



## **CREATING AN INCLUSIVE SCHOOL**



**MRS. C. SASIKALA**

**ASSISTANT PROFESSOR**

**STELLA MATUTINA COLLEGE OF EDUCATION**

## **Introduction**

Inclusion in education is a strategy for achieving the objective of equitable opportunity in education. However, some students are now dealing with educational difficulties as a result of societal reforms. These students belong to the socially underprivileged group.

The term "disadvantage" is typically used to refer generically to people or groups with certain physical or mental disabilities who do not have access to financial or economic support. A lower socioeconomic group that experiences cultural and educational deprivations is considered to be socially disadvantaged.

## **Socially disadvantaged children**

Socially disadvantaged children are those who are privileged yet socio culturally underprivileged. Weaker sections comprise children of families who fall into the below poverty line (BPL) category and whose yearly income is less than the minimum defined family income by the government. Children who are economically, educationally, linguistically, or socially disadvantaged are referred to as socially disadvantaged or simply disadvantaged. Children who are economically, educationally, linguistically, or socially disadvantaged are referred to as socially disadvantaged or simply disadvantaged.

## **By definition, a disadvantaged child is one who:**

- Children in ecologically depleted areas who are required to fetch fuel, water, and feed for animals as well as perform other domestic duties.
- Children in slum communities and uprooted urban habitations
- Children in the family of scavengers and other such stigmatised professions
- Children of the transgender community
- Children of sex workers & Children of itinerant or seasonal migrants
- Suffers from a continuing lack of basic necessities of life
- Exposed to harmful environmental stresses of any kind
- Handicapped or disabled due to specific exogenous or endogenous conditions.
- The fundamental and universal rights of children have been violated (i.e. a stable home, loving mother, a supportive father who provides the material need such as protection clothing adequate diet, and play space, fresh experience to stimulate language and

mental growth; reorganisation and an encouraging atmosphere and contact with other children and adults)

- Children of landless agricultural labour
- Children of nomadic communities
- Children in areas affected by civil strife.

### **Beneficiaries of Inclusive education to students of socially disadvantaged children due to socio-cultural diversity:**



### **General benefits for Socially disadvantaged children**

**Financial assistance for underprivileged students** (scholarships, post-matric and pre-matric scholarships),

**Establishment of a residential school** (ashram school)

**Appointment of knowledgeable instructors** (special training in service training refresher courses instructors are also taught in tribal dialect and tribal culture)

**Craft instruction** (carpentry, tailoring, weaving, and some practical hand work)

**Incentives for poor families** (the government has recently taken initiatives to increase enrolment for these weaker groups of adults and children) are given to them so they can afford to send their children to school on a regular basis.

**Adjustment of school hours and vocations:** it is used to decrease dropouts and stagnation and also gives these children plenty of opportunities to help their parents.

**Compensatory pre-school education** (research works reveal that the mental development of children generally 3 to 7 years so preschool period considered to be the formative period of child life through the Compensatory pre-school education can improve his vocabulary and language difficulties can inevitably be overcome)

**Adult education programme** (really educated parents may educate their children with little effort, and as a result, they will be able to appreciate the importance of education and their duty to the next generation. In order to assist those who are socially disadvantaged, the government opened Anganwadi adult education facilities.

**Evaluation method** (new evaluation methods may be adopted, and continual evaluation of these types will be beneficial)

**Follow-up action** (the government has plans to assist the students by providing funds to settle down in life. Students coming from residential type of schools typically go for higher education or take any profession to make their living)

## **Schedule Caste**

### **Constitutional and Legal Provisions related to Schedule Caste**

**Article 15(4):** it empowers the State to make special provisions for the advancement of any socially and educationally backward class of the citizens and for SCs. This article enabled the State to reserve seats for SCs in educational institutions.

**Article 335:** Allows relaxation in qualifying marks for admission in educational institutes or promotions for SCs/STs.

## **Provisions for Schedule Caste**

- Establishment of schools with minimum norms of infrastructure, other facilities and teachers in the neighbourhood of Schedule Castes habitation.
- Establishment of norms of behaviour within the school for all the members specially for the teachers and students.
- Provision of escort to school for SC students.
- Encouragement of co-curricular activities like sports, music, drama, which can break the social barriers between socially disadvantaged children (SC) and the non-disadvantaged one.
- Increasing and encouraging the interaction and participation of all children including the SC's to exhibit their talents and to get recognition.
- Avoiding segregation in the classroom on the basis of caste and creed.
- Opening up schools or centres of education in the SC concentrated neighbourhood.
- Provision of monitoring the attendance and retention of children specially the SC regularly.
- Provision of scholarship for the SC students.
- Provision of special facility like residential schools as transport for the SC students.
- Sensitisation of teachers to SC culture and traditions.
- Provisions of free textbooks, uniforms, awards for these children.
- Encouragement of adequate representation of parents of SC students.
- Proper allocation of work between children from SC community and non-disadvantaged group of children in the school.
- Provision of reservation in private unaided schools or aided schools for the children belonging to some disadvantaged section like SC.

## **Educational Schemes**

### **National Fellowship for OBC Students (NF-OBC)**

The program's goal is to give OBC students financial support so they can enrol in leading graduate programmes at universities, research institutes, and scientific institutions and obtain degrees like the M.Phil. and Ph.D.

### **Construction of Hostels for OBC Boys and Girls**

The Scheme aims at providing hostel facilities to students belonging to socially and educationally backward classes, especially from rural areas, to enable them to pursue secondary and higher education.

### **Dr. Ambedkar Scheme of Interest Subsidy on Educational Loan for Overseas Studies for OBCs & EBCs**

The scheme's goal is to assist deserving students from the Other Backward Classes and Economically Backward Classes with interest subsidy in order to improve their access to higher education abroad and increase their employability.

### **Educational Loans provided by NBCFDC**

The Scheme aims at providing hostel facilities to students belonging to socially and educationally backward classes, especially from rural areas, to enable them to pursue secondary and higher education.

### **Pre- Matric Scholarships Scheme for Scheduled Castes & Others**

The scholarship at pre-matric level will encourage parents from minority communities to send their school going children to school, lighten their financial burden on school education and sustain their efforts to support their children to complete school education.

### **Post-Matric Scholarship for SC students**

The objective of the scheme is to award scholarships to meritorious students belonging to economically weaker sections of minority community so as to provide them better opportunities for higher education, increase their rate of attainment in higher education and enhance their employability.

### **Central Sector Scholarship of Top-Class Education for SC Students**

The Scheme aims at recognizing and promoting quality education amongst students belonging to SCs, by providing full financial support. The scheme will cover SC students for pursuing studies beyond 12th class.

### **National Fellowship for Scheduled Caste Students**

The scheme is to provide fellowships in the form of financial assistance to students belonging to SC category to pursue higher studies leading to M. Phil/Ph. D in Science, Humanities, Social

Science, in Indian Universities/Institutions/Colleges recognized by University Grants Commission.

### **Free Coaching Scheme for SC and OBC Students**

The Scheme is to provide coaching of good quality for economically disadvantaged Scheduled Castes (SCs) and Other Backward Classes (OBCs) candidates to enable them to appear in competitive examinations and succeed in obtaining an appropriate job in Public/Private Sector.

### **Babu Jagjivan Ram Chhatrawas Yojana (BJRCY)**

The scheme of construction of hostels for the SC students aims towards the broader conception and reduction of their dropout rate. This scheme intends to prioritize the construction of girl's hostel holding with a capacity of 100 seats, in each and every block headquarters of low literacy Districts. To achieve the standardization and reduction in the gestation of the construction period and also ensures having an effective mechanism for reviewing, monitoring, quality control, etc.

### **PM young achievers' scholarship award scheme for vibrant India for OBCS and others (PM -YASASVI)**

The objective of the Centrally Sponsored Scheme of Pre-Matric Scholarship for OBC, EBC and DNT students (who are not covered under SC, ST or OBC) is welfare and motivation to the children of these categories by providing financial assistance at pre matriculation or secondary stage.

## **Schedule Tribes**

### **Constitutional and Legal Provisions related to Schedule Tribes**

- |                   |   |
|-------------------|---|
| <b>Article15</b>  | Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth                        |
| <b>Article16</b>  | Equality of opportunity in matters of public employment   |
| <b>Article19</b>  | Protection of certain rights regarding freedom of speech, etc   |
| <b>Article 46</b> | Promotion of Educational and Economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections |
| <b>Article335</b> | Claims of Scheduled Castes and Scheduled Tribes to services and posts   |

## **Provisions for Schedule Tribes**

- Establishment of sufficient numbers of schools, residential schools, and ashrams in the sparsely populated rural or hilly locations
- Provisions of teaching in the local language by recruitment native speakers in tribal areas.
- Scholarships are offered to students from Schedule Tribes.
- Creating resource centres in conventional schools to offer academic and other technical help for education in tribal locations
- Provision for training of teachers in multilingual education.
- Incorporation of local knowledge in the curriculum and textbooks in the tribal concentrated areas.
- Encouragement of co-curricular activities and participation of the students from ST community equally with other non-disadvantaged child.
- Provision for special escort to ST community children.
- Provision for special training for non-tribal teachers to work in tribal area schools, including the tribal culture.
- Provision for celebration of tribal festivals in the schools.
- Orientation of the teachers in such tribal areas in order to change the attitudes and bias regarding tribal children in the regular schools.
- Provision of bilingual/multilingual education programme that start with education in their mother tongue and then transit to the regional/state language and English, especially in remote tribal areas.
- Incorporation of the teaching learning materials with the life situation of the children in the tribal areas.
- Expansion of hostel and other facilities to access the middle and higher level of education for the ST children.
- Establishment of special norms within the school for the teachers and the students so that the ST students are not segregated from the non-tribes.



## **Educational Schemes:**

### **Eklavya Model Residential School (EMRS)**

It is a central sector scheme introduced in the year 1997-98 to provide quality education to Scheduled Tribes (ST) students (Class 6th to 12th) in remote areas through residential schools. As on date, 684 schools have been sanctioned by the Ministry, out of which 378 are reported to be functional.

### **National Fellowship and Scholarship for Higher Education of ST Students**

The scheme provides financial assistance for pursuing MPhil and PhD in Universities and for pursuing graduate and post graduate courses in top 246 Institutes like IIT/AIIMS etc .

**National Overseas Scholarship (NOS) to the ST Students for Studies Abroad** Under the Scheme, financial assistance is provided to 20 ST students every year for pursuing higher studies abroad.

**Aid to Voluntary Organizations working for the welfare of Scheduled Tribes** Ministry has been funding Voluntary Organizations (VOs) including Non-Governmental Voluntary Organizations (NGOs) working in tribal Hilly, remote and border areas for projects in Education, Health and Livelihood.

### **Pre- Matric Scholarship**

Pre-Matric Scholarship Scheme is a Centrally Sponsored Scheme under which financial assistance is provided to ST students studying in classes IX and X.

### **Post Matric Scholarship**

Post-Matric Scholarship Scheme is a Centrally Sponsored Scheme under which financial assistance is provided to ST students studying beyond class X.

### **Support to Tribal Research Institute (TRI)**

This scheme aims to strengthen TRIs to carry out research, documentation, training and capacity building activities and serve as a knowledge hub catering to overall tribal development. Tribal museums are also established under this scheme.

## **Transgender**

### **Constitutional and Legal Provisions related to transgender**

**Article 14–16** Equality before Law, Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth and Equality of opportunity in matters of public employment.

**Article 15(1), 15(2) and 16(2)** in explicit terms prohibits discrimination on the grounds of sex.

Right to Freedom including **Article 19** Protection of certain rights regarding freedom of speech, etc., Article 20 Protection in respect of conviction for offences and Article 21 Protection of life and personal liberty confers everyone irrespective of religion, race, caste, sex or place of birth right to life, wherein no one shall be arbitrarily deprived of life.

**Article 41** of the Constitution of India directs the States to make effective provision for securing the right to work, education and public assistance in cases of unemployment, old age, sickness and disablement and in other cases of undeserved want within the limit of its economic capacity and development.

### **Provisions for Transgender**

#### **Equal Opportunity Policy**

- Every establishment has been mandated to formulate an equal opportunity policy for transgender persons with certain specific information as prescribed under the law.
- This will help create inclusive establishments like inclusive education, etc.
- The process of inclusion also requires creation of infrastructure facilities like separate wards in hospitals and washrooms (unisex toilets).

#### **Complaint Officer**

Every establishment has been mandated to designate a person as a complaint officer to handle complaints from transgender persons.

#### **Transgender Protection Cell**

Every state government will also have to set up a Transgender Protection Cell under District Magistrate and Director general of Police to monitor offence against transgender persons.

#### **Welfare schemes**

The government has been mandated to formulate welfare schemes and programs which are transgender sensitive, non-stigmatising and non-discriminatory.

## **Educational Schemes**

### **Yogyakarta Principles**

Aim to ensure equal access to human rights, and each principle recommends how to achieve this, highlighting international agencies' responsibilities to promote and maintain human rights. The principles are based on the recognition of the right to non-discrimination.

### **RTE 2009**

The Parliament of India enacted the Right to Education Act 2009 to grapple with the downward spiral of the education system and poor learning outcomes. The act aims towards providing free and compulsory elementary education between the age group of 6 years to 14 years children.

### **Protection of Children from Sexual Offences Act, 2012 (POCSO)**

POCSO Act was enacted by the Parliament in 2012 to prevent children aged less than 18 from offences like sexual harassment, sexual assault, and child pornography. Its full form is the Protection of Children from Sexual Offences Act.

### **National Legal Services Authority Judgement, 2014 (NALSA)**

The principal objective of NALSA is to provide free and competent legal services to the weaker sections of the society and to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities, and to organize Lok Adalats for amicable settlement of disputes.

### **Transgender Persons (Protection of Rights) Act, 2019.**

An Act to provide for protection of rights of transgender persons and their welfare and for matters connected therewith and incidental thereto.

### **National Council for Transgender Persons, 2020**

Transgender Persons (Protection of Rights) Act, 2019 the Central Government has constituted a National Council for Transgender Persons. Some of its function is to advise the Central Government on the formulation of policies, programmes, legislation and projects with respect to transgender persons and its evaluation. It also redresses the grievances of transgender persons.

## **Empowerment of Transgender Persons through Education**

The Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education. Several other measures are being taken to focus on socio-economically disadvantaged groups that have been historically underrepresented in education.

### **National policy on Education 2020**

NEP 2020 identifies transgender children as Socio-Economically Disadvantaged Groups (SEDGs) and provides for equitable quality education, inter-alia, for all such students. This includes provisions for assisting transgender children in gaining access to education, and support for community-based interventions that address local context-specific barriers to transgender children's access to and participation in education, thereby aiming to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other SEDGs.

### **Umbrella Scheme SWEEKRUTI, Government of Odisha 2017**

The main objectives of the scheme are to create an enabling environment for transgender persons, ensure their participation and social integration, strengthen the implementation of various schemes and facilities, and promote measures for employment and socio-educational services for transgender persons.

It recognises transgender persons as 'valuable human resource and seeks to provide them with equal opportunity, protection of rights and full participation in society' (SWEEKRUTI,2017). The scheme makes available a range of services necessary for rehabilitation of transgender persons. Some of the provisions are as follows:

- Assistance to parents of transgender students
- Pre and Post Matric Scholarship
- Personality Development
- Skill Upgradation Training
- Self-employment
- Self-help Group
- Sensitisation of Workers and Activists

## **SMILE scheme**

SMILE scheme is aimed to create an inclusive society wherein transgender persons & persons involved in the act of beggary live a life of dignity and respect.

The Ministry of Social Justice & Empowerment is providing scholarship studies in India to Transgender students studying in classes IX and above, thereby reducing incidences of drop-out and aiding the transition from the elementary to the secondary stage for transgender students through an automated online system using a single login credential. Under the scheme, scholarship categories mentioned in Fig



## **PM-DAKSH**

PM-DAKSH is a skill development scheme of the Ministry of Social Justice and Empowerment. It provides Skill development training to Transgender beneficiaries.

## **National Portal for Transgender Persons**

National Portal for Transgender Persons was launched by the Ministry of Social Justice and Empowerment in November 2020.

- Any Transgender applicant can obtain a Certificate of Identity and Identity Card without any physical interface with the office of issue.

- The person who has been issued a certificate of identity is entitled to change the first name in the birth certificate and all other official documents relating to the identity of such person.
- Garima Greh: Shelter Home for Transgender Persons  
The main aim of Garima Greh shelter homes is to provide safe and secure shelter to Transgender persons in need.

## **Leprosy Cured Children**

### **Provisions for Leprosy Cured Children**

- Leprosy Case Detections Campaign (LCDC) in high endemic districts.
- Focused Leprosy Campaign (FLC) in low endemic districts for case detection.
- Special plans for Hard-to-Reach areas for early case detection and treatment.
- ASHA Based Surveillance for Leprosy Suspects (ABSULS).
- Sparsh Leprosy Awareness (Anti Leprosy Day) Campaign on 30th January every year to reduce stigma and discrimination towards leprosy patients, Since that time, national Gram Sabhas have been organised in villages all over the nation in collaboration and coordination with related departments of health. Village community is encouraged to participate in these meetings, and school children are encouraged to spread awareness about the disease through plays, posters etc.
- Active Case Detection and Surveillance both in rural and urban areas.
- Convergence of leprosy screening under Rashtriya Bal Swasthya Karyakram (RBSK) for screening of children (0-18 years) and under Ayushman Bharat for screening of people above 30 years of age.
- Monitoring of the programme by Joint Monitoring Investigation and Advisory Group (JMIAG).
- Certificate, award and performance linked financial incentive are given to the districts for achieving leprosy elimination.
- Convergence of leprosy screening for targeting different age groups like under RBSK (for 0-18 yrs), RSKS (13-19 yrs), and CPHC – Ayushman Bharat (above 30+ yrs population).
- Timely referral and follow up for treatment completion on time through Multi Drug Therapy (MDT) available free of cost in all public health facilities

- Introduction of NIKUSTH - A real time leprosy reporting software across India

## **Educational Schemes**

### **RCL Scheme**

The RCL (Rehabilitation Centre for Leprosy Affected Persons) scheme has been implemented since 1981. This scheme was meant for those Leprosy Affected Persons who were permanently residing in Delhi prior to 1981.

### **Objectives**

- To wean away the leprosy patients from begging
- To provide for residential facilities and for maintenance of the patients by giving them dry ration, clothing and bedding, as per the prescribed norms
- To provide suitable work opportunities by training them in simple crafts through the Sheltered Workshop, so as to make them self supporting and self-reliant
- To help them in acquiring self-confidence and a sense of accomplishment through self-employment scheme leading their economic independence.

### **National Leprosy Control Programme (NLCP)**

“Leprosy-free India” is to provide quality leprosy services free of cost to all sections of the population, with easy accessibility, through the integrated healthcare system, including care for disability after cure of the disease.

## **Juvenile Delinquent**

### **Constitutional and Legal Provisions related to Juvenile Delinquent**

**Article 15(3)** Permits the State to make special provisions for children and women

**Article 23** Prohibits the traffic in human beings and forced labour

**Article 24** Forbids the employment of children below the age of 14 years in factories, mines and other hazardous occupations

**Article 39 (e)** Directs the State to safeguard the tender age of children from entering into jobs unsuited to their age and strength forced by economic necessity

**Article 39 (f)** Directs the State to secure facilities for the healthy development of children and to protect childhood and youth against exploitation and moral and material abandonment.

**Article 45** Requires the State to provide free and compulsory education to all children up to age of 14 years.

**Article 47** states it is the duty of the state to raise level of nutrition and standard of living. Parliament has enacted the 86th Constitutional amendment in 2002 and made Right to Education a fundamental right.

## **Provisions for Juvenile Delinquent**

### **Formulation of Minimum Standards**

A child cannot develop into a normal human being by the normal provision of food, shelter and clothing. It is necessary to formulate minimum standards of services for various community and institutional services for children under the JJ Act. The qualifications, salary structure, staff pattern, the architecture of the building, and other factors should be in accordance with the objective of providing alternative family care to the juveniles, ultimately leading to their rehabilitation in society.

### **National Commission for Children**

A national commission for children's welfare was suggested by the high-level committee constituted by the Supreme Court in a public interest petition for basic facilities for children engaged in the fireworks industry in Madras and Sivakasi in the early 1990s. The government has reiterated its desire to constitute one on several occasions subsequently, but one has still to be constituted.

### **Strategy for Change**

Probation and other community-based programs cost less than institutionalization. They should also be preferred for their potential for ensuring better care and rehabilitation for juveniles. The state has paid some attention to children but other more demanding pressure groups and priorities deemed necessary have been able to divert the resources for their causes.

### **Special Training Programme**

A special training program must be prepared and the officers of the Board including the Principal Magistrate should be given training of child psychology and child welfare.



## **Sports and Functional Programmes**

For better welfare of juvenile games, sports and other functional programs may be organized in observation home and institution and encourage the juvenile to participate in these programs so they connect themselves with society. During festival seasons some cultural programs should be organized in the homes for the inmates with the assistance of voluntary organizations.

## **Education and Schooling**

Schooling of the children in the homes up to the age of 14 should be made compulsory. They should be given the best of the facilities and opportunities like any Boarding school (hostel) making a course of moral science and civics compulsory for those who are in homes. For the welfare of juvenile, he must be allowed to go on leave and released on license during the examination so that he can continue with his studies. Sponsorships should be provided for the education of juveniles in good institutions. Personality enhancement courses should be organized.

## **Courses and Seminars**

Orientation courses, seminars and awareness programs should be organized by government on juvenile justice on regular intervals to enable the functionaries to imbibe the message discussed and conveyed to them.

## **Providing Assistance**

A social worker may be associated with the investigation made by the police officer. In the child cell, at least one lady police officer should be posted.

## **Functional Family Therapy**

Family based intervention which aims to reduce delinquent behavior in high-risk children and youth aged 11–18 years through improving the quality of family functioning.

## **Schemes**

### **Special Juvenile Police Unit (SJPI)**

The Special Juvenile Police Unit shall coordinate and function as a watch-dog for providing legal protection against all kinds of cruelty, abuse and exploitation of children and report instances of non-compliance for further legal action.

## **The Integrated Child Protection Scheme (ICPS)**

To help secure the safety of children, with a special emphasis on children in need of care and protection, juveniles in conflict or contact with the law and other vulnerable children.

## **Juvenile Justice (Care and Protection of Children) Act, 2000**

to focus and change the law related to Juveniles who are found to be in conflict with the law and children in need of Care & Protection by fulfilling their basic necessities through proper care and protection.

**The Nebraska Correctional Youth Facility (NCYF)** is a male correctional facility with general population adult housing units in addition to specialized housing for youthful offenders adjudicated as adults. NCYF is a maximum, medium and minimum-security facility.

## **References:**

Aslam, K. (2018). *Creating an Inclusive School*. Everest Publishers

Puri, Madhumita. Abraham, & George. (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners*. Sage Publications.

Sharma, R. A. (2013). *Fundamentals of Special Education (Integrated Teaching for mainstreaming)*. Vinay Rakheja.

Dash Neena. (2006) *Inclusive Education for Children With Special Needs*. Atlantic Publishers. ISBN:9788126906871, 8126906871

<https://legislative.gov.in/sites/default/files/COI.pdf>

<https://yogyakartaprinciples.org/>