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INCLUSIVE EDUCATION IN HIMACHAL PRADESH: A NEW LIGHT OF HOPE TO STREAMLINE CHILDREN WITH SPECIAL NEEDS

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ABSTRACT

This paper is focused on inclusive education in school education system. Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Inclusion settings allow children with and without disabilities to play and interact every day, even when they are receiving therapeutic services. When a child displays fine motor difficulty, his ability to fully participate in common classroom activities, such as cutting, coloring, and zipping a jacket may be hindered. Most students with special needs do not fall into these extreme categories, as most students do attend school, are not violent, do not have severe sensory processing disorders, etc. In developing contexts with large numbers of out-of-school children, inclusive education tends to be more broadly concerned with school access and education deprivations for marginalized groups such as girls, ethnic minorities, poor families and disabled children who have never attended or dropped out of school. The author tried to describe the major barriers to inclusive education for transforming school education system concerned with teachers, parents, education system and society. The Govt. is contributing in inclusive education at elementary level through Sarva Shiksha Abhiyan. The benefits of inclusive education also being highlighted in the paper based on experience and research.

Keywords: Inclusive education, Right to education, Sarva Shiksha Abhiyan.

INTRODUCTION

Education is the fundamental right of every child. The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to India's communities and workplaces in new era. The central purpose becomes more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about

making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusive Education for CWSN: Inclusion in education is an approach to educating children with special educational needs (CWSN). Under the inclusion model, students with special needs spend most or all of their time with non-disabled students (Allen, K. E. and Schwartz, I., 2000). Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC) in 1974.

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The program provided children with disabilities “financial support for books, school uniforms, transportation, special equipment and aids,” with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the state governments. This program stressed that students with mild to moderate disabilities needed to be integrated, but not moderate to severe. Therefore, it was not fully inclusive, and created tensions between mainstream and segregated special education schools. Tapasak, Renee and Christine, Walther-Thomas (1999) described that inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skill they can use in and out of the classroom. Fully inclusive schools, which are rare, no longer distinguish between ‘general education’ and ‘special education’ programs; instead, the school is restructured so that all students learn together (Scheyer *et al.*, 1996). Possibly one of the most important pieces of legislation to date in India regarding people with disabilities is the 1995 People with Disabilities Act (PWD). The PWD Act covered a wide range of disability-related topics, from education to jobs to building design. Despite the wide range of topics covered, the PWD Act defines disability quite narrowly, listing only seven categories of disability: blindness, low vision, leprosy cured, hearing impairment, locomotor disability and mental illness. The Chapter V of the PWD Act focuses on the people with disabilities and education.

Inclusive Education, as defined and described by education experts, is a philosophy. It is not a program, nor does it happen in isolation. It can’t happen in one classroom and not the other. The successful inclusion of CWSN requires the shared value system, resources and collaboration of the state/province, school district, home, school and classroom. Because the nature of inclusion requires so many components to its implementation and success, it is often discussed by

breaking it down into its topics and sub-topics. For example, we talk about co-teaching, differentiated learning, home-school communication, and IEPs. It is easy for people who are familiar with inclusion to know how all these pieces fit together to form an inclusive environment (Eredics, Nicole, 2012).

IE does not mean that there will be large numbers of disabled children in every class; the beauty of IE is its flexibility. Increased awareness of the relevance of IE to all marginalised groups, for example, linguistic minorities, nomadic peoples, people with leprosy, TB or HIV status. There is ongoing and increasing need for useful resource materials and training courses on inclusive education and related issues, such as Child to Child. The need to publicize and disseminate already existing useful documentation such as the Salamanca Framework for Action, Education For All and legislation on the rights of the child. These documents are needed by practitioners for the lobbying of policy makers. This need for information further highlights the role of the Enabling Education Network (EENET) as an information sharing network which promotes IE in countries with limited access to basic information and/or material resources (IDDC, 1998).

Scope of Inclusive Education: In developing contexts with large numbers of out-of-school children, inclusive education tends to be more broadly concerned with school access and education deprivations for marginalized groups such as girls, ethnic minorities, poor families and disabled children who have never attended or dropped out of school (Subrahmanian, 2003). The dual objective of embracing policy of inclusion of CWSN is to bring more CWSN under the umbrella of SSA and to provide to CWSN appropriate need based skills, be it vocational, functional literacy or simply activities of daily living. Further, an attempt is being made to provide these skills in the most appropriate learning environment (dietneemuch.nic.in). Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen. For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But, we now know that when children are educated together, positive academic and social outcomes occur

for all the children involved. We also know that simply placing children with and without disabilities together does not produce positive outcomes. But, it is important to care the learning needs of all the students in the classroom along with CWSN. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment (Gupta, Neha, 2012).

Therefore, there is big need and scope of inclusive education in the country. It is the beauty of the classroom

having students like gifted, girls, CWSN, children with AIDS/HIV, street children, children of labourers, children of remote areas and all other children (Fig. 1). The acquired education under such roof enables every child to feel the importance of every community in the society. It may enable them to have experience of circumstances of such children and develop in them fellow feeling. Thus, inclusive education has the ability to meet the diverse needs of all the children in the classroom.

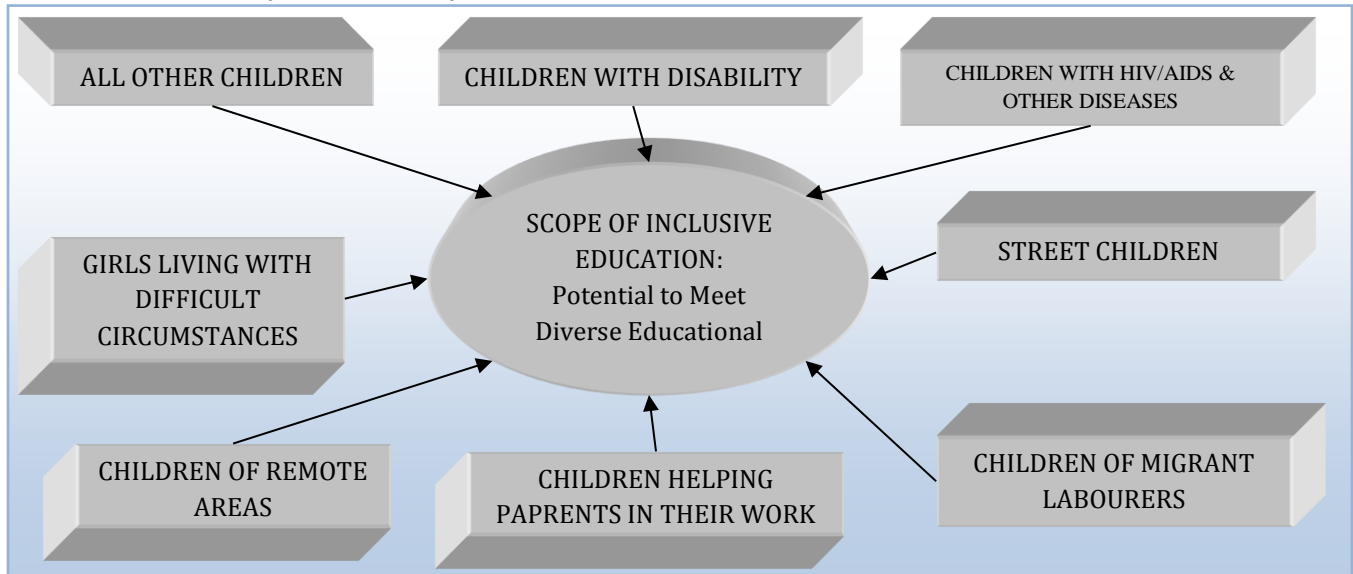


Figure 1. Scope of Inclusive Education.

Resources of Inclusive Education: Although once hailed as a way to increase achievement while decreasing costs, full inclusion does not save money, reduce students' needs, or improve academic outcomes; in most cases, it merely moves the special education professionals out of their own classrooms and into a corner of the general classroom. To avoid harm to the academic education of students with disabilities, full panoply of services and resources is required, including:

- Adequate supports and services for the student.
- Well-designed individualized education programs.
- Professional development for all teachers involved, general and special educators alike.
- Time for teachers to plan, meet, create, and evaluate the students together.
- Reduced class size based on the severity of the student needs. Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum.
- Collaboration between parents, teachers and administrators.

- Sufficient funding so that schools will be able to develop programs for students based on student need instead of the availability of funding.

In principle, several factors can determine the success of inclusive classrooms:

- Family-school partnerships.
- Collaboration between general and special educators.
- Well-constructed plans that identify specific accommodations, modifications, and goals for each student.
- Coordinated planning and communication between 'general' and 'special needs' staff.
- Integrated service delivery.
- Ongoing training and staff development.

Pedagogy in particular was highlighted as the key to meeting all students' educational needs by making the curriculum flexible, and so more accessible. By recognizing that teaching methods which can make curriculum accessible to children with disabilities can also make learning accessible to all students (Ainscow, 2005; Ainscow, 1991), a teacher or school principal is

well on the way to improving the overall quality of their school. In this way, inclusive education is not a disability-only issue, but an educational quality issue.

Despite the promotion of inclusive education, government documents focus on inclusive education as being about including children with disabilities in the education system, but not specifically the mainstream. This focus is seen by some as needed and fair because of the previous government focus on other disadvantaged groups (Singal, 2005a), demonstrating how policy is focused on the majority as there are more girls or SC/ST children for example, than children with disabilities. However, inclusion in the education system is not the same as inclusion in the mainstream. If attending mainstream school is the 'norm', then being out of these schools can exacerbate difference and marginalise vulnerable children further (Serpell, 1999). Despite this, while different types of schooling being deemed appropriate for different strata of society can be perceived as fundamentally exclusionary, some parents may prefer their child to attend an alternative education institution, perhaps to gain a vocational skill, to gain the benefits of medical rehabilitation, or simply to avoid bullying. Itinerant teachers, community based rehabilitation, special schools, non-formal education, and vocational centres all have something to offer children marginalised by the mainstream in educational terms such as acquiring literacy, living skills and financial independence. In addition, an alternative education institution may not necessarily be sub-standard, perhaps even offering higher quality teaching and learning processes than a local government school.

Training of Teachers in Inclusive Teaching Methods:

Training of teachers in inclusive teaching methods includes students of all ability levels, as well as spreading awareness to teachers about the importance and benefits of inclusion, is one of the most important parts of implementing a system of inclusive education because the teachers are the people on-the-ground who are going to accommodate the students. The World Bank claims that the attitudes of general educators or educators in a mainstream environment, towards students with disabilities are generally improving, probably as a result of the various policies and schemes of the 2000s. The Rehabilitation Council is in charge of teacher training courses.

The Rehabilitation Council of India current runs 56 long term and short term courses for 16 categories of

professionals run by various universities/institutions. 1176 professionals and 1791 personnel have been registered in the Central Rehabilitation Register taking the total number of registered professionals and personnel to 30,935. Teaching educators about the importance of inclusion and how to run an inclusive classroom is imperative for reaching the goal of education for all.

Role of Sarva Shiksha Abhiyan (SSA) in Streamlining of C.W.S.N. in Himachal Pradesh:

Sarva Shiksha Abhiyan (SSA) is the government's millennial 'Education for All' umbrella programme for all education schemes, which aims to universalize elementary education. The goals are that all children aged 6-14 i) will be in some form of education by 2003, ii) will complete 5 years' primary education by 2007, and iii) will complete 8 years' education by 2010 (GOI, 2002). Disability indicators are included in the government agreement for SSA (Thomas, 2005a), although what exactly these are and whether they are taken on at local level is unclear. In fact, although one of the official SSA objectives is the enrolment of children with disabilities, the World Bank (2004) SSA project appraisal does not list disability as a key indicator, unlike gender, SC and ST. There are three major parts of this program that benefit people with disabilities. The first is Rs.1200 allocation per annum per child with a disability. This money is supposed to go towards assistive devices, materials in alternative learning formats, and anything else that would assist children with a disability in being included in a mainstream classroom. However, the money is funneled through the district or school level, and it is therefore impossible to ensure that it will be spent on the child with a disability. The second part of SSA that is designed to include students with a disability is the policy that each district will formulate its own plan for children with disabilities; and the final part is that key institutions will be encouraged to collaborate to further support these students with disabilities (Kohama, A., 2012).

The fact that there are still many children out-of-school in 2006 demonstrates not only how behind this programme already is, but also how over-ambitious the infrastructure-led SSA goals were in the first place. For example, of the 1 million new classrooms that should have been built by 2007, there are only 300,000; 100,000 of which are not fully functional (Lal, 2005).

Part of the “compelling” rationale for World Bank assistance to SSA was the continuous monitoring and evaluation and the “built-in accountability mechanism at the school and community levels” (World Bank, 2004: 2). With donor support of the government feedback system, it was hoped that, “the development of mechanisms to assure cross-state and cross district observation, dialogue, and learning for program refinement could be among SSA’s most enduring features.” (World Bank, 2004). However, despite an awareness of SSA lagging so far behind in the achievement of its intended targets, there is apparently no sign of accelerated political momentum to lend a sense of urgency to the task (Lal, 2005). This is perhaps a reflection of there being “...no condition of effectiveness...” in the World Bank interest-free loan contributing towards the funding of SSA (World Bank, 2004: 8).

With a planned central: state government budget ratio of

85:15 changing to 50:50 in 2007, there is a high risk of some states not being able to afford to finance the programme (Govinda and Biswal, 2006; Lal, 2005), and perhaps an accompanying weakening of political will and programme implementation. The lack of political voice of the poorest people this programme is intended to assist, further pushes education to the lower strata of politicians’ agendas (Lal, 2005).

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a *zero rejection policy* (see Fig. 1). This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education.

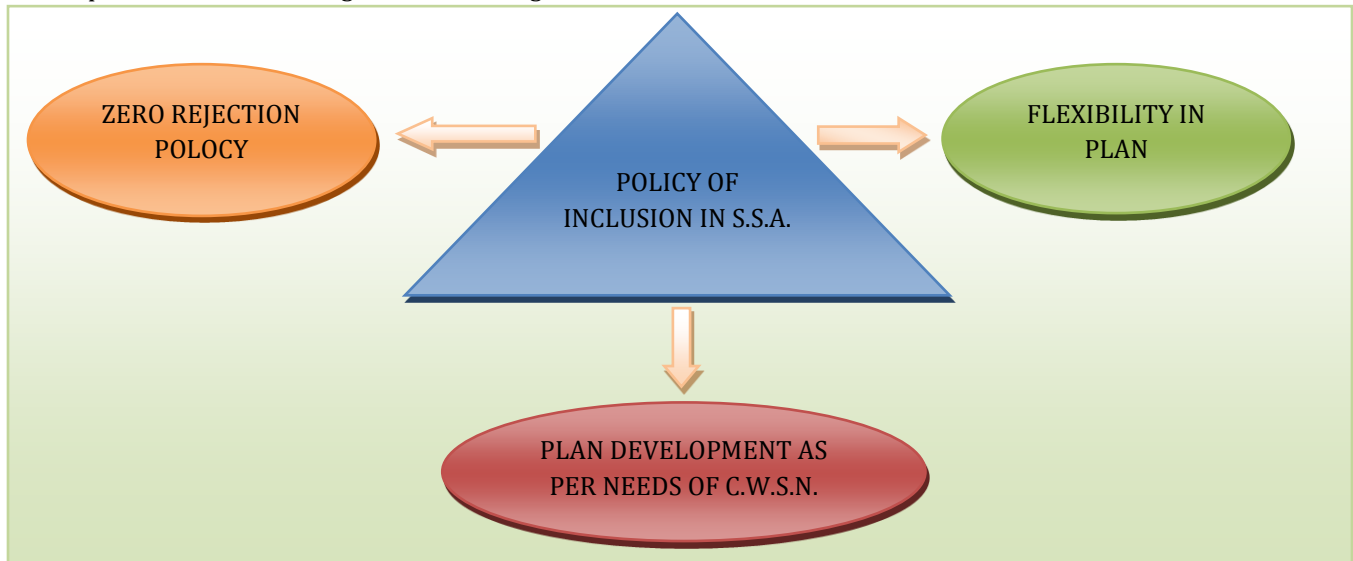


Figure 2. Policy of inclusion of CWSN in SSA.

The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling. Experiences of programmes like DPEP and various research findings have shown that inclusion is best determined by the individual needs of the child. Most children with special needs can be enrolled and retained in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require an educational programme and intensive

specialized support completely beyond the purview and scope of a formal school in the current situation.

“Thus, SSA has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN is being implemented”

The S.S.A. lists eight priority areas in the implementation of RTE, 2009 in the context of education of children with special needs. These are as follows.

1. Survey for identification of CWSN
2. Assessment of CWSN
3. Providing assistive devices
4. Networking with NGOs/Government schemes
5. Barrier free access

6. Training of teachers on Inclusive Education
 7. Appointment of resource teachers in schools
 8. Curricula adaptation/textbooks/appropriate TLM
 Himachal Pradesh Govt. is quite sincere in implementing RTE, 2009 in the context of CWSN in the whole state. According to Elementary Education Statistics, 2009-10 and 2011-12, in 2009-10, 22040 CWSN were identified and covered under SSA which was 2.45% of the total enrollment and 19643 (89.12%) were enrolled in schools 10 were enrolled in EGS/AIE centre and 2387 were covered under Home Based Education. SSA also trained 1172 elementary school teachers through FC-SEDE 90 days course from M.P. Bhoj Open University, Bhopal. 12766 (58.96% of 21653) special aids and appliances were also provided under SSA to various CWSN in the State. 7731 (51.38% of 15046) schools

were provided barrier free access. In this year 264.48 lac were approved by the Govt. from which 125.50 lac (47.45%) were utilized by the State. In 2010-11, 577.26 lac were sanctioned by the Govt. for CWSN. In 2012-13, 1.11% and in 2013-14, 1.44% CWSN enrolled in Primary schools and in 2012-13, 1.44% and in 2013-14, 1.41% CWSN of the total enrollment enrolled in the schools. In 2012-13 and 2013-14, 0.31% Primary and 0.30% upper Primary special schools are there in the State which providing education to CWSN.

Table 1 shows the year wise comparison of visually impaired, hearing impaired, orthopedically impaired and learning disabled children. It is interpreted from this Table that maximum visually impaired and hearing impaired children were found in Shimla district of Himachal Pradesh from 2008 to 2010-11.

Table 1: C.W.S.N. IDENTIFIED (VI, HI, OI, and LD) w.e.f. 2008-09 TO 2011-12

Year	Visually Impaired		Hearing Impaired		Orthopedically Impaired		Learning Disabled	
	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.
2008-09	1512	4	864	8	919	4	2472	0 Una
	Shimla	L & S	Shimla	L & S	Kangra	L & S	Mandi	&Kinaur
Total	5116		2568		2785		5016	
2009-10	1129	4	607	8	925	4	1701	0
	Shimla	L & S	Shimla	L & S	Kangra	L & S	Mandi	Kinnaur
Total	4834		2164		2724		3018	
2010-11	824	16	537	7	571	5	1493	0 Kullu
	Shimla	L & S	Kangra	L & S	Kangra	L & S	Mandi	Kinnaur
Total	3795		1877		2480		3575	
2011-12	657	16	517	1	564	2	1493	0
	Kangra	L & S	Kangra	L & S	Kangra	L & S	Mandi	Kullu
Total	2638		1624		2088		4057	

Orthopedically impaired children were found in Kangra district. In Mandi district of Himachal Pradesh, maximum learning disabled children were identified in

all years of survey. It is also clear from the table that all disabled children were found decreased year by year (Fig. III).

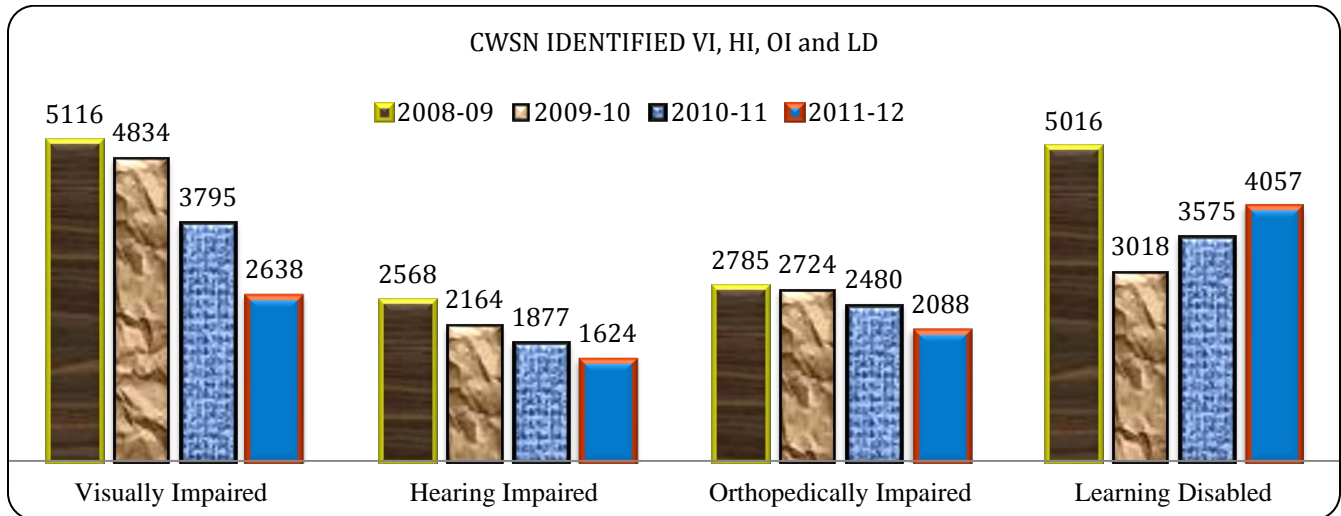


Figure 3. CWSN identified VI, HI, OI and LD.

Table 1A: C.W.S.N. IDENTIFIED (MR, MD, and SI) w.e.f. 2008-09 TO 2011-12.

Year	Mentally Retarded		Multiple Disabled		Speech Impaired	
	Max.	Min.	Max.	Min.	Max.	Min.
2008-09	1223	7	889	0	679	0 Kullu &
	Kangra	L & S	Kangra	Hamirpur	Shimla	L & S
Total	3609		1947		1970	
2009-10	1126	6	577	5	662	0 Kullu &
	Kangra	L & S	Shimla	L & S	Shimla	L & S
Total	3142		1797		1743	
2010-11	857	6	769	2	432	2
	Kangra	L & S	Kangra	L & S	Kangra	L & S
Total	3119		1978		1732	
2011-12	838	4	963	7	415	0
	Kangra	L & S	Shimla	L & S	Kangra	L & S
Total	3011		2661		1411	

The Table 1A shows the year wise comparision of mentally retarded, multiple disables and speech impaired

The visually impaired children were highest decrease whereas orthopedically impaired were found least decrease in their number. The Table also shows that the maximum children are affected by learning disability and hearing impairedness in least found in children. CWSN. It is crystal clear that maximum mentaly retardes children were found in Kangra district from the year 2008 to 2012 and multiple disabled children were maximun in Kangra in the year 2008-09 and 2010-11 whereas Shimla district exceeds the Kangra district in the year 2009-10 and 2011-12. As far as speech impairedness is concerned Shimla

district was on the top for the duration of two sessions w.e.f. 2008-2010 and this position was replaced by the Kangra from 2010 onwards. The Lahaul and Spiti district was at the lowest position in all disabilities. It is also clear from this Table and Fig. III that multiple disabled children increased in number from 2010 onwards whereas other disabled children were found decreased in year wise survey. It is due to the necessary steps taken by the State and central Govt. for the welfare of children with special needs and efforts are in continuous progress to streamline these children.

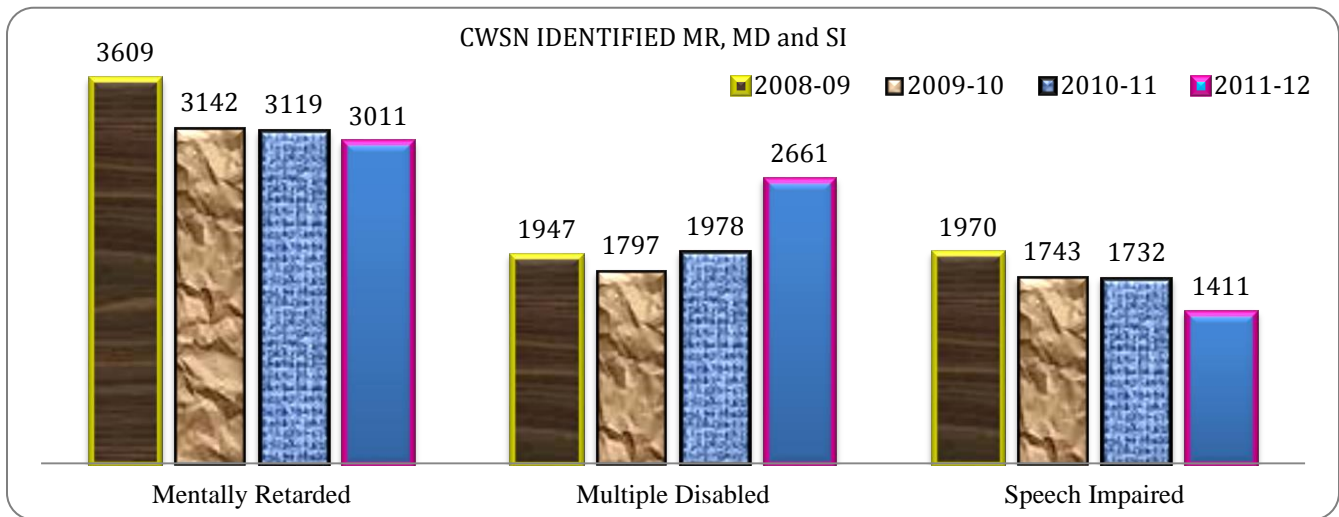


Figure 3. CWSN identified MR, MD and SI.

Problems in Inclusive Education: Lindsey, K.G. (2007) says that education system in India has compromised on many levels. We no longer see the child as priority. We have become very conscious of the need to educate our children but it is hardly academic motivation, which generates this interest but rather an economic

motivation. Education is largely seen as the route to white collar jobs and this is due to our present education system, which has molded generations to the thinking that all worth is measured in terms of money. So, Inclusive education in India, needs must contend with the present system of education, which is provided

under the Integrated Education Program for children with mild disabilities in a regular school and the special school for the more severely disabled child under the Ministry of Social Justice and Empowerment implemented through state governments and NGO's.

Some questions will inevitably have to be confronted. Perhaps the most important is not whether inclusive education is relevant for us in India but the problems associated with its implementation? A major deterrent has been the lack of statistics on the prevalence of intellectual disability. Surveys conducted by the NSSO (National Sample Survey) in 2002 and the Census in 2001 show varying figures with the NSSO quoting 1.8% (1.85 crore of the country's population) and the census quoting 2.19% of the population (2.19 crore) fall under intellectual disability. The large number of children in most schools is another reason since most of our schools except the elitist ones have classes where student teacher ratio is anywhere lying between 40 and 60. What passes for education in most free educational institutions offering services to the poor and even in some middle class communities catering to a major chunk of educable children can hardly earn the title of quality. The disparity between elite educational institutions and their poorer counterparts are too glaring even to be mentioned. However, the journey towards Inclusive education has begun and is a reality since the mind set of government and the general public by and large has changed (Balasunderam, Pramila, 2005). Although there are still problems in inclusive education (see Fig. IV) in the country to which the author is trying to focus the attention of the authorities.

- **No involvement of the parents:** It is common problem in our schools that the parents of the children with special needs do not involve in the various programmes conducted. It discourages the teachers along with the child also. Thus, it is very important to aware the parents regarding various programmes for CWSN and the desired outcomes of these.
- **Teachers Attitude:** The trained teachers through SSA are serving as resource persons for IEP. But, the other teachers have negative attitude towards the CWSN. They generally think that such children cannot learn and they compare those with the normal children in the class. Thus, this attitude of the teachers needs to be changed for the welfare of such children.
- **Rigid Methods and Rigid Curriculum:** In the

present curriculum there has no place for CWSN. The teacher is generally confused for what to teach to CWSN. The teaching-learning methods adopted by the teachers do not suit to CWSN and they continuously lag behind the ordinary children in the class without any improvement.

- **Poor Quality Teaching and No Follow Up:** The teachers do not pay any attention towards the CWSN and teach with pace that suited to ordinary students in the class. The teachers are not trained to teach such children and their teaching for CWSN is found poor quality. Even they do take any follow up of the activity or programme for CWSN in school.
- **No Support from Teachers and School:** In most of the schools the teachers do not care for the needs of CWSN and they are separated from the normal students. The school administration also does not support these children. The schools do not create the learning environment for CWSN. In this way the CWSN lying in isolation without any learning even in schools.
- **Lack of Adequate Teaching Aids and Equipments:** The learning behaviour of CWSN is quite different from normal students. These students learn with love and special teaching aids and equipments are required to teach such children. Such aids and equipments are not available in the school.

Benefits of Inclusive Education:

- Developing positive understanding of themselves and others.
- Developing friendships.
- Learning important academic skills.
- Learning by being together.
- Developing respect for all people.
- Developing understanding and acceptance of Diversity.
- Developing appreciation and acceptance of individual differences.
- Preparing students for adult life in an inclusive society.
- Developing resourcefulness.
- Developing basic life skills.
- Understanding social relationships and their importance.
- Developing opportunities for interactions.
- Increased parents' participation.
- Developing Peer role models for academic, social and behavior skills.
- Developing higher expectations.

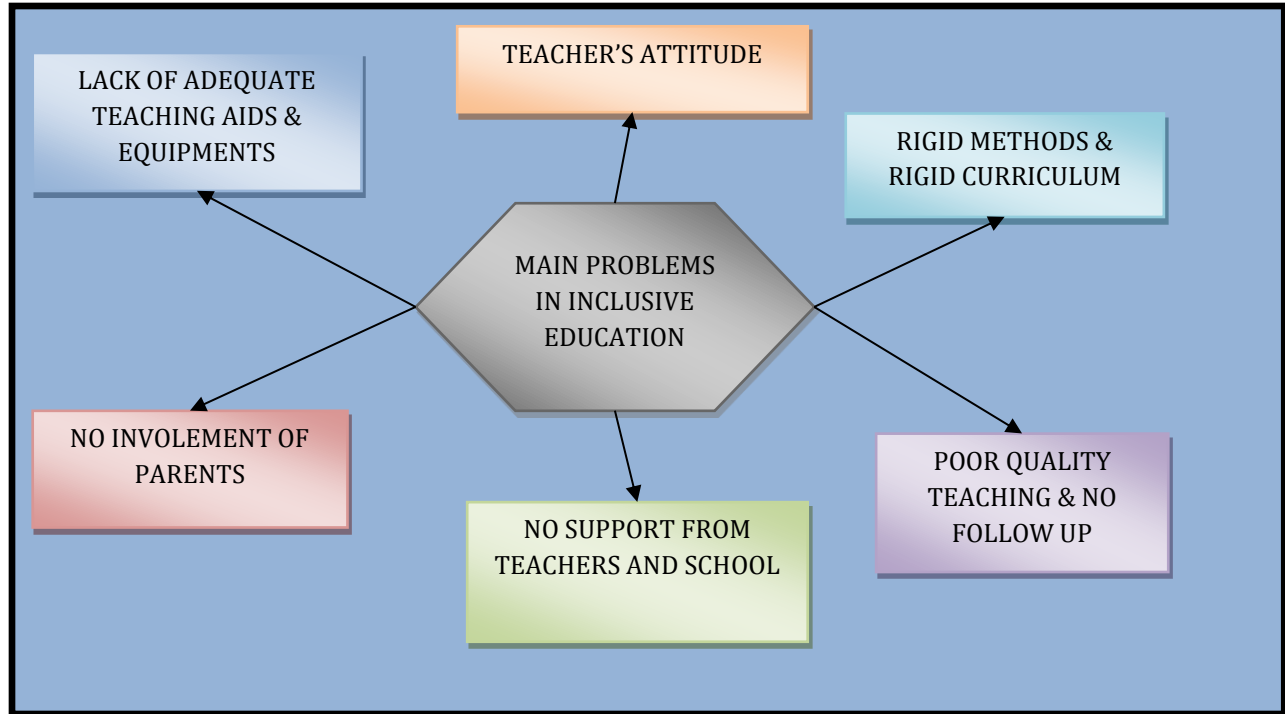


Figure 5. Main Problems in Inclusive Education

➤ **Lack of Adequate Teaching Aids and Equipments:** The learning behaviour of CWSN is quite different from normal students. These students learn with love and special teaching aids and equipments are required to teach such children. Such aids and equipments are not available in the school.

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- Increased parents' participation.

- Developing Peer role models for academic, social and behavior skills.
- Developing higher expectations.

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peer (Bennett, T., Deluca, D., & Bruns, D., 1997). Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed (Sale, P., & Carey, D., 1995). Another study shows the effect on inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students.

Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation (Banerji, M., & Dailey, R., 1995).

Facilities for the CWSN under SSA: The State and Central Govt. have launched various schemes for the CWSN. The researchers have tried to highlight the important schemes in this paper with reference to fulfill eight priority areas as enlisted earlier.

Centrally Sponsored Schemes: Help for Purchasing Assisted Device: The Central Govt. has made provision for purchasing hearing machine, wheel chair, tricycle, cappilar, duplicate organs, etc. up to Rs. 8000/- under this scheme. The institutions which provide these assisted devices are as follows.

- ❖ Red Cross Society, Kinnaur, Mandi and Una.
- ❖ D.R.D.A. Chamba, Solan, Hamirpur, Bilaspur, Shimla, Sirmour and Kangra.
- ❖ District Handicapped Rehabilitation Centres, Hamirpur and Kangra.
- ❖ Handicapped Welfare Centres, Nalagarh, Distt. Solan.
- ❖ Indian Development Corporation, Nagrota Bagwan, Distt. Kangra.

Composite Resource Centre, Sundernagar, Distt. Mandi provides training and certificate programs to the volunteers, Govt. employees and workers involved in village level multipurpose rehabilitation programs for disable persons. The centre also involved in the medical checkup through various camps and aware the target group and society.

State Sponsored Schemes: The integrated scheme of the State Govt. 'SAHYOG' for disabled persons involves the following factors:

- To conduct the survey of disabled persons in the State and to identify and investigate the about the disabilities in the children/persons. The Health department of the State Govt. organizes the medical camps to issue the Disability Certificates to the disables.
- The State Ministry and Department of Social Justice and Empowerment organizes the awareness camps and workshops for the working organizations, disability unions, disabled persons, women organizations and Panchyat institutes working in the field of disability at the village, block and district levels.

- The State Govt. is providing fellowships to the disabled students having disability up to 40% or above whose parents' income is less than Rs. 5000/- p.m.
 - The State Department of Social Justice and Empowerment provides training of draftsman, electronic mechanic, cutting and tailoring, motor vehicle mechanic, computer application, beauty parlor in professional education institutes, Industrial Training Institutes to eligible candidates free of cost and also provides Rs. 1000/- p.m. as scholarship. The annual income of the parent or guardian of the eligible candidate must be less than Rs. 100000/- .
 - The disabled persons with disability of 40% or more having annual income less than Rs. 300000/- in rural areas and Rs. 500000/- in urban areas facilitated with loan with subsidy of 20% by the State Department of Social Justice and Empowerment for opening mini industrial units. The private employers and the disable candidates providing praiseworthy services are provided Role Model Award by the Himachal Pradesh Govt. every year.
 - The Govt. provides the one time financial assistance of Rs. 8000/- to the person who marries to disable persons having disability of 40% to 75% and Rs. 15000/- to the person who marries to disable person of disability 75% to 100%.
1. The District Welfare Office issues the disability identity card to the disable person having disability 40% or above for the entitlement of free travel facility all over the state in Himachal Road Transport Corporation buses and to avail other facilities provided the Govt.
 2. The eligible disable persons are provided handicapped pension of Rs. 330/- p.m. whose annual income from all the sources is less than Rs. 9000/-.
 3. The District Resource Centre at Hamirpur and Kangra are providing services to identify the disable persons and to take steps for the treatment of the disability. These DRC's are also providing special services like physiotherapy, occupational therapy and audio logical assessment and duplicate organs, hearing instruments, wheel chairs, etc. The guidance and counseling are provided for the training, education and professional training.

CONCLUSION

In the end it can be said that in order to achieve inclusiveness among all the communities in the various developmental pursuits of the country, a holistic approach of understanding the multiple disadvantages faced by these communities is necessary. As well as all the developmental activities such as education, adult education, health, food and employment should be interlinked and have a combined influence on the communities as a whole. The provision of residential Ashram schools is only one of the many strategies to bring about inclusive development of the children with special needs. The Government of India is trying to improve their education system and make it completely inclusive. However, it is important to be realistic about the time span in which this change will occur. Sarva Shiksha Abhiyan, or the Education for All initiative, was created not only for people with disabilities, but because of discrepancies in the general education sector. In the country with the second largest population in the world, with 25% of the population living under the poverty line, with a government only 62 years old, with a complicated social hierarchy, implementation might take a bit longer in comparison to countries with less poverty and more infrastructure for change. The importance of intention and effort should be recognized in this situation, as well as the immense improvements that the country has already made toward inclusion. The education system in India is changing. It is time for policies to start aligning with realities on the ground, and for students of all ability levels to receive the education they deserve.

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