

EFFECTUAL MANAGEMENT FOR POSITIVE APPROACH AMONG THE STUDENTS
WITH DISABILITY - RIGHT TO EDUCATION OF CHILD

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Education is a deliberate activity aimed at reaching specific goals; it is the process of conveying meaningful information to students by skilled and efficient teachers. Every child has the right to an education for his or her whole development, as guaranteed by the Act and Article 41 of the Indian Constitution. For children with special needs, early education is very important, as stated in Section 3(2) of the RTE Act. The 2012 Amendment guarantees home-based education for children with multiple and/or severe impairments. The government and schools have implemented and launched proper administration for quality education. This study discusses the various provisions and procedures for the education of pupils with disabilities. It also concentrated on the resources and facilities that were controlled in order to make education successful and fruitful.

INTRODUCTION

All kids need a great education because it helps them grow and learn. Education from a young age forward is crucial for shaping one's identity. Educators, parents, the

community at large, and the government all have a hand in moulding individuals through teaching the importance of learning. Each school develops procedures to ensure students receive a well-rounded education. Different authorities are established to develop and implement policies in accordance with international norms. Globalisation has created a platform for the exchange of students with finance support, which has had a favourable impact on the sector of education. International integration shapes people's and economies' attitudes, and it encourages them to pursue higher education on a global scale.

The Department of Education and Literacy works through the bodies of CBSE, KVS, JNV, NCERT, NCTE, and NIOS, as well as the centrally sponsored schemes of Samagra Shiksha, PM Poshan, Padhna Likhna Abhiyan, and National Means Cum Merit Scholarships, to provide quality education while focusing on historically marginalised, disadvantaged, and underrepresented groups for economic, social, and equality. Affiliated, deemed, independent, and private universities seized the lead in higher education. Today, illiterate populations implicitly recognise the importance of education and have complete faith that education is merely a means to maintain status and financial security. They allow their educated children to live happy and dignified lives in society. Literate populations, non-governmental organisations, and governments are key contributors to the increased importance of education.

The role of the parent is not only important in the education of the disabled child, but also that of school management, teachers, and their supportive staff in directing them in such a way that they are not deprived of education. While providing education,

management of resources, equipment, training, skilled staff, authority, and a positive attitude are the major components for the sustainability of quality education.

CONCEPT OF DISABILITY-

Data on disabled children is unreliable due to sociocultural constraints; as a result, policies and provisions for impaired children and their families are harmed. Education is an essential component of life and must be treated with dignity. Former Prime Minister Narendra Modi proposed the term "divyaang" instead of "Viklaang" meaning handicapped in Manki Baat in 2015. According to him, disability is endowed with "additional endowments" from God.

In response to the Prime Minister's use of phrase, a group of disability rights activists wrote to him and requested him to overcome the hurdles that prevent them from participating in social, political, and economic life.

Disability is a diverse and complicated phenomenon with no universally recognised, unproblematic definition. Disability is classified into five categories in the 2011 Census: visual impairment, hearing impairment, mental illness, learning disability, and locomotor impairment. According to the Census, 21 million persons out of 1.23 billion people are disabled. According to 2021 data, approximately 2.41% of the male population and 2.01% of the female population declared disability. The disabled population in India is 69% rural and 31% urban.

LITERATURE REVIEW

Families with impaired children have psychological disturbance in family adjustment, as stated by Dorcas Oluremi FAREO (2015). They go through trauma, despair, and stress due to the many difficulties they must overcome. Social workers, educators, therapists, medical professionals, and many more are needed to implement intervention programmes to aid families and children. A study listed several disabling conditions and outlined typical family worries. If we want to instill a sense of security in our children's parents, we must provide them with counselling, parent support services, and intervention programmes. Counselors should fight for more generous social and financial resources for parents, schools should encourage parents to engage in all school programmes, and parents should support and inform the truth without judgement so that a counsellor may be used therapeutically.

From 2000 to 2017, Ittira Poovaiah Gowramma et al (2021) conducted research in the subject of education with disabilities. The literacy ratio and involvement in educational institutions were examined, and it was decided that early identification helped children with disabilities and that a guideline should be sought. As a result, researchers have prioritised prevention and early intervention in the best interests of parents, children, and society.

Shruti Taneja et al. (2021) investigate mainstream teachers' perceptions and practices in rural government schools. Data collected from six schools through semi structured interviews with teachers and classroom observations revealed that teachers struggled in their classroom practices in relation to meeting diverse learner needs, and exclusionary practices were amplified for children with disabilities; they were

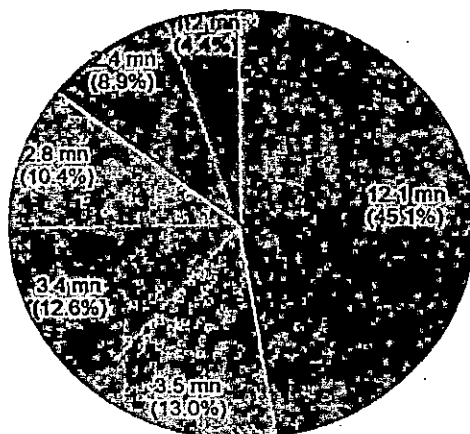
unwilling to take responsibility for a child's learning and expressed their own preparedness as well as a lack of effective and appropriate support services. It concludes by highlighting the critical requirement for effective teacher professional development opportunities and other support systems in order to provide great education.

Singal Nidhi's research on the schooling of challenged children in India was published in 2010. Two government reports, the Sargent Report from before independence (Central Advisory Board of Education, 1944) and the Kothari Commission from after independence (1966) have been used to analyse the current situation of children with disabilities and recommend a dual approach to meeting the educational needs of these children. To improve the standard of education, the author has focused on ways to expand the roles of nongovernmental organisations (NGOs), private schools, preschools, and the government. Finally, the author suggests that inequality should be maintained and that redistribution should be replaced with reorganisation.

LITERACY RATION AMONG THE CHILDREN WITH DISABILITY-

According to the 2011 Indian Census, 45 percent of disabled children were illiterate, or 12.1 million out of a total population of 26.8 million. There were 6.56 million female and 5.64 million male pupils with disabilities who reported being illiterate. According to 2011 statistics, less than one in ten persons with disabilities had only a middle school education or lower. Reportedly, 12.9 at the undergraduate level and 10 at the graduate level.

45% Of Indians With Special Needs Are Illiterate



Education
 ■ Illiterate
 ■ Primary but below middle
 ■ Matric/secondary but below graduate
 ■ Literate but below primary
 ■ Middle but below matric/secondary
 ■ Graduate and above

Source: Census 2011

EDUCATION CONCEPT

In the genuine sense, education assists the individual in becoming mature and free, blooming abundantly in love and goodness. Education directs students' general growth by instilling the value of the thinking process, acceptance of ideas, and procedures. It increases the level of comprehension and pleasant perception.

GOVERNMENT INITIATIVES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES-

• The Kothari Commission (1964-1966)

The first Commission to raise the problem of special education for children. The Ministry of Education recommends allocating the appropriate money to assist in the education of children with special needs. It is also suggested that they integrate on the basis of humanitarianism and education, which enables the individual to overcome his or her handicap and emerge as a helpful citizen of the country.

• The Persons with Disabilities Act of 1995-

The Act specifies seven distinct types of impairment, both mental and physical. The right to an education is addressed in this Act, namely in Chapter 5. All children, including those with special needs, are entitled to a free public education in a setting where they may learn most effectively under this law.

• The Right to Education Act of 2002-

The 86th Amendment Act of 2002, incorporated under Article-21 A of the Indian Constitution, provided free and compulsory education to all children aged six to fourteen years. This amendment called for a follow-up bill to the Right to Education Bill of 2008, and then the Right to Education Act of 2009. The government has also introduced the integrated school for education Samagra Shiksha Abhiyan, which includes three school education initiatives.

- **Draft Education Policy for 2016-**

Schools and authorised authorities meet the critical requirements of children with disabilities who are absent from school; in light of this New Education Policy, students with varied levels of disability are given the opportunity to participate in the general education process. These children are referred to as Children with Special Needs in the draught (CWSN).

- **India and the UNCRPD**

In New York on December 13, 2006, the United Nations Convention on the Rights of Persons with Disabilities and its optional Protocol were adopted. Instead of integration, the Convention said that the government should encourage children's "inclusion" in regular school. According to Convention, schools should be designed to accommodate the disabled child rather than the youngster adjusting to the school curriculum. India must embrace inclusion policies and reform its current laws, and more monies must be allocated to children.

- **Legal Framework –**

Samagra Shiksha prioritises inclusive and accessible education for all students in 2018-19, including those with unique learning need.

The RTE Act's Section 3(2) supports the inclusion of students with disabilities in regular classroom settings. According to the 2012 Amendment, a youngster with multiple and/or severe impairments may select home-based schooling. All children, including those with special needs, are guaranteed the right to a free and

obligatory education up until the age of 14 in accordance with Article 45 of the Constitution.

Under the Serva Shiksha Abhiyan, a zero-rejection policy was instituted, and all children with special needs, regardless of the nature of their impairments, got a high-quality education. Since 2018-19, the SSA has emphasised the provision of high-quality education. Large print books and uniforms, the creation of teaching learning materials, assistive devices and equipment, the acquisition/creation of instructional materials, in-service training for special educators and general educators on curriculum adaptation, a stipend for girls with special needs, and so on are all supported by the essential component of SSA.

- **Inclusive Education for Disabled at Secondary Stage (IEDSS)-**

The plan was started in 2009-10 with the purpose of allowing all children with disabilities to complete four years of secondary schooling after completing eight years of elementary schooling in an inclusive and supportive environment. Included in this category are "Student-Oriented" elements such as books and stationery, medical and educational assessment, transportation allowance, readers allowance, appointment of special education teachers, allowances for general teachers to teach such children, teacher training, orientation of school administrators, establishment of resource room, barrier-free environment, etc.

EFFECTIVE MANAGEMENT OF EDUCATION INITIATIVE BY GOVERNMENT OF INDIA AS WELL AS PRIVATE SECTORS TO PROMOTE EDUCATION AMONG THE STUDENTS WITH DISABILITIES-

• **Special Needs Schools-**

Inclusive education, one form of comprehensive education policy, directs students with disabilities to enter the institution as youngsters. This technique stresses changes in system-level practices and regulation to meet needs. Although an inclusive environment has yet to be built in India, there are some schools dedicated to handicapped students. Children with disabilities have difficulties that interfere with their learning. They are unable to deal with traditional classroom learning and require unique curriculum, educational aids and methodologies, and a learning environment to meet their demands. Special needs schools are structured and staffed to meet the requirements of individuals with special needs. These schools have tailored their curriculum to each student's particular set of demands. They provide useful resources that are tailored to their needs and stage of development. School of Hope Tamana Foundation, The Aditya Birla Integrated School, Umanag, P.J. Sadhana School, Amar Joyti School, Asha Kiran Special Needs School, and others have been named as well-equipped and top schools in India in 2022.

The School of Hope Tamana Foundation was created in 1985 with the goal of assisting those who are cognitively challenged, have mental problems, or are autistic and participate in the National Open School Program. Institutes provide programmes such as athletics, yoga, Vroom, and dance to help children with disabilities develop holistically.

TABIS (Aditya Birla Integrated School) in Mumbai provides education to students with learning disabilities. The school seeks to provide more exposure and support holistic development for students with learning disabilities, and it has received Cambridge Assessment International Education Secondary curriculum approval. A school provides important and useful resources such as academic resources and outdoor playground equipment. The camp for dental and eye exams is organised by the institution. They keep people stress-free by conducting workshops on stress management, personality development, mental health, and other topics.

Umang provides a wide range of programmes to help people develop for a better life. Every child at Umange has a customised growth plan that is suited to his or her needs. It is a specialised education centre for pupils with special needs that has been designated as a State Nodal Agency Centre by the National Trust of India. Pupils aged 2 to 18 are given the opportunity to grow; currently, 200 students are enrolled in this centre. The institution provides services such as home management, counselling, vacations, and leisure activities, among others.

• **Financial assistance-**

There are a number of organisations that provide financial assistance to children with disabilities in the form of equipment, accessibility, meditation, recreational opportunities, and other services, such as challenged America, the Giving Angels Foundation, Maggie Welby Foundation, Gracie's Hope Inc and others.

Challenged America- Challenged America provides funding to physically or economically disadvantaged children, assisting in the form of medical attention therapies for the benefit of children that extends far beyond physical support. Challenge America's role is to improve the quality of life, confidence, and self-esteem in order to make life easier in the community.

The federal government provides numerous scholarships aimed at overcoming the agony of physical impairment and building a successful life, ranging from ninth grade to Ph.D.

According to data from the 2023 SWD (Scholarship with Disability) scholarship, 40% of students with impairments are qualified for the scholarship. Scholarships for kids in ninth and tenth grades, as well as post-metric awards and Top class scholarships for students in intermediate to graduate-level disability tools, are administered by the central department of Social Justice and Empowerment. Union Ministry of Social Justice and Empowerment awards the funds. Scholarships are offered by various government agencies so that people with varying degrees of ability can have the same access to high-paying employment and professional advancement opportunities as everyone else.

Beginning in 2018, the Department of Empowerment of Persons with Disabilities consolidated the scholarship office schemes under the umbrella title "Scholarship for students with disabilities," which included pre-metric scholarship for students with disabilities, post-metric scholarship for students with disabilities, and top-class education for students with disabilities. There is free tutoring available for students who have disabilities and there is a national fellowship for people with disabilities.

• **Non-governmental organizations-**

(NGOs) are widely acknowledged as powerful social influencers; NGOs play a crucial role in advancing the rights of people with disabilities in India. Disabled children's self-esteem can be bolstered and their academic performance enhanced by the assistance provided by non-governmental organisations (NGOs). Several NGOs aim to boost the self-esteem of disabled children by offering them a range of programmes and services. Non-governmental organisations (NGOs) play a significant role in advancing societal or political reforms on a global scale through building society, bolstering communities, and increasing citizen involvement. Narayan Seva Sansthan, the Blind Welfare Council, and the Ashadeep Foundation are just a few of the NGOs in India doing excellent work in the areas of education, training, and counselling; healthcare; state-of-the-art medical facilities; and the welfare of children with special needs.

Narayan Seva Sansthan works to help the impoverished and disabled achieve equality in society. They were given the quality mark award for their amazing performance and excellence in the NGO industry for doing over 4 lakh free polio corrective surgeries on numerous patients and providing free education to disabled children. They received a Personal category award in 2003, a Padma Shri award in 2008, and numerous other honours for their outstanding contributions.

The Association for the Mentally Challenged has been founded to educate, train, and support those who are intellectually challenged in order to improve the value

of their lives. For children with disabilities, the association has created an atmosphere of harmony, learning, and active engagement.

- **Teachers for the education of disabled children-**

The notions of confidentiality, proper language usage, access and inclusiveness, autonomy, advocacy, and boundaries are only a few examples of what is considered to be effective practice. Disabled people who value living an independent life can benefit much from educational opportunities. The goal of the Act on the Rights of Persons with Disabilities, passed in 2016, is to create a more inclusive society for individuals with disabilities. Disabled students' access to public education, including their right to attend the school of their choice, priority resources, and physical access or infrastructure, are addressed in Chapter 3 of the Act. India has strong policies for inclusive education, such as the Integrated Education of Disabled Children Act of 1974 and the National Trust for the Welfare of Persons with Autism, Mental Retardation, and Multiple Disabilities, which seek to end the practice of segregated education that excludes children based on their natural abilities. Teachers without the proper preparation will struggle to reach out to and help children with disabilities. The goal of the Sarva Shiksha Abhiyan is to ensure that all children in India have equal access to a quality education by providing teachers with the resources they need to create welcoming classroom environments for all students. Children with Special Needs is an optional course in this curriculum that helps with the detection of disabilities and is supplemented by in-class exercises.

Particularly for children with impairments, it is important that they have access to an education in a welcoming environment supported by instructors and aids given by the school.

In a mainstream, special education, or special school setting, "a special needs assistant (SNA) deals with children who have high care requirements and who also have serious emotional or behavioural challenges." When it comes to providing the greatest possible care for a kid in a secure and loving environment, assisting is a non-teaching care and support role that works under the guidance and supervision of the Principal or class teacher. A Centre's duties may include, but are not limited to: monitoring special education classes during recess and lunch breaks; scheduling and organising classroom activities; escorting individuals or small groups who have been temporarily removed from the classroom; and so on. Disability resource room equipment standards were first presented by NCERT in 1987.

Children with impairments have access to aids and assistive technology that help them live more independently, communicate more effectively, and complete activities more effectively, all of which improve their quality of life. The demands of a person with a disability can be met through a variety of aids. A handicapped person's independence and engagement in educational and social activities are greatly enhanced by the availability of aids and assistive technologies. Any kind of handicap, from mental illness to physical illness, is compatible with ATT. Special education classrooms have a dedicated storage

space for all of this gear. Teachers get in-depth instruction on the efficient application of technology in the classroom.

- **Counseling of parents of children with disabilities-**

Counseling, social services, family education, skill training, advocacy efforts, regular meetings, and parent counselling are just a few of the ways in which the need of intervention programmes for families of children with special educational needs has been emphasised.

Counseling is a profession in which the world person is fulfilled by interaction with the counsellor, and this service is offered by a diligent and qualified counsellor. Acceptance and adaptation to one's current situation necessitates these services. Places of residence for the disabled and other special needs in order to encourage positive behavioural change, mental health, issue resolution, personal effectiveness, and decision making among the parents of challenged children, students prepare counselling sessions for them. Counseling also assists parents in fostering independence in their children. An intervention program requested that parents participate in the planning and evaluation of their child's public school program.

**ENHANCEMENT OF QUALITY IN SPECIFIC AREA FOR EDUCATION
WITH DISABILITY-**

- **Teachers Training and Skill-**

Youngsters with disabilities require specialised training and knowledge since their educational approach is different from that of typically developing children. The majority of teachers surveyed by NCERT expressed doubt about their ability to provide appropriate instruction to kids with special needs due to a lack of available training resources. Teachers shouldn't have to figure out how to make their classrooms more welcoming by trial and error; instead, they should address students directly and avoid teaching in silos wherever possible.

- **Insufficient funding-**

There are several financial agencies that give monies to assist education for impaired kids, but most schools do not have the funds to provide adequate accommodations for the pupils. They occasionally lack effective teaching aids to stories in order to improve educational quality.

- **Inaccessible condition-**

Schools are unable to create accessible settings for students to move and study in ways that are appropriate due to a lack of money. There may be no ramps or elevators, doors that are too heavy to open, and inaccessible restrooms or transportation. They may not have standing desks, but a flashing light indicates caption equipment for the teaching and learning process.

- **Lack of specialists -**

Although schools are obligated to provide accommodations for kids with disabilities, many are not. Some university administrations do not give instructors and professors with training to help them use tales successfully in their classroom instruction. Before a focus is determined, education is mostly pointless and the curriculum has little use.

- **Prospective students' families do not have enough information about available programmes. -**

Whether their children go to a special school or an inclusive school, many parents don't know what opportunities are out there for them. Many parents of disadvantaged children aren't aware of the early intervention and special education programmes available to them. Adult and community education, as well as vocational and pre-employment training, support services, and information, might be hard to come by for people of a certain age.

- **Funding for student disability support insufficient-**

The largest challenge in offering equal chances for money to students with disabilities is a lack of funds and their implementation. There are numerous funding sources, none of which are sufficient to provide the complete range of Services required.

- **Technological aids equipment and other services insufficient-**

There is a barrier to giving equitable access for education providers in getting appropriate equipment for individual pupils, such as hearing and vision aides, electrically adopted mobility devices, and walking frames. This course is suffering from a shortage of accessible cash and resources, which is hurting the quality of the technical requirements and other services.

- **Teacher Stress-**

Teachers confront a significant burden of inclusive classes due to insufficient professional support training in teaching the adapted curriculum, managing classrooms that include students with disabilities, and insufficient understanding among them.

- **Size of the class and shortage of the teachers-**

When teaching occurs in an inclusive classroom, the largest challenge noted in schools is the size of the class. Schools also confront a shortage of teachers who are specialised educated in teaching the learning process of kids with disabilities.

- **Transport barriers -**

With the transportation provided by the schools, students with impairments encounter physical mobility challenges. It is a physical and mental strain on students as well as parents and families to maintain transportation for the teaching process and getting to school.

• **Special Rooms for the girls with the disability-**

The families of impaired students confront major challenges in sending their daughters to school due to a lack of special rooms for the girls to continue their day-to-day activities, causing them to exert physical and mental effort at school.

• **Attitude of the society and the schools-**

It has been reported at various levels that the school has a negative or completely negative attitude toward placing kids with disabilities in inclusive classrooms. The acceptance and treatment of students with disabilities by society is a barrier to maintaining quality education among students with disabilities.

CONCLUSION

The report's observations and analysis suggest that the legislation and the provisions provided by the government have altered the current educational landscape for children with disabilities. Schools and the government have taken the initiative to improve the quality of education by assisting children and their families by providing specialised schools such as inclusive schools, counselling services, resource funding, and so on. Society, family, and government initiatives must be strengthened and expanded with quality to make education more effective for kids with disabilities.

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