

# Role of Government, Society and Special Education in Holistic Development of Special Children in India

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## ABSTRACT

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Through this research paper, we will try to know how government policies, individuals, and school education are cooperating for the holistic development of a special child in India. Through this paper, we will also know who the special children are and why they require extra care. By the way, most people know that any child whose brain is not developed in time, or dumb and deaf children, blind children, etc., comes in the category of special children. Earlier, these children were seen as inferior in society, and even childless children were a burden for their parents in life. But, as time passed, the government of India made many plans for the development of these children, and society also fully supported them, so that these children are now a part of society and live like a common man. These children grow up, get jobs, and start their own businesses. And this has been possible only through schemes of Govt. of India and special education etc.

**Keywords :** Special child, Disabled Person, Special Education, EICs, NHRM, Schools, Games etc.

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## Introduction

The number of disability is increasing continuously in India. The percentage of people with disabilities in India in 2001 was 2.13%, which increased to 2.21% in 2011, and currently this rate is around 2.4%.

According to Census 2011 the disabilities person's shows in the following table:

Category wise Number of Persons with Disabilities as per Census 2011			
Type of Disability	Persons	Males	Females
In Seeing	50,33,431	26,39,028	23,94,403
In Hearing	50,72,914	26,78,584	23,94,330
In Speech	19,98,692	11,22,987	8,75,705
In Movement	54,36,826	33,70,501	20,66,325
Mental Retardation	15,05,964	8,70,898	6,35,066
Mental Illness	7,22,880	4,15,758	3,07,122
Any Other	49,27,589	27,28,125	21,99,464
Multiple Disability	21,16,698	11,62,712	9,53,986
Total	2,68,14,994	1,49,885,93 (55.89%)	1,18,264,01 (44.11%)

Classification of Persons with Disabilities by Residential Area is as under:

Population of Persons with Disabilities by Residence India, 2011 *			
Residence	Persons	Males	Females
Urban	81, 78,636 (30.51%)	45,78,034	36,00,602
Rural	1,86,31,921 (69.49%)	1,04,08,168	82,23,753
Total	2,68,10,557	1,49,86,202	1,18,24,355

\* Source: Office of the Registrar General & Census Commissioner, India

Therefore, many programmes are being run by the government for the population of people with such a huge disability. The stage from birth to 6 years is very important for the development of the child, and by the age of 5 years, the brain of the child is 90% developed. By this stage, children with intellectual disabilities can be detected. "Department of Empowerment of Persons with Disabilities", Government of India, has made a policy to start Early Intervention Centers (EICs) for the holistic development and strong future of children with disabilities at an early age. The objective of these centres will be to provide all kinds of medical facilities and proper education to such children so that the burden of their disability may be lessened for those children. It has been observed that the burden of disability on children can be reduced if the disability is recognised early, i.e. by the age of 6 years. That is why, in February 2013, "Union Ministry of Health and Family Welfare", Govt. of India, launched "initiative of Child Health Screening & Early Intervention Services" through the "National Rural Health Mission" (NHRM) for better care of children with age up to 18 years. 30 diseases were identified in their health check-up. The health of the children is constantly taken care of by the Government of India through the Accredited Social Worker (ASHA) of Anganwadi Centers for screening of children up to the age of 6 years. Children identified as having disabilities are then referred to District Early Intervention Centers (DEICs) for diagnosis and care. It strengthens children in three ways:

1. By providing proper trainers for them and developing their special abilities.
2. Providing necessary equipment to overcome their disability and providing them manual training, etc.
3. To provide them with education, information, and proper training, etc., to change their behaviour.

If there is a good way to screen for problems, find them, and step in with possible solutions at the right time, many disabilities can be avoided, taken away, or made less severe. According to the Individuals with Disabilities Act of 1995, every student with a disability does have access to free education until the age of 18, no child should be refused admission to mainstream education, such children are given a 3% reservation in organisations receiving government funding, and all schools must be made disabled-friendly. The emphasis of “UN Convention on Rights of Persons with Disabilities (UNCRPD)”, in which India was a party, is on habilitation & rehabilitation that enable disabled individuals to attain & maintain highest level of independence, complete mental, physical, social & vocational ability, as well as full participation & inclusion in all facets of life. Different disabilities have different traits and call for various medical and non-medical intervention kinds. The Department's most recent law, “Rights of Persons with Disabilities Act, 2016”, which went into effect on April 19, 2017, aligns several sections of national law with UNCRPD.

Govt. of India Vision is clear for disabled persons are “To create an inclusive society where people with disabilities have equal chances for personal growth and development so they can live healthy, fulfilling lives”. Indian Government mission is also clear that “to provide people with disabilities with equal opportunities, the preservation of their rights, and the opportunity to participate as self-reliant, contributing members of society through its many Acts, Institutions, Organizations, and Rehabilitation Schemes”. Indian Government Department of Empowerment of Persons with Disabilities tries to accomplish the following main Objectives in order to realise its vision and fulfil its mission:

- i. Physical rehabilitation, which entails early detection and intervention, counselling and medical rehabilitation, as well as assistance in locating the best aids and devices for minimising the effects of disability;
- ii. Vocational education as part of educational rehabilitation;
- iii. Economic recovery and social empowerment;
- iv. Training rehabilitation personnel and specialists;
- v. Increasing internal effectiveness, responsiveness, and service provision;
- vi. Promoting the empowerment of people with disabilities by raising awareness among various societal groups.

“Rehabilitation Council of India (RCI)”, established under the Rehabilitation Council of India Act of 1992, promotes research in the fields of rehabilitation and special education and manages the Central Rehabilitation Register. It also regulates and monitors training programmes for professionals and personnel in these fields.

### **Special Education**

Every person has a specific ability. This specific ability is developed and modified by education. Similarly, the main objective of special education is to uncover and develop the abilities of children with special needs or disabilities. In addition, other services such as psychological assessment, specialised transportation, proper medical services, specialised instructional materials, counselling, etc. are provided by specially trained teachers.

Therefore, special education is defined as a specially designed programme to meet the unusual needs of special children. Braille reading material is provided to visually impaired children in special education. Similarly, hearing aids are provided to the hearing-impaired children. Wheelchairs, etc. are provided to handicapped children.

Children in general and special children share similar sentiments, emotions, impulses, and motivations. They have some unique qualities that call for special treatment in their education programmes. Education in the same classroom as children who receive the same teaching is not the same as educational equality. To help impaired students reach their full potential, there is a need for specific classes, such as remedial classes, resource centres, and itinerant teachers. To meet those objectives, the individual differences, needs, and unique services must be addressed. There are kids who have mild to moderate learning disabilities, hearing loss, mental disabilities, emotional or behavioural issues, and vision or hearing impairments. Therefore, a teacher must play a variety of roles in accordance with the demands of various types of special children in order to make teaching more successful, to foster positive relationships with others, and to interact with peer groups. A special child is essentially one who, due to certain physical or developmental challenges, has needs in addition to those of his or her peers. For example, a child who has trouble learning will have different educational needs than most of their peers the same age.

Whether a student has a disability or not, inclusive schools emphasise diversity among all students. The goal of inclusive education is to meet the educational requirements of special children, with an emphasis on those who are at risk of exclusion and isolation. According to the principle of inclusive education, all students should be able to participate, learn, and be treated the same, no matter what their physical or mental abilities are. Additionally, a number of local and national NGOs operate specialised resource centres in favour of inclusive education, including a section of the Spastic Society of India, which works to advance the right of students with cerebral palsy to inclusive education.

#### Goals and objectives for special education:

- **Personal and emotional adjustment:** to help them come to terms with their disability and gain the confidence and self-worth they will need to deal with it.
- **Placement:** To find a good place for a special child to live, which will affect how well he or she lives.
- **Social integration:** to help them become fully integrated into society and to foster the development of socially desirable behaviours.
- **Intellectual development:** the creation of motivational patterns that result in success in the classroom and help students get ready to fit in with their surroundings.
- **Vocational adjustment:** giving them an education that will help them earn money to support themselves.

- **Mass mobilization:** to encourage participation in various educational programmes and to make them valuable citizens of the nation
- **Satisfaction of educational demands:** To achieve the highest degree of effectiveness, to recognise their talents, to offer them possibilities for growth, and to create a genuine self-concept.

Services for Persons with Disabilities (PWDs) have made significant strides, with the establishment of "State Disability Commissioner (SDC)" & "District Disability and Rehabilitation Center (DDRC)" offices focusing on early intervention and thorough rehabilitation. National Policy on Education (1986), which had a section on impairments (Section 4.9), was a significant turning point. It said the following:

1. Children with modest disabilities will attend conventional schools for their education.
2. In the district office, special schools with hostel facilities will house children with severe disabilities.
3. The process of vocationalizing education will begin.
4. The emphasis of teacher education programmes will be changed to incorporate the education of children with disabilities.
5. All voluntarism should be commended.

Children with disabilities are entitled to free education up until the age of 18 under the Indian Disabilities Act (1995). Transportation, scholarships, and free clothes, books, and educational materials are examples of additional rights. The Rights of Education Act, passed by the Indian Parliament in 2009, mandates free and mandatory education for all children between the ages of 6 and 14. Children both with and without disabilities are included in India's acclaimed Sarva Shiksha Abhiyan (SSA) towards primary education. In order to ensure that children with disabilities can participate fully in society, the SSA has implemented a number of initiatives, such as creating a barrier-free learning environment, providing ramps and trains, home-based education, providing transportation and escort allowances, offering counselling to parents and training programmes on therapy services, organising peer group sensitization programmes on disability, distributing aids and appliances, educating general school teachers about disabilities, conducting awareness campaigns, etc.

### **Importance and necessity of this study**

Special children, whether they have visual or hearing impairments, mental retardation, or physical disabilities, share the same feelings, emotions, drives, and motivations as other normal kids in general, in addition to the common traits or handicap conditions that call for special services through their educational programmes. It is necessary to offer these kids specific services in order to equalise their access to educational possibilities. As a result, special schools are available throughout India for various kinds of special kids. In large part, the teachers who work in these special schools are responsible for the success of the special education programmes they offer. Children with not only one specific disability but also a combination of different disabilities or multiple

disabilities can be found in any special school; as a result, special education can offer them specialised assistance in developing socially desirable behaviours and addressing their emotional needs. Special Children.

Special children have long been disregarded, kept apart, and given the poorest services in our nation. Our societies were planned and built under the assumption that there were no people with impairments and that everyone could walk, hear, see, and comprehend complicated communications from those around them. In the Northeast, particularly in the area of disabilities, there aren't many accessible statistics, let alone good situation analyses broken down by state. We must at the very least have a clear understanding of the advantages and disadvantages of the services offered in each area and state. It's important to research and reproduce good concepts and best practises. The goals of many organisations are not very apparent.

If strict and immediate action isn't taken, the aim of universalizing elementary education for kids with special needs will always remain a pipe dream. Special children should therefore have access to high-quality education in order to achieve equality of educational opportunity. Similar to other states, Mizoram's state government, educators, social workers, and other stakeholders should address the issues affecting special children in terms of education, training, or rehabilitation so that these kids' lives can be enhanced and society as a whole will gain from their contributions.

Special children are frequently underrepresented in or occasionally entirely omitted from school systems. In-depth campaigns are required to raise awareness and construct schools and training facilities. In reality, the government should make special education programmes a priority and take action to participate in them.

### **Contribution of society to the all-round development of special children**

Today's society is providing special incentives for special children. Various cultural programmes and games have been organised by the society from time to time for special children. As the following news from the Hindustan Times shows:

#### **Hindustan Team, Gurgaon Mon., September 5, 2022**

Rajya Sabha MP Karthik Sharma reached Gurugram on Monday on the occasion of Teacher's Day. He took part in various programmes. During this, the MP met orphans and special children at Deep Ashram, located in Rajiv Nagar, Gurugram. Along with the treatment of these special children, their education is also taken care of. During this time, Karthik Sharma also gave the mobile tabs, which are like tablets for children in the ashram. The MP discussed this with these special children. There, he inquired about his education and health. The MP stated that special children should be educated and enabled, and that their teachers' days should be made more enjoyable. He had come to this deep ashram today to hear how his teachers teach him. Where had he met such children? To make them competent, this is also discussed with the teacher giving training. The teachers here work in very difficult and inhospitable conditions. It remains a significant challenge for them to enable these children. Such teachers and special children should be helped as much as we can. He said that he is always ready to help the ashram. He also talked about giving medicines and other items to the ashram.



**Hindustan, Kanpur Sun., August 14, 2022**

IIT Kanpur's device will help these special children learn. The touch screen interface is very easy.

IIT's device will help children with dyslexia and dysgraphia to learn. Scientists at the institute, Prof. Braj Bhushan, Prof. Shatrupa Thakurta Roy, and psychiatrist Dr. Alok Bajpai, created the IIT's device will help children with dyslexia and dysgraphia to learn. Scientists at the institute, Prof. Braj Bhushan and Prof. Shatrupa Thakurta Roy, have developed this device in collaboration with psychiatrist Dr. Alok Bajpai. Pro. Braj Bhushan said that dyslexia and dysgraphia are neurodevelopmental disorders. Slowly go through this and identify the wrong words. Dyslexia causes difficulties with accurate and fluent word recognition and spelling. whereas dysgraphia refers to the inability to write. IIT Kanpur Prof. Braj Bhushan said that according to the data of Indian Pediatrics, the incidence of dyslexia in primary school children is 2 to 18 percent, dysgraphia is 14 percent, and dyscalculia is 5.5 percent. There are about 90 million people in the country with varying degrees of learning disabilities. The school has an average of five students with learning disabilities in a class. The Director of the Institute, Prof. Abhay Karandikar, pointed out that dyslexia and dysgraphia are two common conditions that hinder the development of the child in the absence of proper support mechanisms to guide him. It has been prepared mainly for the Hindi language. The device has a touch screen-based interface, which includes auditory feedback. This includes haptic sensation and motor movement. Soon, other languages will also be included in this. They have to follow the blue and pink dots to trace the Hindi letters. As the child begins to trace from the blue dot to the pink dot, a yellow line follows. The moment the child, especially those with dysgraphia, deviates from the tracing area, the yellow line disappears and they are asked to resume the task. There are 120 Hindi words with increasing difficulty levels.

**Hindustan Team, Bareilly Fri, 06 May 2022**

Special children took part in the games



Special Olympics India organised a Development Sports Ribbon Day at Asha School. In this, about 50 special children of Jeevandhara, Puja, Vatsalya, and Asha Sansthan, along with Sarva Shiksha Abhiyan, participated. Children took part in various sports like 25-meter running, football dribbling, pass and catch, and throwing the object in a basket. The Chief Guest, Commanding Officer of the Signal Regiment, Col. Anurag Kiran, Lt. Col. Neeraj Mehrotra, and Lt. Col. Akshay Pant, were welcomed with bouquets by the children. Uttardeep Kaur, principal of Asha School, told us about the program. Program Manager Rishi Saxena thanked everyone.

#### **Hindustan Team, Bareilly Fri., April 8, 2022**

750 Special Olympic Centers will open for special children.

To mark the 75th anniversary of independence, Special Olympics organised a health screening programme at Alma Mater School. In this, a health checkup of about 250 special children was done. A two-minute jogging attempt was also done simultaneously in 75 districts. In Alma Mater School on Thursday, everyone unitedly tried to connect the special children with the mainstream of society. Special children of Jeevandhara Rehabilitation and Research Institute and the Unified Partner of Alma Mater School presented cultural programs. Everyone kept clapping after watching the programmes of special children of Sarva Shiksha Abhiyan, along with Puja Seva Sansthan, St. Alphons, Vatsalya, Asha Special, etc. Various games were also organised for the children. It was informed in the programme that 750 Special Olympic Centers are also to be launched in India. Earlier, the Chief Guest, Cabinet Minister Dharampal Singh, and Minister of State, Independent Charge, Dr. Arun Kumar Saxena, inaugurated the program. Special guests Mayor Umesh Gautam, Cantt MLA Sanjeev Agarwal, District Panchayat President Rashmi Patel, CDO Chandra Mohan Garg, Dr. Raka Chawla, School Chairman Capt. Rajiv Dhingra, Director Pravesh Dhingra, Anupam Kapoor, etc. were present. It was conducted by Hansi Verma and Kavya Wadhwa, students of class 12th. Chief Minister Yogi Adityanath congratulated the team of Special Olympics for the programme. Special Olympics Uttar Pradesh President Prof. Amitav Mishra, Area Director Shashwati Nanda, Program Manager Harsh Chauhan, Bhupal Singh Mehta, Ekram Singh of Jeevandhara Shodh Sansthan, etc. talked about organising such programmes in the future also.

#### **Hindustan Team, Rishikesh, Thursday, April 7, 2022**

Every effort will be made for the all-round development of special children.





The Amrit Mahotsav of Independence was held at Jyoti Special School. It was put on by Special Olympics India. In which registration of special children, screening fit five, special smile, running in place, sports and entertainment programmes were done.

Urban Development and Finance Minister Premchand Agrawal, who was the Chief Guest, said that these kinds of programmes for children with special needs will help them grow and encourage them to join the rest of society. He congratulated the organisation on its inclusion in the Guinness Book of World Records for Running with Place. Program Chairman, Cabinet Minister Dr. Dhan Singh Rawat, said that programmes will continue to be organised for the all-round development of special children. According to DBPS Rawat, Area Director of Special Olympics India, we will continue to work for special children. All the special coaches and trainers and allied volunteers working for special children were felicitated...

Similarly, eminent members of society also invite special children to their functions to encourage them, as is clear from the following news from Hindustan newspaper.

**Hindustan, Ujjain, Thursday, January 27, 2022**



“At Ek Vivah Aisa Bhi”, in Ujjain, the bride and groom invited more than 50 Divyangs to the reception and won everyone's heart.

A wedding in Ujjain, Madhya Pradesh, has become a topic of discussion. More than 50 differently abled children were invited to the reception by the bride and groom. Happy with this invitation, these children also gave gifts to the newlyweds. At the same time, the bride and groom posed for photos and had a lot of fun too. Seeing these children sitting on the wheelchair, tears of joy came to the eyes of the guests present there. At the same time, the couple also gave 5,100 rupees in return gifts to these children.

**Conclusion-** Thus we have seen that the Government of India, various social institutions, etc. are ready for the all-round development of special children through special education. The advantage of all this is that in India, about 40% of the disabled are doing service work and about 30% of the disabled are doing business. The elite

boys of India had raised their flag at the special Olympic Games held in America in recent years. We believe that these figures will increase further in the coming time.

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