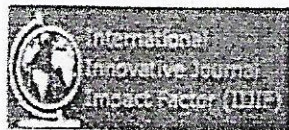


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INCLUSIVENESS FOR DISABLED CHILDREN'S EDUCATION

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Abstract

A dominant problem in the disability field is the lack of access to education for both children and adults with disabilities. As education is a fundamental right for all, enshrined in the Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem. In a majority of countries, there is a dramatic difference in the educational opportunities provided for disabled children and those provided for non-disabled children. It will simply not be possible to realize the goal of Education for All if we do not achieve a complete change in the situation. The present paper discusses about the various provision for these children in India for education through acts and policies. There are many researches also conducted to change the attitude of the teachers, parents, professionals and community people towards the inclusion. The results of the studies indicated that the regular school teachers' attitude is more positive for children with special needs. They are in support of inclusive education of students with special needs. For the successful inclusion, the teachers suggested that there is a need for in-services training for normal school teachers on management of students with special needs, need for the best school policies, and support from the society, parents of disabled and non-disabled students.

Keywords: Inclusive Education, Disabled Children, Rights and Government Policy.

Introduction

The Indian Education Commission (1964-66): The Indian Education Commission was the first statutory body to suggest that the education of handicapped children has to be organized not merely on humanitarian grounds, but also on grounds of utility. The Commission observed that although the Indian Constitution had issued specific directives about compulsory education for all, including children with disabilities, very little had been done in this regard. The Commission also emphasized that the education of children with disabilities should be "an inseparable part of the general education system." At the time when the Commission made its recommendations there were less than 250 special schools in India. The

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