



Education of Children with Special Needs: A Critical Analysis with Special Reference in Chhattisgarh State of India

RAJNISH KUMAR ARYA

Azim Premji School, Azim Premji Foundation
Bangalore, India

Abstract:

Education is one of the most effective tools which Children with Special Needs could achieve the social and economic empowerment. Education holds much importance for Children with Special needs as they have been a subject of discrimination for a long period of time. Even after the enactment of the different laws, like the 17 years of PWD Act 1995, 12 years of SSA and 3 years of RtE Act, the situation of education for Children with Special Needs (CWSN) are on margin. All the Govt., the organization like DPOs and the organization working under CSR in this field are just fulfilling the quorum. This paper deals with the current situation of education of the CWSN in Chhattisgarh State of India. The paper analyses the interpretation and implementation of inclusive education in Chhattisgarh under SSA. The greatest challenge for the State Government is the achievement of the accessibility, inclusion and empowerment of Children with Special Needs. The Government alone cannot accomplish this task of making the "Right Real".

Key words: CWSN, UEE, NCF 2005, PWD Act 1995, RtE Act 2010.

Introduction

“When I was working with Azim Premji School, Dhamtari; for getting enrollment for the admission I conducted a survey of Primary and Upper Primary schools of Haraftarai, Shankerdah and Dodki (all are villages of Dhamtari District) with Mr. Gajendra in April 2012. There I found six students

with different abilities among them 3 were of loco-motor, 1 was of hearing impairment, 1 was of blind and 1 was of mental retardation. During this I observed and experienced that the teachers of these schools had neither positive attitude nor the basic teaching technique and methodology to teach the Children with Special Needs. Even these schools were not barrier-free and don't have the basic equipments to teach them.”

“Mohan six years who lives in Chennai in India went with his parents for admission into a school. The general school refused to give him because he could not see fully. He went to a special school for admission. They also refused admission because he could see partly!” (A principal sharing in the national seminar on Inclusive education)

“When good inclusion is in place, the child who needs the inclusion does not stand out. The inclusive curriculum includes strong parental involvement, students making choices, and a lot of hands-on and heads-on involvement.” (Dr. Melissa Heston, Associate Professor of Education, University of Northern Iowa)

“After my son is out of public school, he'll be living and working with a diverse population of people. I want him to be accepted after he's out of school as much as when he's in school. For me, that's why inclusion is a key while he's in school.” (A parent of child with disability) (Rao 2003)

These are the common example of prevailing Indian Education System now a days, which is usually experienced by most of the stakeholders related to the field either in direct or indirect way. Even after the enactment of the different laws, like the 17 years of PWD Act 1995, 12 years of SSA and 3 years of RtE Act, the situation of education for Children with Special Needs are on margin. All the Govt., the organization like Disabled People Organizations and the organization working under CSR in this field are just fulfilling the quorum. Still

about 80 per cent of rural as well as about 50 per cent of urban part of Children with Special Needs are unreached of the education to be provided to them.

It is believed that access to quality education is prerequisite for the inclusive and sustainable growth of India. Quality education is necessary to build a productive society, “capable of actively driving a social, economic and political agenda” through wide participation of its people. The Convention on the Rights of the Child, demands that ‘all children have access to and complete an education of good quality.

Need of Education for Children with Special Needs

Government of India is fully committed to the realization of the goal of Universalization of Elementary Education (UEE), without including Children with Special Needs (CWSN) the objective of UEE may not be achieved. The obstacles to a good education faced by millions of children in south Asia are daunting enough. For the 10 per cent of the region’s young people who are estimated to have some kind of disability, the barriers are compound.

According to Census of India 2001, there are 2.19 crore disabled individuals in India and they constitute 2.13 per cent of the total population. It has created a realization that without inclusion of such children in system i.e. mainstream, constitutional commitments cannot be achieved.

Education is an attempt of intervention in the life of challenged children to cope up with their disabilities, training to optimize their capabilities so that they can contribute to society in a more constructive and productive way. Education is a right of every child, so children with special educational needs to have similar rights and obligations, as being enjoyed by the so called normal or able children. (Arya 2011)

UNICEF's Report on the Status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey (NCERT, 1998) reports that of India's 200 million school-aged children (6-14 years), 20 million required special needs education. While the national average for gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in school. The majority of these children remain outside mainstream education. The low turnout can be attributed to causes such as difficulty in coping with general education demands and social reasons. (UNICEF, 2003)

For life to go on—change is inevitable. Change is never easy especially when it involves a large number of individuals and an established system. Yet change is necessary when innovative practices demonstrate greater effectiveness than past services. (NCERT, 2006)

The World Bank Report (2007) reported that, educational attainment and attendance of the Children with disability were very poor and far below than the national averages. Data suggests that people with disabilities have much lower educational attainment rates, with 52 percent illiteracy against a 35 percent average for the general population. (World Bank, 2007)

What does NCFSE 2000, NCF 2005, RtE 2009 and NCERT Position Paper Say?

The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with SEN as a way of providing quality education to all learners. According to NCFSE:

“Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices”. (NCERT, 2000)

The National Curriculum Framework 2005 speaks as below:

“For teaching to serve as a means of strengthening our democratic way of life, it must respond to the presence of first generation school-goers, whose retention is imperative owing to the Constitutional amendment that has made elementary education a fundamental right of every child. Ensuring health, nutrition and an inclusive school environment empowering all children in their learning, across differences of caste, religion, gender, disability, is enjoined upon us by the Constitutional amendmen”t. (NCERT, 2005)

“A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled....”

“This includes children with disabilities, who may need assistance or more time to complete their assigned tasks. It would be even better if, while planning for such activities, the teacher discusses them with all the children in the class, and ensures that each child is given an opportunity to contribute. When planning, therefore, teachers must pay special attention

to ensuring the participation of all. This would become a marker of their effectiveness as teachers”. (NCERT, 2005)

The Right of Children to Free and Compulsory Education Act, 2009 had a clear provision in its Chapter II under clause 3 sub-section 2 stated that “For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:

“Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provision of Chapter V of the said Act.” (Government of India, 2009)

Inclusive Education for Children with Special Needs – Need of the Time

In the 1990, inclusion captured the field after the World Conference on Special Needs Education in Salamanca in 1994, with the adoption of the Salamanca Statement and Framework for Action on Special Needs Education. Ninety per cent of children with disabilities in developing countries do not attend school, says UNESCO.

Though, in India, there is no formal or official definition of inclusion, it does not only mean the placement of the students with SEN in regular classrooms. The Draft Scheme on Inclusive Education prepared by the MHRD (2003) uses the following definition:

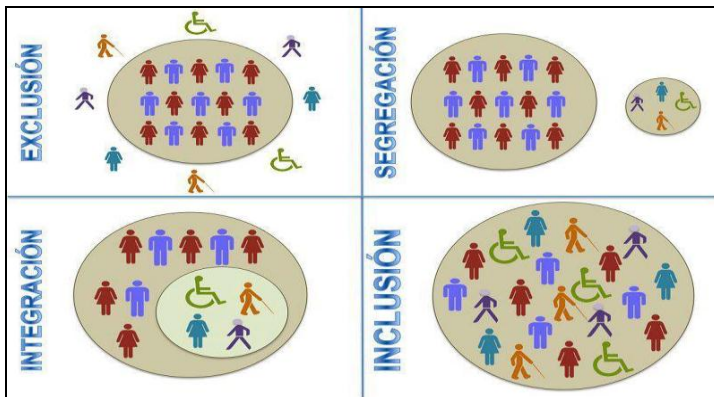
Inclusive Education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services. (MHRD, 2003)

The Draft Action Plan for Inclusive Education of Children & Youth with Disabilities (MHRD, 2005), defines inclusive education, as:

An approach, that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion.....It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy- makers) to be comfortable with diversity and see it as a challenge rather than a problem. (MHRD, 2005)

Inclusive Education means including the children with disabilities in the regular classroom that have been designed for children without disabilities (Kugelmass 2004) Inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. For the development of social skills and better social interaction of the student's inclusive education is the need of education system. (Tyagi (Ed), 2013

Figure No. 1 Different Phases of Education for Children with Special Needs



Source: BPA, Ahemdabad

Despite of the efforts, many children with disabilities are still denied access to education. It is believed that not more than 2-3 per cent of children with disabilities have access to education (Draft National Policy on Special Education 2002). The Rehabilitation Council of India estimates that 30 million disabled children are in need of education; it aims to educate 10 per cent of all disabled children by 2020. As under Children with Special Educational Needs 29.57 lakh children identified while only 24.77 lakh could enroll in schools in 2009-10. (MHRD 2009-10)

Status of Education for Children with Special Needs in Chhattisgarh

1. **Policies:** As Chhattisgarh is a part of Union of India so the constitutional commitments have been reflected through various commissions for the education on different times. These are as:

Indian Education Commission (1964-66), National Policy for children (1974), National Policy on Education (NPE) (1986) and the Programme of Action (POA) (1992). Besides these there are three legislative Acts-The Rehabilitation Council of India Act, 1992 (RCI Act), the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act), and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (NT Act).

The Indian *'Equal Opportunities and Rights of Persons with Disabilities ACT'* 1995, rule 26, speak about the **“education of children with disabilities up to the age of 18 years in an appropriate environment”**.

India is a signatory to or participated in the United Nations Rights of the Child, United Nations Standard Rules on the Equalisation of Opportunities, the Jomtien Declaration on

Education for All, the Salamanca Statement and Framework for Action and UNPRCD.

"... Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action)

"Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (Article 2, Salamanca Statement)

This framework stems from the messages of the Jomtien World Declaration on Education for All (1990) and was reaffirmed in the Dakar Framework for Action (2000):

"... In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners..." (Education for All: Meeting our Collective Commitments. Expanded Commentary on the Dakar Framework for Action, Para 33)

Rule 6 of the UN Standard Rules for Persons with Disabilities states:

"State should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system. General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national

educational planning, curriculum development and school organization.”

As per key focus of planning with Children with Special Needs in Sarva Shiksha Abhiyan in 2012-13 States to ensure that Children with Special Needs are adequately addressed in the model rules. (SSA, 2012-13)

2. Statistics

Statistics on disability in India vary widely, and accuracy of statistics is always questionable. Actual Data regarding number of children with special needs may increase two or three times from available Data, because the surveyor and the common people of India don't have acumen to identify the children with special needs. However, almost all of the statistics available, point to the gaps in the education system, the marginalization of children with disabilities.

For example: One of the statistics that varies widely is the number of children with disabilities enrolled in school. Kalyanpur, drawing from the National Census data, found that up to 94% of children with disabilities “did not receive any educational services.

Therefore, a large percentage of the population is still not receiving any type of schooling. Alarmingly, the World Bank states that almost all children with disabilities do not continue their education past primary school. (Kohama 2012)

However, the data available as per the different records of Government of India are as mentioned below:

Table I: Educational Scenario of Chhattisgarh in 2010-11

Name of District	No. of Blocks	No. of Clusters	Total No. of Schools	Total Population	Overall Literacy	Female Literacy
BASTER	14	189	4741	1306673	43.9	31.6
BILASPUR	10	152	4155	1998355	63.5	48.2

DANTEWADA	11	148	2781	719487	30.2	20.8
DHAMTARI	4	81	1566	706591	74.9	63.4
DURG	12	224	4164	2810436	75.6	64.6
JANJGIR CHAMPA	9	96	2810	1317431	65.9	50.1
JASHPUR	8	88	2586	743160	63.8	52.4
KANKER	7	124	2308	650934	72.9	63.3
KAWARDHA	4	56	1786	584552	55.2	39.5
KORBA	5	89	2429	1011823	61.7	47
KORIYA	5	70	1600	586327	63.1	49.7
MAHASAMUND	5	119	2019	860257	67	53.3
RAIGARH	9	105	3442	1265529	70.2	57.6
RAIPUR	15	263	5544	3016930	68.5	54.8
RAJNANDGAON	9	129	2965	1283224	77.2	67.6
SURGUJA	19	239	6527	1972094	54.8	41.6

Source: DISE- 2010-11

Table II: Child Population in Chhattisgarh

Age	6-10 years	11-13 years	6-13 years
Population	27,42,292	12,05,736	39,48,028

Source: Census 2011, Government of India

Table III: Per cent of Children in Different Types of Schools in Chhattisgarh 2012

Age Group	Government	Private	Other	Not in School	Total
Age 6-14	83.8	13.5	0.1	2.6	100

Source: ASER 2012, Chhattisgarh Rural

Table IV: Education Indicators in Chhattisgarh

Enrolment I - V			Enrolment VI - VIII			Enrolment I - VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
15,95,018	15,27,113	31,22,131	8,23,269	7,99,725	16,22,994	24,18,287	23,26,838	47,45,125

Source: DISE 2011-12

Table V: Out of School Children in Chhattisgarh

Out of School Children								
6-11 Years			11-14 Years			6-14 Years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
22,618	19,319	41,937	12,119	10,804	22,923	34,737	30,123	64,860

Table VI: Percentage of Population with Disability by nature and sex as per Census, 2001

State	Children with Special Needs, 0-4 years			Children with Special Needs, 5-14 years			Children with Special Needs, 0-14 years		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Chhattisgarh	18160	9126	9034	69458	34903	34554	87618	44029	43589

Source: Census, 2001

Note: In above mentioned data, Population with Disability is as per Census 2001. The actual numbers of Children with Special Needs may increase in Census 2011, which is still not available.

Table VII: Enrollment of Children with Special Needs in Chhattisgarh during 2010-11

Children with Special Needs	Boys	Girls	Total
	16,970	12,974	29,944

Source: DISE 2010-11

Table VIII: District wise Bifurcation of Data in respect of Children with Special Needs in Chhattisgarh during 2010-11

Name Of District	Class I			Class II			Class III			Class IV			Class V			Class VI			Class VII			Class VIII			Grand Total					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BASTER	59	52	111	54	45	99	57	47	104	67	42	109	57	48	105	29	20	49	33	28	61	33	21	54	38	29	67	67	55	122
BILASPUR	193	147	340	177	130	307	187	137	324	198	144	342	197	145	342	122	82	204	133	95	228	136	83	219	166	113	279	187	133	320
DANTEWADA	108	96	204	93	86	179	114	99	213	89	83	172	113	103	216	81	63	144	99	66	165	66	58	124	77	69	146	75	58	133

Rajnish Kumar Arya – *Education of Children with Special Needs: A Critical Analysis with Special Reference in Chhattisgarh State of India*

DHAMTARI	150	866	239	118	804	240	180	820	123	933	233	191	902	204	742	526	679	411	631	185	544	17439
DURG	71	51	122	591	390	947	344	811	431	333	744	499	278	788	225	533	233	566	224	433	858	601
JANJGIR CHAMPA	153	103	253	187	859	122	750	200	120	130	230	192	977	289	729	172	788	420	633	511	855	6488
JASHPUR	691	578	169	666	591	720	568	127	651	531	181	485	376	861	249	359	238	601	258	144	435	7476
KANKER	41	44	85	38	36	74	44	26	70	44	21	65	25	23	48	26	49	22	43	20	52	486
KAWARDHA	161	134	24	18	14	25	50	07	26	13	17	24	10	80	12	73	194	12	67	46	13	65
KORBA	264	162	46	186	153	396	233	153	396	233	153	396	233	153	396	233	153	396	233	153	396	233
KORIYA	521	402	92	458	351	899	541	103	546	430	936	540	490	945	371	365	339	644	288	253	536	651

Rajnish Kumar Arya – *Education of Children with Special Needs: A Critical Analysis with Special Reference in Chhattisgarh State of India*

MAHASAMUN D	1 4 4	1 0 3	2 4 7	1 3 8	8 9 7	2 2 7	1 2 9	9 3 2	1 1 7	9 1 1	2 0 8	1 1 7	8 1 1	1 9 7	7 2 2	5 2 9	1 2 9	7 0 0	5 2 0	1 2 0	6 2 2	3 7 7	9 9 5	8 5 4	5 9 6	1 4 0
RAIGARH	9 0	5 2	1 4 2	6 6 2	6 3 2	1 4 1	6 6 7	1 3 1	6 7 3	6 3 7	1 3 0	7 2 2	6 2 4	1 3 8	4 9 4	4 4 3	9 3 6	4 1 1	8 7 7	3 9 1	3 1 0	7 0 3	4 9 4	4 9 3	4 2 6	9 1 9
RAIPUR	8 6	5 4	1 4 0	5 4 4	4 4 8	9 8 9	7 9 8	5 3 7	1 3 1	5 9 9	5 1 0	1 9 1	4 3 8	3 5 4	8 4 0	3 2 3	5 3 6	3 1 1	2 7 7	5 4 4	1 9 3	4 3 0	4 3 9	4 0 9	3 1 3	7 2 2
RAJNANDGAON	6 1	4 5 6	1 0 6	5 4 4	3 6 0	9 3 3	5 3 3	4 6 6	9 3 3	6 3 5	4 5 8	1 0 7	3 7 3	4 3 0	8 7 7	2 0 7	2 7 1	4 1 8	2 1 3	1 8 9	3 7 7	5 2 2	2 3 3	3 5 5	2 5 8	5 8 8
SURGUJA	2 1	9 0	3 8	1 9	1 7	3 7	2 7	1 3	4 0	1 5	6 2	2 1	1 7	1 4	3 1	9 3	3 2	1 4	8 2	2 2	7 7	7 4	1 2	1 8	7 9	2 0
Grand Total	28 1 4	21 9 7	44 3 7	24 9 7	14 3 8	43 7 8	27 5 1	22 3 5	47 3 6	25 9 7	14 5 2	42 7 9	21 6 5	11 4 5	11 8 6	23 3 4	18 3 9	11 1 7	25 5 2	19 7 6	9 0 5	20 7 6	16 9 7	17 4 4	29 9 4	27 4 4

Source: Raw Data of DISE 2010-11

Table IX: Number of Resource Teachers in Chhattisgarh under SSA

Name of State	No. of District	No. of Block	No. of Resource Teachers Required Still required	No. of Resource Teachers in State up to 2009-10
Chhattisgarh	27	146	438*	38**

*3 Resource teacher required in every block/BRC from the specialization of VI, HI and MR

** Including all specialization i.e. VI, HI and MR

Table X: Number of Teachers Trained in Chhattisgarh under SSA on Inclusive Education

Total No. of Teachers	1 Day Training	3-6 Days Training	90 Days Training
57193 (up to Sep, 2011)	In 2009-2010		
	71168	44399	843

Table XI: Progress on Aids & Appliances in Chhattisgarh under SSA in 2009-10

Aids & Appliances Required	Aids & Appliances Provided	% of Aids & appliances
62892	34330	54.59

Source: DISE 2009-10

Table XII: Progress on Barrier Free Access in Schools under SSA in 2009-10

No. of Schools	Barrier Free Access	Per cent Achievement
46029	15617	34.61

Source: DISE 2009-10

Table XIII: Expenditure on Inclusive Education under SSA in 2009-10

Outlay Approved (in Lakh)	Achievement	% Achievement
553.84	433.80	78.33

3. Issues and Challenges

Attitudinal Change of Teachers: As we know that teachers are back bone of the teaching learning process inside or outside of school premises. So that there is need of modification in their attitudes, beliefs, expectations and acceptance of children with Special Needs to make inclusive classrooms or school. Research suggests that teachers' attitudes are the key to successful inclusion, based on the assumption

that successful implementation of any inclusion policy is largely dependent on educators being positive about it. (Ellis, Tod and Matheson, 2008)

Creating an inclusive Curriculum: There are two main types of curriculum in India: plus curriculum, specifically designed for children with disabilities, to increase accessibility (e.g. braille, large print, reading aids, language/communication for deaf children, communication for children with cerebral palsy), and general curriculum. The general curriculum needs to be adapted to the different formats that the plus curriculum is available in to make it accessible for children with disabilities. NCF 2005 also emphasizes the need of inclusive curriculum keeping in view the diversity of learners. An inclusive curriculum aims to provide quality education that will enable all children to learn effectively and participate equally in class. (SSA, 2006) At present time the general curriculum what we have not only in Chhattisgarh but also in whole country is rigid. The teachers are not allowed to do modification as per the need of the individual children e.g. the Children with Hearing Impairment have difficulty even in learning one language but still they are compelled to study more than one like Chhattisgarhi, Hindi and English compulsory up to Upper-Primary level. An inclusive curriculum addresses the child's cognitive, emotional, social and creative development. It is based on the four pillars of education for the twenty-first century – learning to know, to do, to be and to live together. (UNESCO, 2009)

Supporting the Policy Cycle: Inclusive education system and society can only be realized if the government is aware of the nature of the problem and is committed to solve it. This must be reflected in the willingness to undertake in-depth analysis of the size and character of the out-of-school populations and ensure their integration into quality school and other kinds of education and training programmes. Such

analysis would frequently require improved data systems and data collection methods.

Government commitment would also express itself in appropriate legal frameworks established in accordance with relevant international conventions and recommendations ensuring that inclusive education is appropriately understood and interpreted as a rights issue. Its priority in national policy, planning and implementation should be reflected in the comparative allocation in national budgets and in requests for development assistance from international partners and the private sector. Appropriate monitoring and evaluation mechanisms need to be put in place to evaluate the impact of inclusive education policies as regards the learner, the education system and wider societal development. (UNESCO, 2009)

Sensitization of Policy Planners: For inclusion to be successful, besides the training of teachers and other rehabilitation professionals, the sensitization of administrators, policy makers and planners is also vitally important. The planning and implementation of programme to prepare wide range of professionals is an issue that needs to be addressed on priority basis at the national level to give impetus to inclusive education movement. (Singh, 2006)

Estimated Demand and Supply of Manpower: Till the year 2007 this field was suffering from a shortage of about 1,86,565 personnel out of which about 88 per cent i.e. 1,63,350 are required as teachers for different disabilities. With this kind of scenario one can assess that without generating adequate human resources, schemes and programmes for rehabilitating disabled may not effectively work. If the flow of training institutions remains the same, then by the end of the 11th plan, shortage will be at the tune of 1,58,595 persons and at the end of 12th Plan it may come down to 1,04,531. (Sharma, 2009)

Teachers’ Training: There is no provision for “Special Education” as an optional or compulsory paper in B. Ed. Syllabus (in Regular or Distance mode) of different universities in Chhattisgarh. In D. Ed. Course there is a chapter “Introduction to Disabilities” which merely deals with disabilities and focuses only on Mental Retardation and just fulfills the quorum. While other type of disabilities has been left. It is specific to mention that there is no faculty in DIETs and BITs to teach this portion. As experts of Rehabilitation Council of India believe that the duration of B. Ed. (Special) should be of two years so that trainee teachers can get ample time to do practical. In this regard one can easily understand that only quorum is fulfilled in the name of in-service teacher training for Inclusive Education under SSA. During the training programme at Dhamtari district, I observed that the way of imparting training was very traditional, and the Master Trainers were not using any pre defined modules for training. Besides it, tools and appliances used by trainers and trainees were insufficient also.

Need of Intervention at the level of:

a. Elementary Education: As we know that elementary education plays a vital role in laying foundation of school going children in rural areas of state; because in rural areas there is no quality pre-schools and the teachers/volunteers available in rural areas are not able to distinguish Children with Special Needs. Hence it is necessary to intervene at elementary level because Children with Special Needs may be identified in their early age and may also be provided essential services.

i. Curriculum Modification: Curriculum modification is essential not only in Teacher Education but also in General

Education so that their knowledge may be enhanced in respect of Children with Special Needs and positive attitude towards Children with Special Needs may also be developed.

ii. Primary and Upper Primary Teachers' Training: Training teachers in teaching methods that include 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. (Kohama, 2012)

b. Need of Special Educator to Guide Teacher: Education of the disabled children is the most important issue in the rehabilitation process of the child. Teaching a disabled child, other than Locomotor disability, needs a specific kind of training. (Sharma, 2009) For the effective implementation of inclusive education for all types of disabled children, general classroom teachers need training on understanding the educational and emotional needs of these children. It is ideal to teach about special needs children in the pre-service teacher preparation course itself. Till the time, all general education teachers are capable of serving children with special needs; presence of specialist teacher for a cluster of schools is inevitable. (Singh, 2006)

Conclusion:

For years the education system has provided special education and related services to Children with Special Needs and systematically developed a dual service delivery system comprising delivery system comprising different settings, different curricula, different services and different service providers for Children with or without Special Needs.

Now in the context of the struggle to affirm and guarantee the rights of the disabled, the ethics of the dual system are being questioned. The common platform, which would bring “all” onto a common platform, is being thought of as a better option. It is, therefore, important to bring about a number of reforms at various levels in order to develop a “school for all” having an inclusive curriculum. The curriculum needs to be balanced in such a way that it is common for all, and yet takes account of the individual needs of all learners. It is also important to take into consideration pedagogical issues. The curriculum should be accessible to all children and for this specialist support would be required. Care then has to be exercised to ensure that Children with Special Needs are not segregated from the mainstream by providing this specialist support.

How the school organizes itself to be an effective school that takes care of the individual needs of all pupils is another issue to be considered. While being flexible in the timetable and delivery of the curriculum, the school should also provide for the resource support needed in the form of special educators, assistive devices, and teaching learning – material. The professional development of the teachers and educators is an important issue and most incorporate attitudinal change, and the knowledge and skills necessary to lead to an inclusive society.

After going through the above mentioned statistics it can be easily concluded that a huge number of Children with

Special Needs are being identified year by year in Chhattisgarh. Only during the session 2010-11 approx 30,000 Children with Special Needs have been identified. And in the proportion of Children with Special Needs the number of Resource Teachers (Special Teacher) available in Chhattisgarh is very scarce (There are only 38 resource teacher in Chhattisgarh at present).

Keeping in view of above mentioned facts one can easily understand that there is acute shortage of trained man power who can tackle the problems of Children with Special Needs. Teaching Techniques, Aids and appliances and Technology used by present resource persons are also insufficient and very traditional.

Finally, the greatest challenge for the State Government is the achievement of the accessibility, inclusion and empowerment of Children with Special Needs. The Government alone cannot accomplish this task of making the “Right Real”. It can be concluded that these types of gaps can only be fulfilled with the help of collaboration with parents, with the supports of organizations working under CSR / NGOs / DPOs and Special Schools for providing inputs on training, curriculum delivery, assessment, etc. because these organization are primarily working for the inclusive growth of Children with Special Needs in Chhattisgarh.

BIBLIOGRAPHY:

Arya, R. K. 2011. *A Comparative Study of Teaching Related Problems of Teachers Teaching in Special School*. Unpublished Dissertation of M. Ed., Varanasi: Faculty of Education (K) BHU.

ASER. 2012. Annual Status of Education Report Chhattisgarh Rural 2012, facilitated by PRATHAM.

Ellis, S., J. Tod, and L. G. Matheson. 2008. "Special Educational Needs and Inclusion: Reflection and Renewal." Birmingham: NASUWT, Hillscourt Education Centre.

Govt. of India. 2003. *Draft of Inclusive Education Scheme*, MHRD.

Govt. of India. 2010. *Annual Report 2009-10*, MHRD

Govt. of India. 2011. *Census of India 2011*.

Kohama, A. 2012. "Inclusive Education in India: A Country in Transition." An Undergraduate Honors Thesis Presented to the Department of International Studies at the University of Oregon.

NCERT. 2006. "Position Paper National Focus Group on Educational of Children with Special Needs." New Delhi: NCERT.

Rao, I. 2003. "Inclusive Education in the Indian Context." NCERT, 16-17 September 2003, New Delhi.

Singh, J. P. 2006. "Need for Training Teachers in Inclusion." New Delhi: SSA

SSA. 2006. *Education of Children with Special Needs in SSA, Confluence Concept and Meaning of Inclusion*. Vol. (1) New Delhi: SSA.

SSA. 2013. ssa.nic.in/pab/pab-minutes-2012-13/chattisgarh/Annexure-%20II.pdf

Sharma, S. K. 2009. "Projection of Human Resource Requirement in the Field of Rehabilitation of Persons with Disabilities." IAMR Report, Delhi: Institute of Applied Manpower Research.

Tyagi, K. Ed. 2013. *Elementary Education*. New Delhi: APH Publishing Corporation

UNESCO. 2009. *Policy Guidelines on Inclusion in Education* Paris: UNESCO

UNICEF. 2003. *Examples of Inclusive Education India*. United Nations Children's Fund Regional office for South Asia

World Bank. 2007. *People with Disabilities in India: From Commitments to Outcomes*. New Delhi: Human Development Unit, South Asia Region.