjab,	5	3	2	1	3
Rajasthan, WB Kerala	4	3	3	2	-
MP	5	3			
Madras	5	3	3	1	-
Mysore	4	3	3	1	-
Orissa	5	2	4	1	-
UP	5	3	2	-	2**

\* Integrated primary schools \*\* intermediate colleges

Sources : Report of the Education Commission 1964-66

It is clear from this table that duration and stages of education differed from state to state hence the commission wanted to evolve a uniform pattern of education across the country, although the commission realised that structural changes are difficult to bring about in view of the high costs and disturbances in terms of teachers and other institutional facilities, yet it gave serious thought to this problem because of the following reasons.

- i) Voluminous representations were received on this issue.
- ii) Even the earlier commission and committees had already dealt with this problem in greater detail.
- iii) There was a strong demand for ending the confusion arising out of the diverse pattern that prevailed.
- iv) There was a widespread belief that a national pattern of schools and colleges was an essential aspect of the nation system of education.

The above considerations were further substantiated with a view to introducing certain changes based on indigenous thinking in the prevailing pattern of education which was imported.

The commission approached this problem with certain assumptions. It believed that the standards in any given system of education would essentially depend upon four elements:

- (i) The structure of the division of the educational pyramid into different levels or stages and their inter-relationships.
- (ii) The duration or the total period covered by the different stages.
- (iii) The extent and quality of essential inputs such as teachers, curricula, methods of teaching and evaluation, and other infrastructures.
- (iv) The utilisation of available facilities.

The commission also recognised the interplay of these elements in contributing to the maintenance of standards. At the same time it realised the most significant role played by standards. At the same time it realised the most significant role played by the fourth element viz., utilisation of available facilities in enhancing standards.

You may recall that the university education commission (1948-49) had categorically recommended 10+2+3 pattern and after that the secondary education commission (1952) had favoured 11+3 higher secondary pattern. The education commission, however, favoured 10+2+3 pattern as the higher secondary pattern proposed by the secondary commission had run into rough weather in terms of its possible repercussions on unnecessary expansion, increased expenditure and non-availability of teaching facilities.

To begin with, the main issue before the commission was to decide whether the demand for uniform pattern was to be supported or not. The commission itself had divided opinion on this issue. There was a general consensus that a uniform pattern was desirable for improvements in the standards. Thus, with considerable flexibility to be permitted within ten-year school, the commission recommended 10+2+3 pattern of education. The salient features of this are.

- One to three years of pre-school education.
- A ten year period of general education consisting of 7 to 8 years of primary stage (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and lower secondary stage of general education of 3 or 2 years or 1 to 3 years vocational education.
- Higher secondary stage of 2 years of general education (or 1 to 3 years of vocational education).
- Higher education stage of 3 years or more for the first degree and followed by courses of varying duration for the second or research degrees.

As a matter of fact this is one of the important recommendations of the commission which aimed at bringing about transformation in the education system. 10+2+3 implies that in a national system of education there are only three public examinations at the end of ten-year schooling, +2 stages and three year degree. It also implies that these examinations conducted by different regional boards and universities are equivalent and will have comparable standards for purpose of recruitment and admission to higher education.

This recommendation attracted wide attention and became controversial as education was under state control during this period and many states were not willing to adopt this pattern as it had both organisational and financial implications. However, the 42<sup>nd</sup> amendment of the constitution in 1976 shifted education to concurrent list. This enabled the central government to negotiate for consensus on the uniform pattern. Eventually the pattern was accepted by all the states in 1986.

#### **4.2.3.2 The Common School System**

One of the crucial steps of the education commission in connection with creating socially cohesive and egalitarian society is common school system. The major implication of this recommendation is to abolish exclusive elitist schools. In the context the commission used two expressions- the common school system of public education and the

neighbourhood school. This was not supported by many. Ultimately the national policy on education, 1968 in order to avoid the controversies on this issue issued a statement which read “ to promote social cohesion and national integration, the common school concept as recommended by the education, Commission should be adopted” and that “efforts should be made to improve the standards of education in general schools” {sub-para 4(b) of para 4 of the national policy on education 1968}. But there is no follow up of implementing this policy recommendation since then, however this has generated serious debate on the subject among the politicians, academics and the public and it has now assumed political overtones.

#### **4.2.3.3 Recommendation regarding the school curriculum**

Regarding the purpose of school education, the commission recommended that the school should prepare citizens of the democratic society. When we discussed the aims of education in the colonial as well as in ancient period and it was stated that the formal education was restricted to ruling classes in the ancient period and it was meant for preparing the manpower for colonial administration during the British rule. The education commission emphasised the linkage between the national aspirations as envisaged in the constitution and the role of education system in fulfilling the same.

The school curriculum broadly entails the total experiences provided in the students in the light of the objectives delineated by the education system to realise the national goal and aspiration. Hence , we need to examine the stand taken by the commission in terms of the objectives of school education, the methods of instruction and the mechanism of assessing the extent to which the set objectives have been achieved. You should note that already there were notes of discordance regarding the prevailing school curriculum as both inadequate and outmoded in terms of equipping the students with required skills and knowledge. In this context, the commission noted that the prevailing school curriculum placed heavy importance on bookish knowledge and rote learning as it was dominated by examination without giving due emphasis for the development of the useful skills which are necessary for successful living to begin with, the commission gave a fresh thinking to organising the curriculum of the first ten years of general education into a continuous programme of studies in terms of the knowledge skills and abilities that are to be adhered in different levels of school education in the light of the overall objectives of education, in this context the commission recommended that the child in lower primary education should acquire certain basic skills like reading, writing and arithmetic through mother tongue. In addition, the child should also acquire habits of healthy living and should be encouraged to adjust to its surroundings through an

elementary study of the physical and social environment. While at the upper primary level, it was presumed that the curriculum would build upon the early experiences to lead the child to acquire the introductory knowledge of mathematics, activity-based learning of physical, natural sciences, history, geography and civics. The foundation of healthy living would lead to physical education. At this stage child would be ready for acquiring a second language beside the mother tongue. At the secondary level the commission envisaged meeting the adolescent needs with an emphasis on total keeping the above broad objectives in view the commission recommended a detailed area of curricular study for each sub-stage of schooling.

Regarding the learning of the languages the commission recommended a modified three language formula and proposed one language at the lower primary stage two languages at the highest primary stage and three languages at the secondary stages. The language to be learnt in the lower primary should be either the mother tongue or the regional language. At the higher primary stage it should be in addition to mother tongue or regional language, official or the associate official languages of the union which he had not elected at the higher primary stage, in non Hindi areas he should study English and Hindi and in Hindi speaking areas he should study Hindi English and a modern Indian language.

The debate on the language learning got swamped by the issues of medium of instruction in political forms. Hence, the states are continued regarding the learning of the language which more or less coincided with the recommendations.

#### **4.2.3.4 Work experience**

in order to relate education to productivity, the commission recommended that work experience should be introduced as an integral part of education at all stages. The commission on redefined basic education proposed by Gandhiji as work experience and suggested programmes at different school stage to suit the age and maturity of pupils. Since in practice the basic education had largely become frozen around certain crafts, the commission related the need to reorient it to the needs of a society which was to be transformed with the help of science and technology. In other words work experience must be forward looking in keep with the character of the new social order. According to the commission work experience would begin right from the lower stage of primary education in the form of simple handwork, followed by learning of a craft at the senior primary stage and it would take the form of a workshop training at the secondary stage. At the higher secondary stage where students are matured, work experience should be made available in the form of school workshops, and also on farms and in commercial and industrial establishments.

The commission also recognised the problems that might come in the way of implementing this programme. Hence it emphasised the need for training of teachers, provision of necessary facilities including supply of equipments and progressive extension of the programmes to all schools.

The recommendation dealing with work experience also ran into controversy because supporters of basic education did not agree with its emphasis on the use of science and technology and modern methods of production and wanted continuing of teaching of craft. However, work experience was introduced in schools which were not following basic education curriculum in order to avoid in this dichotomy, the Ishwarbhai patel committee combine the concept, “ socially useful productive work”, Even then, that all schools in the country accepted this reform in fact a study conducted by the NCERT in 1973 revealed that only 5.27%, 9.38%, 26.61% of the primary, middle and secondary schools respectively had introduced work experience while the craft continued to be introduced in 25.10%, 34.88%, 32.02% of the primary, middle and secondary schools respectively. Thus in all only 7.08% of all schools had work experience while 30.56% of the schools had craft. The activities done under craft and work experience were similar, in us the programme have not spread to other areas since then, the main difficulties being lack of government approval, resources, equipment and trained teachers.

#### **4.2.3.5 Vocationalization of education**

The commission emphasised the need to vocationalise higher secondary education and to expand the vocational courses so as to cover about fifty percent of the student enrolment at this stage. The commission envisaged organising a large variety of terminal courses of varying duration. The courses proposed included teacher training for pre-primary and primary education, industrial training institutions, trades, middle levels personnel in agriculture and industry, para- medical/ health personnel, secretariat and home science. The recommendations of the commission with regard to vocationlisation at higher secondary stages are as follows:

1. The higher secondary stage should be extended to cover a period of two years and should be located exclusively in the schools.
2. Steps should be taker to implement this reform through a phased programme spread over the next 20 years.
3. As a first step in this direction, the pre-university course, irrespective of its duration, should be transferred from the colleges to the schools on a high priority basis with in the next ten years.

4. Simultaneously, attempts should be made in the fourth five year plan for improving the utilization of the existing period to the best extent possible, for the preparation of teachers for the two-year course by expanding and improving the post graduate stage, and for the working out of pilot projects with two year higher secondary course in select secondary schools.

In fact the commission also recommended part time non-formal education of general or vocational type even for such of those boys and girls who drop-out at the end of the elementary stage.

The commission made a specific recommendation to institute special grants to state Governments in the centrally- sponsored sectors to develop and sustain vocational programmes.

The commission's recommendation with regard to vocationalization at higher secondary stage has made limited progress. There were divergent views about vocationalization such as;

The proposals are considered unrealistic and impracticable as there is very little scope for additional employment for certificate and diploma holders.

As of now there is very little understanding and data base for the manpower requirements for the developing economy.

There is an underestimation of the problems relating to administrative, personnel, and financial matters in expanding vocationalization.

The scheme of central grants as recommended by the commission could not be initiated on an adequate scale.

There seemed to be no linking up of vocationalization with the national pattern of 10+2+3. As these programmes were provided along with academic stream in higher secondary schools instead of specialized institutions as visualised by the commission, very few students opted for these courses. Consequently most of the higher secondary schools ran only general courses.

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#### **4.2.4 National Education Policy**

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The recommendations of the education commission evoked a widespread debate in the Parliament. A Parliamentary committee went through the report in detail and endorsed some of the important recommendations such as the need for a national system of education, regional language as medium of instruction, improvement of the status of

teachers and new ten year school system etc, etc. The report was discussed in the Central Advisory Board of education and in the vice-chancellors conference. This was followed by the discussion of the report in both the houses of parliament. All these deliberations lead to the drafting of a National policy which was approved by the cabinet in 1968.

At this point of the history of constitutional rule, education was a subject coming under the jurisdiction of the State Government. The role of the centre was merely that of a facilitator or a promoter. Hence the educational policy of 1968 was only a board framework for the guidance of the state governments in reforming their education systems.

#### **4.2.4.1 N.P.E 1968 on structure of education**

Section 4 para 17 of the National policy on education 1968 dealing with the restructuring of education reads as follows.

“It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.”

You may notice that the above policy statement is only recommendatory. This is due to the fact that the school education then was not under the union or concurrent list. Therefore it can only be stated in that vein. It also provides flexibility for the states to deal with higher secondary according to their own needs. The restructuring involves greater outlay of funds to increase teachers, buildings to the existing structure apart from the finances required to improve the quality of education which is part of restructuring. Keeping this in mind the policy declared that:

“The reconstructions of educations on the lines indicated above will need additional outlay. The aim should be to gradually increase the investments in education so as to reach level of expenditure of 6 percent of the national income as early as possible”, (section 5).

The Government of India recognises that the reconstruction of education is no easy task, not only are the resources scarce but the problems are exceedingly complex. Considering the key role which education , science and research play in developing the material and human resources of the country, the Government of India will, in addition to undertaking programmes in the central sector, assist the State Governments for the development of programmes of national importance, where co-ordinated action on the part of the states and the centre is called for, (section 6).



#### **4.2.4.2 N.P.E 1968 on quality issue**

Even through the education commission dealt elaborately on the issues of quality of education the national policy on education confined itself to equating quality of education with quality of teachers accordingly it declared:

“Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualification and professional competence that the success of all educational endeavour must ultimately depend. Teachers must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities,”(section 4 para 2a).

“The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected” (section 4 para 2b).

#### **4.2.4.3 N.P.E on equity issue**

The national policy took note of the issues related to equalization of educational opportunity. The following paragraphs of the policy document deals with this issue:

Strenuous efforts should be made to equalize educational opportunity.

- a) Regional imbalances in the provision of educational facilities should be corrected and good educational facilities should be provided in merit and other backward areas.
- b) To promote social cohesion and national integration the common school system as recommended by the education commission should be adopted. Efforts should be made to improve the standards of education in general schools. All special schools like public schools should be required to admit students on the basis of merit and also to provide prescribed proportion of the free-studentships to prevent segregation of social classes. This will not however, affect the rights of minorities under article 30 of the constitution.
- c) the education of girls should require emphasis, not only on the grounds of social justice but also because it accelerates social transformation.
- d) More intensive efforts are needed to develop education among the backward classes and especially among tribal people.

- e) Educational facilities for the physically and mentality handicapped children should be expanded and attempts be made to develop integrated programmes enabling handicapped children to study in regular schools.

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### **4.2.5 National education policy 1986**

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In 80's India was facing severe economic crisis. The need was felt to gear the educational policy towards the development of economy. This resulted in the National Education Policy 1986.

The NPE 1986 contended that the role of education is essentially to transform a static society into a vibrant one with commitment and development and change. The policy recognised the need for creating not only access to education for all sections but also getting them involved in the process of continuing education so as to promote a learning society. Further, the policy also had special emphasis on the role of education in adequately equipping the new generation stepping into 21<sup>st</sup> century with required skills and competencies.

Following the 42<sup>nd</sup> amendment of the Indian constitution with the authority to legislate on education concurrently with the states so far as organisation and structure of education is concerned, the NPE operationally defined concurrence as a meaningful partnership between the centre and states and placed clear responsibility on the union government regarding the national and integrative character of education, quality and standards, manpower planning, research and advanced study, culture, human resources development and the international aspects of education.

The NPE 1986 gave an unqualified priority for universalisation of elementary education and indicated a vital shift from mere provision of schooling facilities to improvement of facilities, universal enrolment and participation and achievement of satisfactory levels of learning. The policy advocated dual track approach with simultaneous attention to adult literacy and primary education. While shifting its focus from enrolments as well as retention and achievement, it also laid down conditionality for success.

The policy conceived universalisation of elementary education as contextual. Contextuality entails local area planning with disaggregated target setting and decentralised participation, planning and management. The focus shifts from educationally backward states to educationally backward districts.

NPE 1986 envisaged free and compulsory education of satisfactory quality for all children up to 14 years of age before the commencement of the 21<sup>st</sup> century. It also addressed the

more difficult aspect of access. Hence it advocates large scale and systematic programme of non-formal education as an integral component of the strategy to achieve universalisation of elementary education. The policy, however, stresses the need for having a comparable quality of non-formal education and providing enough flexibility to learners to proceed at their own—

The 'policy' emphasises integration of gender perspective in all aspects of planning. Hence there is a pronounced shift from mere equalisation of opportunity to education for women's equality. The policy further enjoins that the national educational system should play a positive interventionist role in the empowerment of women, foster the development of new values through redesigned curriculum, textbooks, training and orientation of teachers, decision makers and administrators.

The policy shifts its emphasis from sectoral to a multi-sectoral approach with convergence of all development inputs so as to improve the delivery of services and enhance the efficiency of resource utilization.

The national policy on education (NPE 1986) perceives education as an essential requirement for all as it is fundamental to the all-round development of society, both material and spiritual. The role of education is to sensitize the minds for furthering the goals of socialism, secularism and democracy. Another important role of education is to promote and sustain the economic development of the society through fostering research and development to ensure self-reliance in technology and develop the required manpower harness it. In a nutshell education is a unique investment in the present and the future.

There are some commonalities between the NPE 1968 and NPE 1986. They refer to the reiteration of the commitment towards a common school system and the common educational structure of 10+2+3. The NPE 1986 has gone a step further while re-emphasizing the place of common core curriculum in the national system of education by specifying the underlying values. They are India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, small family norm and inculcation of the scientific temper.

The NPE 86 is much more specific in defining the role of education in promoting equality. While the earlier policies talked about access, the present policy goes further by stipulating the provision of the conditions of success to ensure equality of educational opportunity and also fostering the value of equality for all.

Another important milestone of the NPE 1986 in its commitment to laying down minimum levels of learning at each stage of education aimed to ensuring the quality of education and comparability across the nation.

The NPE 1986 declares that the entry into the higher education and technical education would be based on the requisite merit regardless of the origin of the aspirant.

Another important indication for the promotion of opportunity and creating learning society is found in the thrust given to open and distance learning in the policy.

#### **4.2.5.1 N.P.E 1986 on universalisation of elementary education**

The N.P.E 1986 rest an emphasis on attainment of essential level of learning in achieving universalisation in elementary education.

The policy proposed a three-pronged strategy to realise the task of universalization of primary education.

- Firstly, to provide a motivating school environment through child-centered and activity based learning process at the primary stage. In this context, the policy emphasized the need for providing supplementary remedial instruction to first generation learners and allowing them to progress at their own pace. The policy reiterated its commitment to retain the non-detention policy as recommended by the earlier commission. The policy also took note of adjusting school timings and vacations according to the convenience of the children.
- Secondly, to improve the inputs for teaching-learning process by providing essential facilities in primary schools in terms of classrooms, teachers and other teaching-learning equipments. The above facilities are to be delivered to all the primary schools in a phased manner under the scheme called operation Black Board (OBB scheme).
- Thirdly, by designing alternative stream of systematic non-formal programme to ensure the coverage of children who dropout from the habitation without schools, working children and girls who can not attend regular schools to ensure universalization. In order to ensure the quality of such non-formal education, efforts will be made to use modern technological aids and the services of talented local young men and women from local community with training.

#### **4.2.5.2 N.P.E 1986 on secondary education**

Regarding secondary education, the policy made a commitment to widen access by

covering the areas unserved by schools.

With respect to the quality, the policy proposed to formulate curriculum for inculcating values of healthy work ethos, humane and composite culture.

For the first time in independent India a nationwide programme of special schools under the name of pace setting schools have been proposed. Such schools are meant for talented children largely rural, selected with due care bestowed for equity and social justice consideration. These institutions are residential in nature and education is provided free of charge. Such schools have already come into existence as NAVODAY SCHOOLS under the subsequent five year plans all over the country.

The policy proposed that vocational courses cover ten percent of higher secondary students by 1990 to increase to 25 percent by 1995. The content and nature of vacationization proposed differ drastically from the past stereotypes and make the courses responsive to emergent technological and economic developments. In addition to the traditional courses of preparing the skilled manpower for primary and secondary sectors of production, the policy emphasises the courses to train people for tertiary service sectors like health, marketing and other social services.

Apart from the special courses at the +2 stage, the policy envisages appropriate flexible non-formal vocational courses for the youth who leave the formal school at the primary stage, school dropouts and neo-litcrates with special performance to the needs of women. Provision of tertiary level vocational courses is made for those who complete their higher secondary education through academic stream and who require such courses.

#### **4.2.5.3 N.P.E 1986 on teacher education**

The NPE 1986 was very clear in its proposals for improving the quality of teacher at the school level. It recognised the need for continuous teacher education process which can be ensured only through in-service programmes. In order to ensure this, the policy proposed district institutes of education and training (DIETs) in each of the districts all over the country for the training of teachers in formal primary schools and personnel working in non-formal and adult education. A similar institution to provide for the continuous in-service training for secondary school teacher is proposed through upgrading selected secondary teacher training colleges. These centres would complement the State Council of Educational research and training.

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## **4.2.6 Programme of action, P.O.A 1986.1992**

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### **4.2.6.1 P.O.A 1986**

For the first time an educational policy was immediately followed by a programme of action to implement the policy declarations. Thus the POA of 1986 had formulated the following action

1. In order to active the policy shift regarding UEE from universal enrolment only to universal enrolment and retention, the programme envisaged micro planning in a participative mode at the grass root level involving parents and teachers by family wise and design of action. This action replaced the earlier practice of enrolment drives.
2. The policy wanted the school environment to be attractive through improvement of primary schools and provision of support services. The POA conceived operation black board (OB scheme) to translate the policy intention. This scheme intended to provide a minimum two teachers and two classrooms in every primary schools and also provide minimum essential teaching-learning equipments and materials. All these formed a package. The Union Government was to share the financial responsibility with the states as education was put on the concurrent list of the constitution.
3. The policy's intention of increasing access to girls and working children from poor socio-economic background through a large-scale and systematic programme of non-formal education was conceived by POA as an integral strategy to achieve LIFE.
4. One of the thrust area of the NPE 1986 was to ensure universal attainment of essential levels of learning. Based on the recommendations of the committee appointed by the ministry which were endorsed by the CABE, MLL have been laid down for the primary stage. This is intended to reduce thr curriculum load and to make it more functional and relevant.
5. The policy focused on the up gradation of the functioning of teacher. Immediately a centrally sponsored drive to orient all teachers was taken up to improve their professional competence. This was called its mass orientation of school teachers (MOST).
6. The most was followed by the programme in the from of setting up of the district institutes of education and training (DIETs) as a centrally-sponsored scheme. The

main objectives of DIET are to provide quality pre-service and in-service training of teachers and functionaries of the formal, non-formal and adult education.

7. Similarly, at the secondary level, centres for in-service teachers training were established by upgrading secondary teacher education (IASE) and strengthening colleges of teacher education (CTE).
8. The POA also purposed, and action was subsequently taken to implement a scheme of strengthening of SCERTs by providing one time matching grant of 15 lakh to each SCERT. The intention was to confer autonomous statues to them to oversee DIETs, district resource units and elementary teacher training institutions.
9. The POA envisaged the establishment of Navodaya Vidyalayas in each district for children who are potentially high achievers irrespective of their socio-economic background. These institutions are intended to provide good quality education especially for talented rural children with due reservation for SCs and STs.
10. The NPE of 1986 advocated vocational education as a distinct stream to prepare to students for specified occupations. A substantially funded, centrally sponsored scheme of vocationalization of secondary education and also at the higher secondary level was lunched in 1987-88.

#### **4.2.6.2 P.O.A 1992**

The changes of Government with the return of the congress in the parliamentary elections or 1991 saw a review of the policy changes under the previous Government. The committee appointed to take up this task under the chairmanship of the chief minister of Andhra Pradesh, Mr. Janardana Reddy came to the conclusion that the National policy of 1986 did not require any drastic alteration. However the committee felt that the programme of action may be reviewed in the light of subsequent developments. Accordingly, the POA of 1986 was reviewed and revised by the CAGE. This revised POA of 1992 reaffirmed most of the action plan in the case of the OB scheme, the POA 1982 amended the programme by specifying a minimum of three teachers and three classrooms in all schools and extended the scheme to upper primary schools in the field of adult education, the POA 1992 came up with a novel programme in the form of district literacy campaigns which had specific targets and participation of the people in carrying out the activities of adult education in each district. The revised POA envisages introducing MLL in non-formal education and lay down MLL at the upper primary level as well.

Consequent to the policy modification in 1992, a concerted effort was made to translate

the policy declaration into a concrete programme which is commonly known as revised programme of action 1992 (POA 1992).

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## **4.2.7 National Policy for Person with Disabilities (2006)**

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The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides those equal opportunities, protection of their rights and full participation in society.

### **4.2.7.1 Focus of the policy**

The focus of the policy is on the following

1. Prevention of Disabilities - Since disability, in a large number of cases, is preventable; the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.
2. Rehabilitation Measures - Rehabilitation measures can be classified into three distinct groups:
  - i. Physical rehabilitation, which includes early detection and intervention, counselling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.
  - ii. Educational rehabilitation including vocational education and
  - iii. Economic rehabilitation for a dignified life in society.

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## **4.2.8 Check your progress (Objective type Questions)**

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1. What is the implication of a National System of Education?

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2. How did the commission envisage achieving the educational objectives through organisation of school curriculum?

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3. What were the recommendations of NPE (1968) for teachers?

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4. What is the strategy adopted in N.P.E 1986

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5. What was the main thrust area of P.O.A 1992?

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## **4.3 National acts: RCI act-1992, PWD act-1995, NT act-1999, RTE act (2009 & 2012).**

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### **Structure**

#### **4.3.1 Introduction**

#### **4.3.2 Objectives**

#### **4.3.3 R.C.I act 1992**

#### **4.3.4 P.W.D Act 1995**

#### **4.3.4 N.T Act 1999**

##### **4.3.4.1 Objectives of the Act**

#### **4.3.5 R.T.E Act 2009, 2012**

##### **4.3.5.1 Introduction:**

##### **4.3.5.2 History**

##### **4.3.5.3 Main Features**

#### **4.3.6 Check your progress (Objective type Questions)**

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### **4.3.1 Introduction**

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Persons with disabilities have rights as citizens of the country. They are protected by the constitution of India and all other laws that are meant for everyone. We here finally give the important national level policy and legislative frameworks supporting the inclusion of children and youth with disability in education.

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### **4.3.2 Objectives**

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After studying this subunit, student teacher will be able to

- i. Identify the constitutional provision on education of Persons with disabilities
- ii. Understands the role of education in preparing them as citizens and universalization of inclusive education.

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### **4.3.3 R.C.I act 1992**

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The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broad based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

#### **The Rehabilitation Council of India Act-1992 or the RCI Act**

The Rehabilitation Council of India Act governs professionals working in the field of disability and organisations that train professionals. It regulates the training of rehabilitation professionals. All professionals working in the field of disability have to register with the RCI. The RCI also recognises institutes and courses for training of professionals.

#### **Function of R.C.I**

1. Recognition of qualifications granted by University etc., in India for Rehabilitation Professionals.
2. Recognition of qualification by Institutions outside India
3. Rights of persons possessing qualifications included in the schedule to be enrolled
4. Power to require information as to courses of study and examination
5. Inspectors at examinations
6. Visitors examination
7. Withdrawal of recognition
8. Minimum standards of education
9. Registration in Register
10. Privileges of persons who are registered on Register
11. Professional Conduct and removal of names from Register
12. Appeal against Order of removal from Register
13. Register

14. Information to be furnished by council and publication thereof
15. Cognizance of offences
16. Protection of action taken in good faith
17. Employees of Council to be public servants
18. Power to make rules
19. Power to make regulations
20. Laying of rules and regulations before Parliament.

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#### **4.3.4 P.W.D Act 1995**

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The person with disabilities (equal opportunities, protection of rights and full participation) act 1995; indicate that although Govt. Of India had made several attempts to implement integrated education programme, there is lack of firm commitment to promote integration. It states that whenever possible, children with disabilities should be educated in regular school settings. The PWD act, 1995 also states, “The appropriate Government and local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years (article); endeavour to promote the integration of students with disabilities in the normal schools (articles 26b)”.

#### **Persons with disabilities equal opportunities, protection of rights and full participation act 1995**

The Persons with Disabilities Act covers persons with seven disabilities. These are blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation and mental illness. The act incorporates facilities that persons with disabilities are entitled to and the responsibilities and obligations placed on the government, public and private sector enterprises. The persons with disabilities act provides for:

- Free education for children with disabilities upto the age of 18.
- 3% reservation in employment in the Government sector for persons with physical disability, hearing impairment and vision impairment.
- Creation of barrier free environment- social security and unemployment allowance.
- It talks about prevention and early identification of disabilities.

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### **4.3.4 N.T Act 1999**

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The National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999

The National Trust Act covers persons with four disabilities. These are mental retardation or intellectual disability, Autism, Cerebral Palsy and Multiple disabilities. The act gives due importance and recognition to persons with disabilities. It enables and empowers them to live independently and fully through its various schemes. The act focuses on strengthening facilities and providing support for individuals to live within their own families. For persons with disabilities who require care-taking facilities, there is a provision for appointment of a guardian. Both persons with disabilities and their parents and guardians have been invested with decision making powers. They can be a part of the local level committee that has the power to appoint a guardian. Parents and parent associations can also be appointed to the board of the National Trust. Registered parent associations can apply for funding for setting up facilities for persons with disabilities.

#### **4.3.4.1 Objectives of the Act**

This Act provides for the constitution of a national body for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities. Such a national body will be a trust whose objects shall be as under:

- (a) to enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong;
- (b) to strengthen facilities to provide support to persons with disability to live within their own families;
- (c) to extend support to registered organisation to provide need based services during the period of crisis in the family of persons with disability;
- (d) to deal with problems of persons with disability who do not have family support;
- (e) to promote measures for the care and protection of persons with disability in the event of death of their parent or guardian;
- (f) to evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection;
- (g) to facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability; and

- (h) to do any other act which is incidental to the aforesaid objects. The Act received the assent of the President on 30th December, 1999 and extends to the whole of India.

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## **4.3.5 R.T.E Act 2009, 2012**

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### **4.3.5.1 Introduction:**

The Right to Education Act, which came into force on 1st April, 2010 after 62 years of independence, has made free and compulsory education a fundamental right of every child in the 6 to 14 age group. Now India has joined the group of those countries who provide for a constitutional guarantee to free and compulsory education. The enforcement of this Right has made it a joint responsibility of Central and State Governments to provide free and compulsory education to all children by all means.

### **4.3.5.2 History**

At the time of Independence, India inherited an educational system which was not only quantitatively small but was also characterized by striking gender and regional disparities. Only one child out of three had been enrolled in primary school. Thus challenge was to provide elementary education to all its children within a stipulated period of time. Accordingly, universal education for all children in the 6-14 age groups became a constitutional provision by Article 45 of the Constitution. Special care of the economic and educational interests of the under privileged sections of the population also became a constitutional obligation. But these constitutional provisions still remain unfulfilled. Article 21A of the Constitution - Constitution (Eighty - Sixth Amendment) Act, 2002

#### **December 2002**

86th Amendment Act (2002) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years.

#### **October 2003**

A first draft of the legislation envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large.

#### **2004**

Subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004

## **June 2005**

The CABE (Central Advisory Board of Education) committee drafted the 'Right to Education' Bill and submitted to the Ministry of HRD. MHRD sent it to NAC where Mrs. Sonia Gandhi is the Chairperson. NAC sent the Bill to PM for his observation.

## **14th July 2006**

The finance committee and planning commission rejected the Bill citing the lack of funds and a Model bill was sent to states for making the necessary arrangements. (Post-86th amendment, States had already cited lack of funds at State level)

## **2009**

Right of Children to Free and Compulsory Education Bill, 2008, passed in both Houses of Parliament in 2009. The law received President's assent in August 2009.

## **1 April 2010**

Article 21-A and the RTE Act come into effect.

### **4.3.5.3 Main Features**

- Free and compulsory education to all children of India in the 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- Proof of age for admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth, Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof
- A child who completes elementary education shall be awarded a certificate.

- Call need to be taken for a fixed student–teacher ratio.
- Twenty-five per cent reservations for economically disadvantaged communities in admission to Class I in all private schools am to be done.
- Improvement in the quality of education is important.
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
- Financial burden will be shared between the state and the central government.

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### **4.3.6 Check your progress (Objective type Questions)**

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1. What is the full form of RCI?

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2. What do you mean by P.W.D?

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3. Interpret the main function of N.T?

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4. What is the main feature of R.T.E act?

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## **4.4 □ Programmes and Schemes : IEDC (1974,1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009.**

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### **Structure**

#### **4.4.1 Introduction**

#### **4.4.2 Objectives**

#### **4.4.3 IEDC (1974, 1992)**

##### **4.4.3.1 Objectives of the IEDC**

##### **4.4.3.2 Functions of IEDC**

#### **1.3.4 S.S.A (2000, 2011)**

#### **4.4.5 R.M.S.A (2009)**

#### **4.4.6 IEDSS (2009)**

#### **4.4.7 Check your progress (Objective type Questions)**

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### **4.4.1 Introduction**

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This section deals with the programmes and scheme of government that was implemented to ensure the rights of education of the citizens with special reference to the differently able person. It also tried to describe the aims and objectives of the each government's initiatives.

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### **4.4.2 Objectives**

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After studying this unit, students will be able to

- i. Know the government initiatives on education with special reference to differently able person
- ii. Analyse the goals emphasized in these programmes on education
- iii. Understands the aims and objectives of these schemes.

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### **4.4.3 IEDC (1974, 1992)**

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In the process of bringing more children with disability under the umbrella of educational services, integration was projected as the cost effective approach. As a result, the general education system was sensitized to accept disabled children in general schools. Integration of children with disabilities is rather reinforcing better educational practices in the general school system. In order to provide impetus to integration, the centrally sponsored scheme of integrated education was introduced in 1974 and is being implemented in various states of the country article 21A of the Indian constitution every child in the age group of 6-14 years. This scheme was initially launched in 1974 and revised in 1992 for providing educational opportunities to the moderately, disabled children in the general school system.

#### **4.4.3.1 Objectives of the IEDC**

1. To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding S&T entrepreneurs.
2. To create Entrepreneurial culture in the Parent Institution and other institutions in the region and to promote the objectives of NSTEDB, including programmes related to women and weaker sections of the society.
3. To inculcate a culture of innovation driven entrepreneurship through student projects.
4. To catalyse and promote development of S&T knowledge-based enterprises and promote employment opportunities in the innovative areas.
5. To respond effectively to the emerging challenges and opportunities both at national and international level relating to SMEs and micro enterprises.

#### **4.4.3.2 Functions of IEDC**

- To organise Entrepreneurship Awareness Camps, Entrepreneurship Development Programmes, Faculty Development Programmes and Skill Development Programmes in the college/institution for the benefit of S&T persons.
- To initiate five innovative student projects each year for new innovative product development.
- To organize Business Plan Competitions every year.
- To guide and assist prospective entrepreneurs on various aspects such as preparing

project reports, obtaining project approvals, loans and facilities from agencies of support system, information on technologies, etc.

- To arrange interaction with entrepreneurs and create a mentorship scheme for student entrepreneurs.
- To facilitate creation of entrepreneur's club in each college to foster culture of entrepreneurship amongst students.

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#### **4.3.4 S.S.A (2000, 2011)**

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In 2000, district primary education programme (DPEP) has been extended to the Sarva Shiksha Abhiyan (SSA). It is a programme with a clear time frame for universalisation of elementary education through a time bound integrated approach, in partnership with states. The SSA is to provide useful and relevant elementary education to all children in the 6 to 14 age group by 2010. There is also another goal to bridge, social, regional and gender gaps, with active participation of the community in the management of schools.

##### **Objectives of SSA :**

- All children in the school, education guarantee centre, alternative school, back to school camps by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on 'education for life'.
- Bring all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Broad aims :- The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

##### **Key features of the programme**

##### **The main features of SSA are:-**

- ✓ A programme with a clear time frame for universal elementary education.

- ✓ A response to the demand for quality basic education all over the country'
- ✓ An opportunity for promoting social justice through basic education.
- ✓ An effort for effectively involving the Panchayati Raj Institutions, school management committee, village/ union smallest unit level education committee. Parent-teacher associations, mother-teacher associations, tribal autonomous council and other grass root level structure in the management of elementary schools.
- ✓ An expression of political will for universal elementary education across the country.

### **Main strategies under SSA**

1. Institutional reforms
2. Sustainable financing and capacity building
3. Community ownership
4. Improving mainstream educational administration
5. Habitation as unit of planning
6. Priority in education of disadvantaged section of the society
7. Thrust on quality.

### **Incorporation of children with special need under SSA**

The SSA has also taken care of children with special needs. The SSA aims to provide useful and relevant elementary education to all children including children with disabilities in the age range of 6-14 years by 2010. The person with disability act (1995) makes it mandatory on the part of government to provide needed educational facilities for the disabled. SSA calls for community ownership of school based interventions through effective decentralization. Under SSA, community based monitoring is to be done with full transparency to the community. It also envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community. It also focuses on the inclusion and participation of children with special needs in the educational process.

This programme lays a special thrust on making education at the elementary level useful and relevant for children by improving the curricula, child centered activities and effective teaching learning strategies. SSA also focuses on the developmental needs of teachers as it recognises the critical and central role of teacher. It ensures that every child with special needs, irrespective of the kind category and degree of disability, is provided education in an appropriate environment. It adopts 'zero rejection' policy so that no-

child is left out of the education system. The trust of SSA is to provide integrated and inclusive education to all children with special needs in general schools. It also supports a wide range of approaches, options and strategies for education of children with special needs which includes education through open learning system and open schools, wherever necessary, home based education itinerant teacher model, remedial training, part time classes, community based rehabilitations (CBR) vocational education and cooperative programme.

**SSA offers the following provisions to CWSN:**

Up to Rs. 3000/- per child for integrations of disabled children, as per specific proposal, per year.

District plan for children with special needs will be formulated within the Rs. 3000/- per child norm. Involvement of resource institutions to be encouraged.

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**4.4.5 R.M.S.A (2009)**

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Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009.

**Objectives**

The objectives of Rashtriya Madhyamik Shiksha Abhiyan can be summarised as follows

1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.
2. To remove gender, socio-economic and disability barriers.
3. Universal access to secondary level education by 2017, i.e., by the end of the XII Five Year Plan.
4. Universal retention by 2020

**Action plans**

RMSA is planned to promote secondary education by establishing in every target school the following infrastructure

1. Additional class rooms
2. Laboratories

3. Libraries
4. Art and crafts room
5. Toilet blocks
6. Drinking water provisions
7. Residential hostels for teachers in remote areas In addition it aims to provide additional teachers to reduce student-teacher to 30:1, focus on science, mathematics and English education, in-service training of teachers, science laboratories, ICT-enabled education, curriculum reforms, and teaching-learning reforms.

**Thrust areas**

1. Quality improvement
2. ICT, information and communication technology
3. Equity and access

**Planning for children with special needs (CWSN)**

With the enactment of the Persons with Disabilities Act, 1995, the education for the CWSN received an impetus. This act entrusts certain governments and authorities for the provision of free access for these children towards education, allotted lands for certain purposes, non-discrimination in transports, financial incentive for them to undertake research etc. This scheme has also taken up programmes for the attitudinal changes and capacity building among teachers for the sake of these children. Achievements.

**The major achievements of RMSA as of 2015-2016 report are:**

1. New school 11,577 new secondary schools were approved out of which, 10082 are functional.
2. Strengthening of schools: 337,731 have been approved in terms of infrastructure development under this scheme. The details are as follows:
  - Additional classroom: Out of 52750 approved, 20,839 were completed and 16,774 are under progress.
  - Science laboratory: Out of 25,948 approved, 10,107 were completed and 8532 are under progress.
  - Computer room: Out of 21,864 approved, 6920 were completed and 6297 are under progress.

- \_ Library room: Out of 27,428 approved, 10,133 were completed and 8929 are under progress.
- \_ Art/Craft room: Out of 31,453 approved, 12,062 were completed and 9686 are under progress.
- \_ Drinking water: Out of 12,327 approved, 7096 were completed and 2507 are under progress.
- \_ Teacher quarters: Out of 5408 approved, 623 were completed and 509 are under progress.
- \_ Major repair: Out of 2975 approved, 1313 were completed and 271 are under progress.

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#### **4.4.6 IEDSS (2009)**

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The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched during 2009-10 and replaces the earlier scheme of Integrated Education for Disabled Children (IEDC). 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.

The scheme covers all children studying in classes IX to XII in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999). The type of disabilities range from blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation, mental illness, autism and cerebral leprosy, speech impairment, learning disabilities etc. Girls with disabilities are provided with special attention to help them gain access to secondary education, information and guidance for their developing potential. Moreover, the scheme envisages setting up model inclusive schools in every state.

#### **Aims & Objectives**

##### **The Centrally Sponsored IEDSS Scheme aims to:**

- Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment
- Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

- Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

**The objectives of the scheme will be to ensure that:**

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices, will be provided the same
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Each student with disability will be supplied learning material as per his/ her requirement
- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- Model schools are set up in every state to develop good replicable practices in inclusive education.
- Components

**Assistance is admissible for two major components**

- Student-oriented components such as 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.

**Implementing Agency**

The School Education Department of any State Government/Union Territory (UT) Administration acts as the implementation agency and 100 percent Central assistance is provided for all items covered in the scheme. The prerogative to involve NGOs having experience in the field of education of the disabled, in implementing the scheme,



completely lies with the implementing agency. The State Governments are only required to make provisions for a scholarship of Rs. 600 per disabled child per annum.

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#### **4.4.7 Check your progress (Objective type Questions)**

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1. What is the main purpose of IEDC?

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2. State the broader aim of SSA

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.....

3. Clearly state the main action plan of RAMSA

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4. Which are the objectives of IEDSS?

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## **4.5 □ International Conventions and Policies**

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### **Structure**

#### **4.5.1 Introduction :**

#### **4.5.2 Objectives of the sub unit**

##### **4.5.2.1 The Salamanca Declaration And Framework For Action 1994**

##### **Salamanca statement:**

##### **4.5.2.2 The Framework for Action :**

##### **4.5.3.3 United Nations Conventions on the Right of Persons with Disabilities, 2006**

#### **4.5.3 Millennium Development Goals India Country Report 2015**

#### **4.5.4 Incheon Strategies**

##### **4.5.4.1 Key principles and policy direction**

##### **4.5.4.2 Incheon Goals**

##### **4.5.4.3 Check your progress**

#### **4.6 Let us sum-up**

#### **4.7 Unit end exercises (short answer/essay type questions)**

#### **4.8 Answer to check your progress**

#### **4.9 Reference**

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### **4.5.1 Introduction**

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Society must adapt its structures to ensure that all children, irrespective of age, gender and disability, can enjoy the human rights that are inherent to their human dignity without discrimination of any kind. International human rights standards, including the Convention on the Rights of the Child, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the Convention on the Rights of Persons with Disabilities, all point the way towards overcoming discrimination and recognizing the right to full participation of children with disabilities - in the home and community, in school, health services, recreation activities and in all other aspects of life. Disability cannot be considered in isolation. It cuts across all aspects of a child's life and can have very different implications at different stages in a child's life cycle. Many of the initiatives to promote the rights of children with disabilities overlap with those for other excluded

groups. The purpose of the conventions, therefore, to encourage actors at all levels - from the local to the international - to include children with disabilities in all their programmes and projects and to ensure that no child is left out.

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## **4.5.2 Objectives of the sub unit**

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After learning the sub unit the student teacher will be able to explain

All relevant legislation and regulations for prohibition of discrimination on grounds of disability.

Effective remedies which are accessible to all children, families and caregivers.

A national plan of action that integrates the relevant provisions of all applicable international instruments.

A high-level multi sectoral Coordinating Committee which should be empowered to initiate proposals, suggest policies and monitor progress.

Awareness-raising and educational campaigns for the public, as well as specific groups of professionals, with the aim of preventing and addressing the defacto discrimination of children with disabilities.

### **4.5.3.1 The Salamanca Declaration And Framework For Action 1994 Salamanca statement:**

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain in June 1994 to further the aim of Education for All by considering what basic policy changes are needed to promote inclusive education, so that schools can serve all children, particularly those with special educational needs. Organized by the Government of Spain and UNESCO, the Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. They agreed a dynamic new Statement on the education of all disabled children, which called for inclusion to be the norm. In addition, the Conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies, says the Framework, should stipulate that disabled children attend the neighbourhood school 'that would be attended if the child did not have a disability.'

**The Salamanca Statement says that:**

- every child has a basic right to education
- every child has unique characteristics, interests, abilities and learning needs
- education services should take into account these diverse characteristics and needs
- those with special educational needs must have access to regular schools
- regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all
- such schools provide effective education to the majority of children, improve efficiency and cost- effectiveness.
- The Salamanca Statement asks governments to:
  - give the highest priority to making education systems inclusive
  - adopt the principle of inclusive education as a matter of law or policy
  - develop demonstration projects
  - encourage exchanges with countries which have experience of inclusion
  - set up ways to plan, monitor and evaluate educational provision for children and adults
  - encourage and make easy the participation of parents and organizations of disabled people
  - invest in early identification and intervention strategies
  - invest in the vocational aspects of inclusive education
  - make sure there are adequate teacher education programs

**4.5.3.2 The Framework for Action :**

This Framework for Action on Special Needs Education was adopted by the World Conference on Special Needs Education organized by the Government of Spain in cooperation with UNESCO and held in Salamanca from 7 to 10 June 1994. Its purpose is to inform policy and guide action by government, international organization, national aid agencies, non-governmental organization and other bodies in implementing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education. The Framework draws extensively upon the national experience of the participating

countries as well as upon resolution, recommendations and publication of the United Nations system and other intergovernmental organization, especially the Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

The Framework for Action outlines new thinking on special needs education and guidelines for action at national, regional and international levels .This Framework for Action comprises the following sections :

- I. New thinking in special needs education
- II. Guidelines for action at the national level
  - A. Policy and organization
  - B. School factors
  - C. Recruitment and training of educational personnel
  - D. External support services
  - E. Priority areas
  - F. Community perspectives
  - G. Resource requirements

### **III. Guidelines for action at the regional and international level .**

#### **I. New Thinking In Special Needs Education**

1. Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education, this is reflected in the development of strategies that seek to bring about a genuine equalization of opportunity.
2. The fundamental principle of the inclusive school is that all children should learn together, wherever 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 ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.
3. Within inclusive schools, children with special educational needs should receive what ever extra support they may require to ensure their effective education. Inclusive schooling is the most effective means for building solidarity between children with special needs and their peers.

4. The situation regarding special needs education varies enormously from one country to another. There are, for example, countries that have well established systems of special schools for those with specific impairments. Such special schools can represent a valuable resource for the development of inclusive schools. The staff of these special institutions possess the expertise needed for early screening and identification of children with disabilities.
5. Countries that have few or no special schools would, in general, be well advised to concentrate their efforts on the development of inclusive schools and the specialized services needed to enable them to serve the vast majority of children and youth - especially provision of teacher training in special needs education and the establishment of suitably staffed and equipped resource centres to which schools could turn for support.
6. Educational planning by governments should concentrate on education for all persons, in all regions of a country and in all economic conditions, through both public and private schools.
7. Because in the past relatively few children with disabilities have had access to education , especially in the developing regions of the world, there are millions of adults with disabilities who lack even the rudiments of a basic education. A concerted effort is thus required to teach literacy, numeracy and basic skills to persons with disabilities through adult education programmes .
8. Women and men should have equal influence on the design of educational programmes and the same opportunities to benefit from them.
9. It evidently cannot take account of the vast variety of situations encountered in the different regions and countries of the world and must, accordingly, be adapted to fit local requirements and circumstances. To be effective, it must be complemented by national, regional and local plans of action inspired by a political and popular will to achieve education for all.

## **II Guidelines for Action at The National Level**

### **A. Policy and Organization**

Integrated education and community-based rehabilitation represent complementary and mutually supportive approaches to serving those with special needs. Both are based upon the principles of inclusion, integration and participation, and represent well-tested and cost-effective approaches to promoting equality of access for those with special

educational needs as part of a nationwide strategy aimed at achieving education for all. Countries are invited to consider the following actions concerning the policy and organization of their education systems. Legislation should recognize the principle of equality of opportunity for children , youth and adults with disabilities. Parallel and complementary legislative measures should be adopted in the fields of health, social welfare, vocational training and employment in order to support and give full effect to educational legislation . 4. Educational policies at all levels , from the national to the local, should stipulate that a child with a disability should attend the neighbourhood school . The practice of ‘ mainstreaming ’ children with disabilities should be an integral part of national plans for achieving education for all. Special attention should be paid to the needs of children and youth with severe or multiple disabilities. Educational policies should take full account of individual differences and situations. Both policies and financing arrangements should encourage and facilitate the development of inclusives

### **B. School Factors**

Developing inclusive schools that cater for a wide range of pupils in both urban and rural areas requires : the articulation of a clear and forceful policy on inclusion together with adequate financial provision-an effective public information effort to combat prejudice and create informed and positive attitudes-an extensive programme of orientation and staff training - and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools : curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extracurricular activities.

### **C. Recruitment and Training of Educational Personnel**

Appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. Furthermore, the importance of recruiting teachers with disabilities who can serve as role models for children with disabilities is increasingly recognized.

### **D. External Support Services**

Provision of support services is of paramount importance for the success of inclusive educational policies. In order to ensure that, at all levels, external services are made available to children with special needs, educational authorities should consider the following. Both training institutions and special schools can provide access to specific

devices and materials as well as training in instructional strategies that are not provided in regular class rooms. School clusters have proved a useful strategy in mobilizing educational resources as well as community involvement. Clusters of schools could be assigned collective responsibility for meeting the special educational needs of pupils in their area and given scope for allocating resources as required.

#### **E. Priority Areas**

Integration of children and young people with special educational needs would be more effective and successful if special consideration we are given in educational development plans to the following target are as : early childhood education to enhance the educability of all children, girls' education and the transition from education to adult working life.

#### **F. Community Perspectives**

Realizing the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the co-operation of families , and the mobilization of the community and voluntary organizations as well as the support of the public - at - large.

#### **G. Resource Requirements**

The development of inclusive schools as the most effective means for achieving education for all must be recognized as a key government policy and accorded a privileged place on the nation's development agenda. It is only in this way that adequate resources can be obtained. Changes in policies and priorities cannot be effective unless adequate resource requirements are met.

### **III. Guide Lines for Action at the Regional and Inter National Level**

International co-operation among governmental and nongovernmental, regional and interregional organizations can play a very important role in supporting the move toward inclusive schools. One important task for international co-operation is to support the launching of pilot projects aimed at trying out new approaches and at capacity building .A priority mission incumbent upon international organizations is to facilitate exchange of data, information.



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### **4.5.3 United Nations Conventions on the Right of Persons with Disabilities, 2006**

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It is adopted by the General Assembly in December 2006.

Purpose: promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.

Record number of signatures on opening day: 81

Came into force in May 2007

#### **Principles**

- Respect for inherent dignity, individual autonomy
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference; disability as part of human diversity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for evolving capacity of children

#### **Persons with disabilities**

Those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

#### **Article 5: Equality and nondiscrimination**

In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

Reasonable accommodation ...means any necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (Article 2 — Definitions)

**Article 24:** Education States Parties shall: Ensure an inclusive education system at all levels and lifelong learning. Ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and living learning without discrimination and on an equal basis with others. To this ended States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

**Article 27:** Work and Employment Right to work...on an equal basis with others...(in)...work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities States parties shall safeguard the ...right to work...by taking appropriate steps including legislation to...

Art. 27 Steps and legislation to... Prohibit discrimination Protect rights...including labour and trade union rights . Ensure access to vocational and guidance services. Promote work opportunities including self employment. Ensure reasonable accommodation in the workplace. Promote professional rehabilitation and job retention and return to work programmes.

Public and private employers are noted as central to implementation of the right to work

States parties are additionally called upon to:

- Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;
- Promote vocational and professional rehabilitation, job retention and return-to-work programmes

Promoting the UNCRPD

Formal interagency support group

Joint statement seeking high level support from heads of agencies

Guidelines for UNDAFs underway

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#### **4.5.4 Millennium Development Goals India Country Report 2015**

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The Millennium Development Goals (MDGs) are the eight international development goals that were established following the millennium summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 189 United Nations member states at the time (there are 193 currently), and at least 23 international organizations, committed to help achieve the following Millennium Development Goals by 2015.

## **GOALS**

The MDGs were developed out of several commitments set forth in the Millennium Declaration, signed in September 2000. There are eight goals with 21 targets, and a series of measurable health indicators and economic indicators for each target.

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality rates
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

MDGs lack strong objectives and indicators for within-country equality, despite significant disparities in many developing nations. Further critique of the MDGs is that the mechanism being used is that they seek to introduce local change through external innovations supported by external financing. The counter proposal being that these goals are better achieved by community initiative, building from resources of solidarity and local growth within existing cultural and government structures; iterations of proven local successes can scale up to address the larger need through human energy and existing resources using methodologies such as Participatory Rural Appraisal, Asset Based Community Development, or SEED-SCALE.

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### **4.5.4 Incheon Strategies**

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#### **Education 2030 : Towards inclusive and equitable quality education and lifelong learning for all**

Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). UNESCO initiated and led the convening of this milestone event for Education 2030.

#### **4.5.4.1 Key principles and policy direction**

The Incheon Strategy is based on the principles of the Convention on the Rights of Persons with Disabilities:

1. Respect for inherent dignity, individual autonomy, including the freedom to make one's own choices, and independence of persons;
2. Non-discrimination;
3. Full and effective participation and inclusion in society;
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
5. Equality of opportunity;
6. Accessibility;
7. Equality between men and women;
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

#### **4.5.4.2 Incheon Goals**

The Incheon Strategy is composed of 10 interrelated goals, 27 targets and 62 indicators. The time frame for achieving the goals and targets is the Asian and Pacific Decade of Persons with Disabilities, 2013 to 2022.

- 1 Reduce poverty and enhance work and employment prospects
- 2 Promote participation in political processes and in decision-making
- 3 Enhance access to the physical environment, public transportation, knowledge, information and communication
- 4 Strengthen social protection
- 5 Expand early intervention and education of children with disabilities
- 6 Ensure gender equality and women's empowerment
- 7 Ensure disability-inclusive disaster risk reduction and management
- 8 Improve the reliability and comparability of disability data
- 9 Accelerate the ratification and implementation of the Convention on the Rights of Persons with Disabilities and the harmonization of national legislation with the Convention

## 10 Advance subregional, regional and interregional cooperation

The Incheon Strategy will enable the Asian and Pacific region to track progress towards improving the quality of life, and the fulfilment of the rights, of the region's 650 million persons with disabilities, most of whom live in poverty. The ESCAP secretariat is mandated to report every three years until the end of the Decade in 2022, on progress in the implementation of the Ministerial Declaration and the Incheon Strategy.

### Conclusions

In countries the world over children with disabilities and their families continue to face discrimination and are not yet fully able to enjoy their basic human rights. The inclusion of children with disabilities is a matter of social justice and an essential investment in the future of society. It is not based on charity or goodwill but is an integral element of the expression and realization of universal human rights. The last two decades have witnessed a gathering global momentum for change. Many countries have already begun to reform their laws and structures and to remove barriers to the participation of persons with disabilities as full members of their communities. The Convention on the Rights of Persons with Disabilities, building upon the existing provisions of the Convention on the Rights of the Child, opens a new era in securing the rights of children with disabilities and their families. Together with the Millennium Agenda and other international initiatives, these international standards lay the foundation for each country and community to undertake a fundamental review of the situation of children and adults with disabilities and to take specific steps to promote their inclusion in society

#### 4.5.4.3 Check your progress

1. How many international organizations met in Salamanca?
  - i) 23
  - ii) 25
  - iii) 37
  - iv) 39
2. which is not the key principle of the Incheon Strategy ?
  - i) Equality of opportunity
  - ii) Full and effective participation and inclusion in society

- iii) Accessibility
  - iv) Discrimination
3. How many international goals are incorporated in the Millennium Development Goals ?
- i) 23
  - ii) 18
  - iii) 8
  - iv) 15

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## **4.6 Let us sum-up**

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In this unit we have attempted to familiarize with you the changes that were brought about after independence in constitution for modifying the education system of republic India to ensure equality, liberty, secularism and social justice. We have discussed some of the implication of recommendation of education commission (1964), NPE, POA (1968, 1986 and 1992). We here also organized the experiences of the fact that how in order to develop a democratic nation in true sense our education system incorporated education for differently able person. In this connection we discussed here the implication of national policy and IEDSS (2009) and elaborated the national acts like RCI Act (1992), PWD Act(1995),NT Act(1999),RTE Act(2009). Finally we also discussed the brief description of world awareness on this matter that reflected in Salamanca declaration and framework (1994), UNCRPD (2006), MDG (2015) and INCHEON strategies.

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## **4.7 Unit end exercises (short answer/essay type questions)**

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1. What is the provision on education given in the article 45 of Indian constitution?
2. Do you think the common school system can alleviate social inequality in our country?
3. How do you think that the incentives given to teachers in NPE 1968 are effective?
4. What is the implication of NPE 1986 and POA 1992?
5. What is the main focus of the nation policy of PWD (2006)?
6. State two main function of RCI?

7. Write down the 3 main objectives of NT act?
8. What are the main features of RTE Act?
9. Elaborate functions of IEDC?
10. What are the broader aims of SSA?
11. What is the provision under RAMSA regarding CWSN?
12. Who are the main implementing agencies under IEDSS?
13. Discuss the frame of action of Salamanca Declaration.
14. What is the purpose of UNCRPD,2006?
15. State the principles of UNCRPD,2006?
16. What do you mean by the Millenium Development Goals?
17. Write the principles on which INCOHEM strategy is based upon?

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#### **4.8 Answer to check your progress**

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- i. Democracy, socialistic path and industrialization
- ii. Article 45,
- iii. Article 15

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#### **4.9**

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- i. Improvement of educational structure
- ii. Comprehensive curriculum for developing basic skills, knowledge, language for preparing democratic individual.
- iii. Satisfactory emolument and service condition, academic freedom for teacher, in-service teachers education.
- iv. Provide conducive school environment, improving teaching learning process and developing a non formal system of education.
- v. Universalization of elementary education

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#### **4.10**

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- i. Rehabilitation Council of India

- ii. Persons with disabilities
- iii. To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong
- iv. Free and compulsory education to all children of India in the 6 to 14 age group.

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#### 4.11

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- i. To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding Small scale Technological entrepreneurs for disabled person.
- ii. Elementary education to all children of 6-14 age groups by the 2010.
- iii. Additional class rooms, Laboratories, Libraries, Art and crafts room, Toilet blocks, Drinking water provisions, Residential hostels for teachers in remote areas.
- iv. Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.

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#### 4.12

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- 1. ii) 25
- 2. iv) Discrimination
- 3. iv) 8

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#### 4.13 Reference

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