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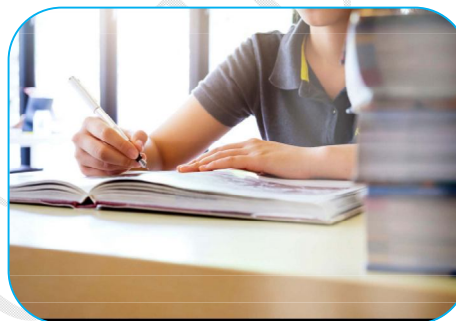
SPECIAL EDUCATION FACTS AND FIGURES IN INDIA: SOME ASPECTS TO BE CONSIDERED

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ABSTRACT:

Education of all children in various schools (Public, NGO etc.), including those with disabilities, continues to be an unresolved issue in many countries around the world. However, despite this, millions of children with disabilities continue to remain out of school or receive little or no education. Special education schools have certain norms and infrastructure which facilitates the development of children with special needs. But all this was not available earlier, there were very few schools and people were largely unaware of them. Nobody knew how to take care of them. But India, for example, is an ancient country that adopted several laws and policies for its citizens with disabilities after gaining independence from British rule. Today, India legally requires the education of all children in schools. Literature review method is applied to investigate the expected effects in the study and importance of special education. This study represents that, the various issues, such as- Special education history, various types of disabilities, prevalence of special education, current challenges of special education including disabilities and future for people with disabilities in India. Thus, over the past four decades, India has moved gradually towards an Inclusive education model. This paper discusses the overall category of special children including various ages and implementation of such a model related to the prevalence and incidence rates of disability in India. Finally, this study will play an important role, especially for those with disabilities who are involved in special education.



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KEYWORDS: Special Education, NGO, Unresolved, Legally, Disability.

INTRODUCTION

Special education is the education which meets the need of those children who are different from average children either mentally, physically and or socially. The children may suffer from emotional disturbance, mental retardation, deafness, dumbness, blindness and any other ailments which hamper

the intellectual growth of the individuals. According to Kirk and Gallagher (1986) - "When youngsters in the same classroom are remarkably different, it is difficult for the teacher to help them to reach their educational potential without some kind of assistance. The help that the schools devise for children who differ significantly from the normal is called special education"

(Uddin 2017, p.19). Thus, through its name, it is capable of reminding us that it is somewhat different from the education meant for the general population of the students. It is well known fact that the purpose of education is to make sure that students of all abilities gain access to information, knowledge and skills which will prepare them to live their communities and also to

their work places. But in our country, there are some types of students who are regarded as special students who are regarded as special students, in addition to ordinary students, who are unable to take the education of ordinary classrooms. But they were never excluded from society. Rather they lived with their families. Even the *GurukulaAshram* (Ancient educational institute) promoted the basic educational principles of special education. The famous epic of Mahabharata is evidence that king *Dhritrashtra* was the king of all India although he was visually impaired.

NEED AND OBJECTIVES OF THE STUDY:

In addition to general education, special emphasis has been placed on special education in our country. This type of education is especially relevant and important for those who are currently unable to study in general classrooms teaching. By being in the special education programme, students make significant gains in the various areas i.e. social, emotional, cognitive and physical. Also, this study plays a major role in the field of special education including disability.

To write this paper mainly secondary data have been used from textbooks, reference books, various journal, websites etc. The study is mainly based on analytical study only. The main objectives of this study are as follows:

1. To study the origin of Special Education in India.
2. To study the various types of special child's including disabilities.
3. To study the prevalence of Special Education in India.
4. To study the famous disabled persons in India.
5. To study the Organization and Administration of Special Education in India.
6. To study the current challenges in Special Education in India.
7. To study the Government's initiatives and schemes for the Education of the Children with Special Needs.

Origin of Special Education in India:

During more recent times systematic efforts took place in providing educational and vocational opportunities to individuals with disabilities in India.

Pre-Independence Era: The pattern of special school education followed at present in our country owes its origin to the work done by the Christian Missionaries and other charitable organizations in the 1880s. For instance, formal educational institutions were established for the deaf in 1883, for the blind in 1887 and for the blind and deaf in 1901. Although the facilities in the form Govt. school for blind was started in 1906 and for mentally deficient in 1934, yet the first home for the mentally retarded came up in 1941. In real sense, however, under the British colonial rule. India had a very marginal and insignificant provisions for the education of its children, including the disabled. When India got independence in 1947, we had only 34 institutions for the deaf, 32 for the blind and 3 for the mentally retarded. But,

Post-Independence Era: After independence from Great Britain in 1947, there was a systematic development of special education in India that saw the establishment of 81 schools between 1960 and 1975. By 1979, the number of special educations centres was 150. With the establishment of the Integrated Education for Disabled Children (IEDC) in 1974, the District Primary Education Programme (DPEP) in 1985, the National Institute for the Mentally Handicapped (NIMH) in 1986, the project Integrated Education for the Disabled (PIEO) IN 1987, THE Program of Action (POA) in 1992, the Rehabilitation Council of India (RCI) in 1992 and others soon after, the availability of trained personnel and suitable models of service made the growth of special schools for children with disabilities very significant.

VARIOUS TYPES OF SPECIAL CHILD'S INCLUDING DISABILITIES:

In different countries of the world, we see people of different nature. India is one of them. India, which is known as the gathering place of various peoples. In addition to the normal children in this study, we will know the children who are somehow lacking from the general or specially disabled children. The various types of disabled child's are as under:

1. Visually Impaired: The total group of children who require special educational provisions because of visual problems. There are two broad groups, Such as-

Blind Children: A group of visually impaired children making use of Braille and other non-visual sources for their education. It may consist of totally and nearly totally blind-children. (visual acuity 20/200)

Low vision: A group of visually impaired children making use of the residual vision as a primary source of their education. (Visual acuity between 20/70 and 20/200)

Any defect and disturbance related to these structures may give birth to various types of visual impairments like the following:

i. Myopia (near sightedness) ii. Hyperopia (far sightedness) iii. Astigmatism (irregularities in the cornea) iv. Strabismus (crossed eyes) v. Cataract (cloudiness in the lens of the eye) vi. Glaucoma vii. Retinitis Pigmentosa (RP) viii. Coloboma (incomplete formation of retina) ix. Retinopathy of Prematurity (RoP) x. Diabetic retinopathy xi. Nystagmus xii. Amblyopia (muscular defect of the eyes) etc.

2. Hearing Impaired: A group of children who suffer from one or the other types of hearing impairments.

Fig 1.1 Classification of Hearing-Impaired Children on the Basis of Their Hearing Level

Hearing level of the child	Descriptions of his hearing impairment	Labelling of the child
27-39 dB	Usually have some difficulty with hearing; faint or distant speech but can hear normal levels of conversation.	Slightly hard of hearing
40-54 dB	Feels difficulty in hearing at normal conversational level.	Mildly hard of hearing
55-70 dB	Hears louder voiced sounds at a distance of one meter.	Hard of hearing
71-89 dB	Hears only shouted and amplified speech at a nearly distance about 1 foot from the ear.	Severely hard of hearing
90 dB	Hearing no speech or other sound at all.	Deaf

Source: Mangal, S.K. (2018). *Educating Exceptional Children: An Introduction to Special Education*. Delhi: Phi Learning Private Limited.

3. Learning Disabilities: These children exhibit exceptionally inferior capacities in terms of learning and understanding in comparison to the normal children of their age or class. In fact, learning disability is nothing but a sort of handicap that can be felt by the sufferer in terms of his academic performance. There are various types of learning disabilities are as under:

i. Dyslexia (reading disorder) ii. Dysgraphia (handwriting problems) iii. Dyscalculia (arithmetic disorder) iv. Dysnomia (word finding problem) v. Dysarthria (a disorder which includes slurred speech and sounding hoarse) vi. Apraxia (greatest difficulty with the starting) etc.

4. locomotor Impairment: A person is disabled if he or she has a mental or physical impairment that substantially limits participation in one or more life activities. Only three types of problems come under

the category of locomotor impairment. Such as- I. Orthopaedic Impairment ii. Traumatic Brain Injury iii. Autism

Fig.1.2 Common Orthopaedic Impairments of the School Age Children

Si.no	Caused by neurological conditions	Si.no	Caused by musculoskeletal conditions
1	Cerebral palsy	1	Muscular dystrophy
2	Spina bifida	2	Poliomyelitis
3	Spinal Cord injuries	3	Arthritis
4	Epilepsy (seizure)	4	Osteomyelitis imperfecta
5	Head injuries	5	Osteomyelitis
6	Multiple sclerosis (MS)	6	Legg-calve-perthes disease
		7	Clubfoot
		8	Limb deficiencies (amputation or congenital)

Source:Mangal, S.K. (2018). Educating Exceptional Children: An Introduction to Special Education. Delhi: Phi Learning Private Limited.

5. Mentally Retarded: Mental retardation is a condition or state of mind. It is related to the sub normal development of the mind or brain. The mentally retarded can be classified into certain distinct subgroups on the basis of some criteria or system of classification. Such as:

Fig.1.3 Classification of Mental Retardation Based on IQ scores

Level of retardation	Percentage of population	IQ scores
Profound	1.5	Below 20-25
Severe	3.5	20-25 to 35-40
Moderate	10	35-40 to 50-55
Mild	85	50-55 tom approximately 70

Source:Adapted from the AAMR's Classification of Mental Retardation.

The knowledge of well-known categories of mental deficiency or retardation based on a number of clinical symptoms. Such as- I. Monopolism ii. Cretinism iii. Microcephaly iv. Hydrocephaly v. Phenylketonuria (PKU) vi. Amaurotic Idiocy vii. Tuberos Sclerosis viii. X linked Mental Retardation or Fragile x syndrome etc.

6. Others Disabilities: We also see some more disabled children with special education. Such as- **Emotionally Disturbed Children:** According to the National Information Centre for Children and youth With Disabilities are usually found to exhibit some of the following behaviour. Like- I. Hyperactivity ii. Aggression iii. Withdrawal iv. Immaturity v. learning difficulties etc. **Multiple Disabilities, Communication Disability** are also included in special education.

Prevalence of Disability in India:

As per census 2011, in India, out of the 121 crore population, about 2.68 crore persons are 'disabled' which is 2.21% of the total population.

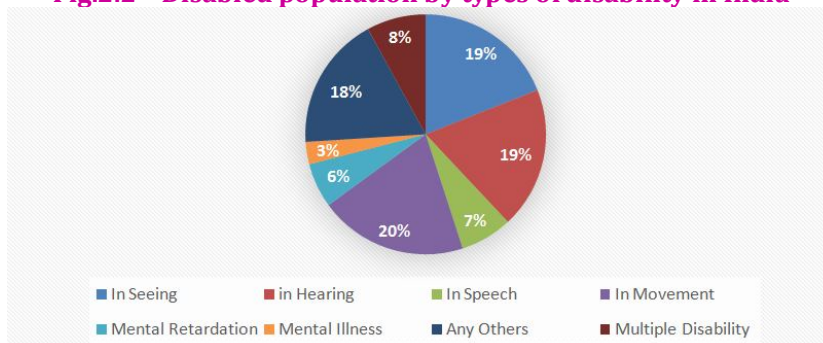
Fig.2.1 Population and Disabled persons in India

Population, India 2011					Disabled persons, India 2011				
Persons	Males	%	Females	%	Persons	Males	%	females	%
121.08 cr	62.32 cr	51	58.76 cr	49	2.68 cr	1.5 cr	56	1.18 cr	44

Source: as per the Census 2011.

- In India, 20% of the disabled persons are having disability in movement, 19% are with disability in seeing, and another 19% are with disability in hearing. 8% has multiple disabilities.

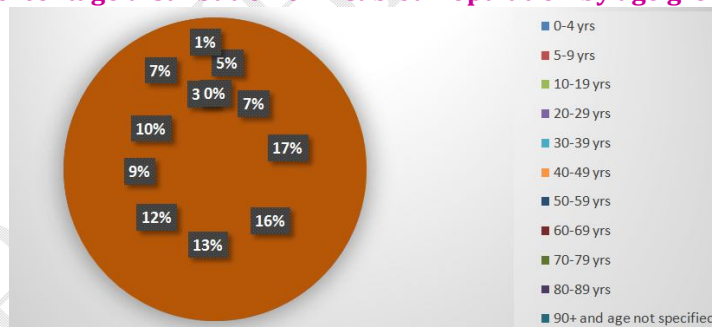
Fig.2.2 Disabled population by types of disability in India



Source: As per Census 2011

- In India 17% of the disabled population is in the age group 10-19 years and 16% of them are in the age group 20-29 years.
- Elderly (60+ years) disabled constituted 21% of the total disabled at all India level.

Fig.2.3 Percentage distribution of Disabled Population by age group in India



Source: As per Census 2011

Disability may act as a major impediment in formal education. However, the educational attainment of disabled persons is important in improving their living conditions.

According to Census 2011,

- Of the total disabled population, nearly 55% (1.46 cr.) are literates.
- Out of the male disabled population, 62% are literates and among the female disabled 45% are literates.

Fig.2.4 Literacy status of Disabled population by sex in India

	Total	Male	Female
Illiterate	121,96,641	56,40,240	65,56,401
Literate	146,18,353	93,48,353	52,70,000

Source:Census of India 2011

Famous Indians with Disabilities who inspire us every day:

1. Shekar Naik:With his strong will power and dedication, he became a T20 blind Cricket World Champion and has 32 centuries to his name.

(Read more about his here-<https://www.thebetterindia.com>)

2. Girish Sharma: He lost a leg in a train accident when he was a kid. But, this setback in life did not stop him from becoming a Badminton Champion.

(Read more about his here-<https://www.scoopwhoop.com>)

3. Ravindra Jain: (Visually Impaired) most notable music directors of the 1970s and also an Indian famous singer. (Read more about his here-<https://enabled.in>)

4. H Ramakrishnan: He was affected by polio in both his legs at a young age of two and half years. From being denied admission in a regular school to getting rejected for a job due to his disabilities, he has had to struggle at each step in his life. In spite of this, he worked as a Journalist for 40 years and is currently CEO of SS Music television channel. (Read more from-<https://yourstory.com>)

5. Preethi Srinivasan: She was the captain of the under-19 Tamil Nadu women's cricket team. Even after the unfortunate swimming accident that left her paralyzed below the neck, she continues to inspire other lives through her organization Soul free.(Read more about her here-<https://yourstory.com>)

6. Arunima Sinha: She lost her leg when some robbers pushed her out of a moving train. Two years later, she became the first woman amputee to climb Mount Everest. (Read more about her here-<https://www.news18.com>)

Organization and Administration of special Education in India:

At the top most level, two central ministries namely Ministry of Social Justice and Empowerment and Ministry of Human Resource Development, Government of India, New Delhi, are responsible for the organization and administration of rehabilitation care and special/disabled education in the country.

Organization and Administration at the Central Level:The infrastructure mainly includes the following-

1. National Institutes: (1943-2005) There are seven national institutes working under the Ministry of social Justice and Empowerment, Government of India as autonomous bodies:

i. National Institute of Visually Handicapped, Dehradun. (1943)

ii. Institute for the Physically Handicapped, New Delhi. (1975)

iii. National Institute of Rehabilitation, Training and Research, Cuttack. (1975)

iv. National Institute for Orthopaedically Handicapped, Kolkata. (1978)

v. National Institute for Hearing Handicapped, Mumbai. (1983)

vi. National Institute for Mentally Handicapped, Secunderabad. (1984)

vii. National Institute for Empowerment of Persons with Multiple Disabilities, Chennai. (2005)

2. Artificial Limbs Manufacturing Corporation of India (ALIMCO) (1956):ALIMCO situated at Kanpur, (UP) is a company registered under section 25 of the companies Act, 1956. The motto of the company is to serve the needs of the disabled persons with no profit earning motive.

3. National Handicapped Finance and Development Cooperation of India (NHFDC) (1956): It is situated at Faridabad, (Haryana). It works to promote economic development activities and self-employment ventures for the benefit of persons with disability.

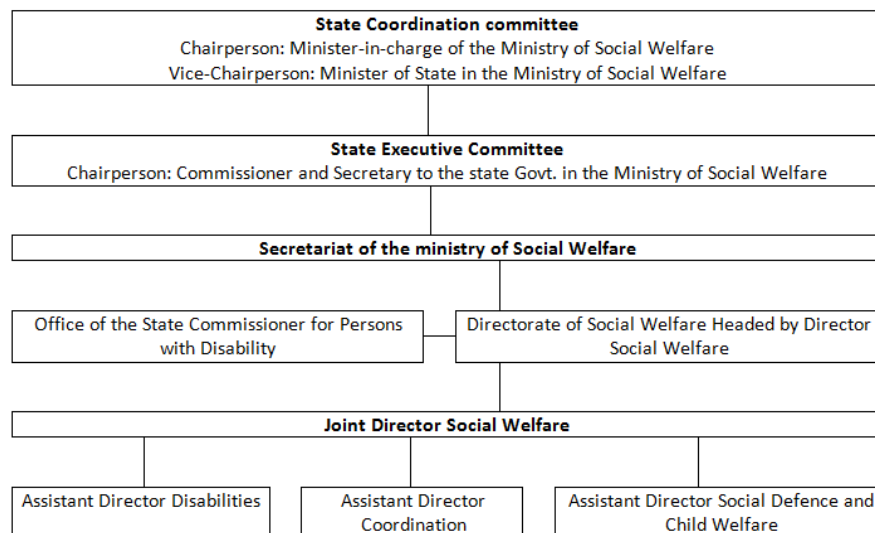
4. Rehabilitation Council of India (RCI) (1992): This body is responsible for regulating the training, policies, and programmes, standardization of training courses for professionals dealing with the disabled persons and their evaluation.

5. Office of the Chief Commissioner for Persons with Disabilities (PWD) (1995): As per provision of the PWD Act, 1995, he is mainly responsible for safeguarding the rights and facilities made available to persons with disabilities.

6. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (1999): The functioning of this board is aimed towards enabling and empowering persons with disability to live as independently and as fully as possible within and as close to the community. It also strengthening facilities to provide support to the PWD to live with their own families.

Organization and Administration at the State Level: We have seen that at the central level, the overall performance in the task related to the rehabilitation and education of the children with special needs is monitored by the Ministry of Social Justice and Employment and Ministry of Human Resource Development through the Ministers, State Ministers and secretaries to the Govt. of India. At the state level too, this work is administratively monitored by the Ministers and Secretaries of the ministry of Social welfare and Education of the respective states.

Fig.3.1 Organization and Administration of the Services to the Children with Special Needs at the State Levels



Source: Mangal, S.K. (2018). *Educating Exceptional Children: An Introduction to Special Education*. Delhi: PHI Learning Private Limited.

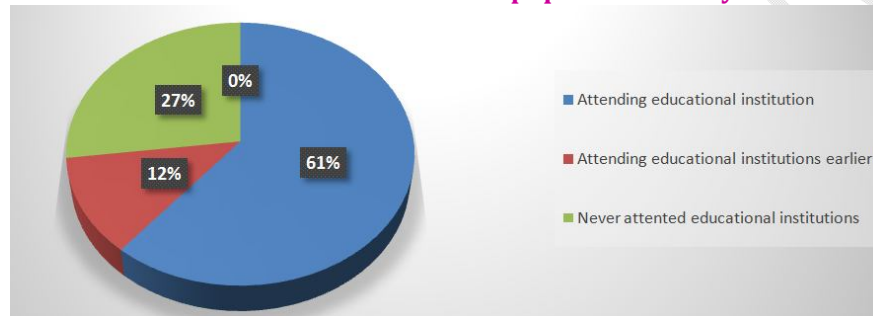
Current Challenges in special Education Including Disabilities in India:

Education is the right of every child because it equips him to meet the children of life. The children with disabilities (CWD) need this all the more, to supplement their differential talents so that they can prepare themselves for a happy productive and useful life. Efforts to educate children with

disabilities began soon after independence in India. An attempt has been made to examine the policies and legislations for educating the children with disabilities in India after post-constitution era. India's unique problems and characteristics such as poverty, the absence of a binding law for special education, a lack of schools, a lack of resources, etc. are daunting obstacles to the special of children with disabilities into the regular or special education setting.

- A high level of poverty in India has been a real challenge for the implementation of special education. In spite of recent economic developments, poverty is rampant in India. According to the World Data Lab-which monitors global poverty using advanced statistical models-less than 50 million Indians may be living on less than \$ 1.90 a day now (Surojit Gupta, Jan 27,2019). Due to this poverty, many children in India will continue either not to attend in school or, if attending, will to succeed, may repeat and will eventually dropout. The statistical figures of school attendance of disabled population 5-19 years in India (in %) are as under.

Fig.4.1 Status of school attendance of disabled population 5-19 years in India (in %)



Source: Census of India, 2011

- Another significant challenges for the successful implementation of special education in India is the lack of binding laws. There have been several legislations such as PWD Act, RTE Act, and others that have been passed in India which so much focus on inclusive education, but not so much focus on special education.
- Another significant challenges for the successful implementation of special education in India is the lack of schools. There are only 2,500 schools for children with special needs in India (Anglo info, 2019). Some are run or supported by the government, while may are registered NGOs or private institutions. But their work is moving very slowly. So, lack of special schools in India has been a real challenge for the implementation of special education.
- The lack of resources has been a major hurdle in the implementation of special education in India.
- Another important challenge is teacher concerns and a lack of supportive attitudes for special education in India, etc.

Government's Initiatives and Schemes for the Education of the Children with Special Needs:

The Indian Government has formulated some special schemes and initiatives for special students. Through which these special students are always benefiting. The government and private sector have both made efforts to provide for these.

Integrated Education of Disabled Children (IEDC): (1974)

The scheme was initially launched in 1974 and revised in 1992 for providing educational opportunities to the moderately, disabled children in the general school system. IEDC scheme provide 100% financial assistance for various facilities to the disabled children's education like allowance for books and stationery, uniform, transport, readers' allowance for visually handicapped, hostel allowance, equipment cost, removal and modification of architectural barriers, financial assistance for

purchasing/production of instructional material, training of general teachers and equipment for resource rooms.

National Policy on Education (NPE): (1986)

The NPE states that children with “mild” disabilities should be included in mainstream classroom, whereas children with “moderate to severe” disabilities should be placed in special schools.

Project Integrated Education for the Disabled (PIED): (1987)

This scheme was launched by the MHRD along with UNICEF. In this scheme, there lies shift in strategy (in comparison to IEDC) from school-based approach to a composite area approach. Accordingly, in this scheme a cluster (usually a block of population) of schools is taken as the project area. All the schools in the area are expected to enrol children with disabilities.

Program of Action (POA): (1992)

The 1992 POA, created to implement the 1986 NPE, broadens the 1986 definition of who should be included in mainstream schooling that “a child with a disability who can be educated in the general school should not be in the special school. It says that once children with disabilities acquire basic living skills, which would be learned in resource rooms or special schools, that they should be mainstreamed. The POA envisioned and expected that schools across India would accept responsibility by sharing their resources with other institutions. However, rather than including, or even integrating children with disabilities into their programmes” (Kohama 2012, P.22).

Rehabilitation Council of India Act (RCI) (1992): This body is responsible for regulating the training, policies, and programmes, standardization of training courses for professionals dealing with the disabled persons and their evaluation.

District Primary Education Programme (DPEP): (1994) DPEP was launched by MHRD in 1994 in 42 districts of seven states for providing access to primary education to all children irrespective of their disability or non-disability. It has been spread now to more states.

Persons with Disability Act (PWD): (1995) It was to ensure that people with special needs received equal opportunities. Education, employment, vocational training, reservation and rehabilitation of disabled persons are provided for by this Act.

Janshala Programme (JP): (1997) Janshala, which means community school is aimed to support ongoing efforts of the Government of India towards universalization of elementary education with special focus on the problems of girls and marginalized (disabled, deprived and underprivileged) children.

Sarva Shiksha Abhiyan (SSA): (2002) Its goal is to make education of children ages 6-14 a fundamental right. Since it aims to be inclusive, SSA has adopted a zero-rejection policy. SSA provides up to INR 3,000 per special needs child, per year, for the use of special resources and teacher training.

Right to Education (RTE): (2009) This Act was enacted by the Parliament in August 2009 and came into force on 1st April 2010. It grants children from ages 6-14 the right to a free and compulsory education. An Amendment in 2012 makes explicit provisions for disabled children. It gave them access to reserved seats.

Scheme for Implementation of Right of Persons with Disability Act (SIPDA): (2016) SIPDA Act, 2016 for providing financial assistance for undertaking various activities outlined in the PWD Act. The PWD Act, 2016 endorses the rights of persons with Disabilities for access to education, vocational training, employment, public transport, information and communication and upholds their independence and dignity. This scheme has been approved for continuation during the 14th Finance Commission period i.e. up to 2019-20.

There are also some special schemes for children with special disabilities. Several companies and NGOs have also taken steps for improving the life of those with special needs. They aim to provide

them with jobs, education and improved accessibility. This list is not comprehensive, and many more such organizations across India aid special needs people.

Pankh: Started by B.S. Nagesh (non-executive Vice Chairman of Shopper's Stop) and Meera Shenoy, it ensures employability for disabled people. It offers a comprehensive 60-day program. It includes trade specific training and training in life skills, soft skills and spoken English.

Association of People with Disability: The Bangalore based NGO aims to create a society for special needs people. Started in 1955, it boasts donors such as Wipro and Tech Mahindra. It has several programs for education, intervention and therapy.

Disha: A Scheme aims at setting up Disha centres for early intervention for PWD in 0-10 years of age covered under the National Trust Act, through therapies, training and providing support to family members.

Vikaas-Day care: A day care scheme for Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities above 10 years for enhancing interpersonal and vocational skills.

Samarth- Respite Care: A scheme to provide respite home for orphans, families in crisis, PWD, from BPL, LIG families with at least one of the four disabilities covered under the National Trust Act.

Gharaunda- Group Home for Adults: This scheme provides housing and care services throughout the life of the Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

Niramaya- Health Insurance Scheme: This scheme is to provide affordable Health insurance to Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

Sahyogi- Caregiver Training Scheme: A scheme to set up Caregiver Cells (CGCs) for training and creating skilled workforce of caregivers to care for Persons with Disabilities (PWD) and their families.

Gyan Prabha- Educational Support: A scheme to encourage People with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities for pursuing educational/vocational courses.

Prerna- Marketing Assistance: A marketing scheme to create viable & wide spread channels for sale of products and services produced by Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

Sambhav- Aids and Assistive Devices: This is a scheme to setup additional resource centres in each city, to collect and collate the Aids, software and other form of assistive devices, etc.

CONCLUSION:

After discussing all of the above, it has come to the conclusion that some aspects of special education still concern us. All statistics and facts, all contribute to the whole subject of special education. These statistics show that the improvement of special education is moving very slowly. After the independence of the country, the status of special education is gradually improving with the initiatives of the government and non-governmental organization. Now India appears to be at the crossroads with the implementation of special education. On one hand, the Indian government has demonstrated its determination by implementing a number of policies, programs, and legislations for special education in the last four decades; while on the other it faces a number of unique challenges that limits its successful implementation. Policy makers need to address these challenges appropriately to make inclusive education a reality for millions of children with disabilities in India. In many cases it is seen that, special students are seen in the eyes of sympathy. For which these special students suffer inferiority. We need a change of mind set to overcome their inferiority. Their needs to be ongoing conversation about special education between a broad range of experts, educators, parents, and students and that is how they will feel themselves a part of society. As a result, the society will benefit.

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