

# Comparative Review Of Special Education Services In Pakistan And India

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## Abstract

This study compares the Pakistan and India about the services available in special education system for the children with special needs. This comparison can be of great importance as there are too many similarities as well as differences in the conditions of special education system of both countries. The study is based on document review about special education system between Pakistan and India. The scope of this study has been delimited to special education system concerning legislations and efforts towards inclusive education in both countries. Comparative analysis of both countries revealed the pluses and minuses of the special education systems. This analysis would guide the policymakers to move forward in the positive direction to deliver better amenities to the persons with disabilities.

**Keywords:** Special Education, Legislations, Persons with Disabilities, Pakistan, India.

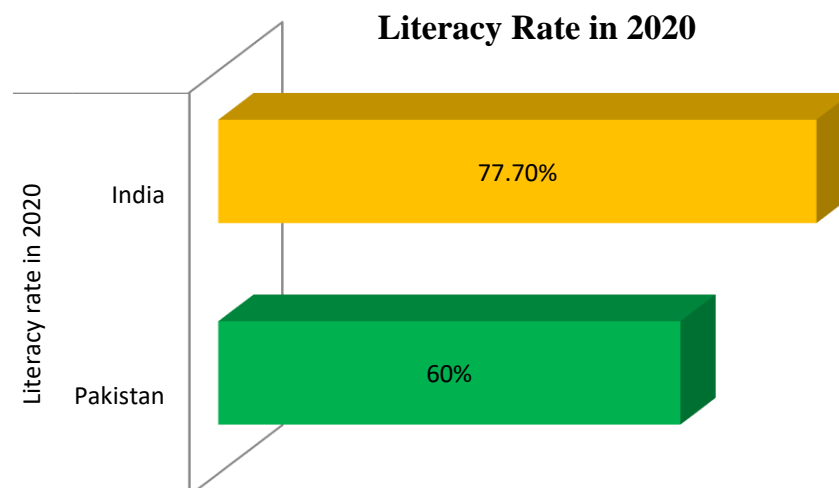
## Introduction

The subcontinent is the second uppermost peopled area in the world with the lowest literacy rates. Pakistan and India also included in this region. This study based on the comparison of special education systems between two countries Pakistan and India. It is a document review about special education system education concerning legislations and efforts towards inclusive education in these countries like Pakistan and India. Special education system exists in all over

the world for the reintegration of Persons with Disabilities (PWDs). Especially United State and other developed countries have unique and good infrastructure and system for special education to provide the services to rehabilitate the PWDs. Whereas Pakistan and India are also in running position in the special education system to fulfill the needs of the PWDs but still now, both countries have not fully implement their policies and laws to rehabilitate, accommodate and fulfill the needs of PWDs.

According to the World Health Organization (WHO, 2022), Disability is part of being human. Almost everyone will experience a temporary or permanent disability at some point in their lives. More than 1 billion people about 15% of the world's population currently suffer from a disability, and this number is increasing due to an aging population and an increase in the prevalence of non-communicable diseases. As per World Report on Disability (2011) by WHO, The United Nations Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2006, aims to ensure, protect and promote the full and equal enjoyment of all human rights and fundamental freedoms for all persons with disabilities. This reflects a major shift in global understanding and response to disability. The Pakistan Economic Survey (2019) reported that the rate about literacy improved in all over the Pakistan except Sind province such as in Khyber Pakhtunkhwa literacy rate increased from

54.1percent to 55.3 percent, in Punjab from 61.9 to 64.7 percent and in Baluchistan from 54.3% to 55.5% whereas in Sindh, the literacy rate has reduced from 63.0 percent to 62.2 percent. As per Hameed and Manzoor (2014) that the prevailing situation of indicates that 96% Children with Disabilities (CWDs) in Pakistan are deprived of any educational facilities and just 4% children who have any type of disability are enrolled in Government and private institutions and the rest of CWDs who are attending some kind of school mostly belong to urban areas (Hameed, Manzoor and Nabeela, 2016). As per Pakistan Economic Survey (2019) exposed that the literacy rate of Pakistan is increased 2% and literacy rate was recorded 60% in 2018-19 as compare to 58% in 2015-16 (The News, 2021). Whereas as according to International Literacy Day 2020, the overall literacy rate of India is 77.7% (Hindustan Time, 2021).



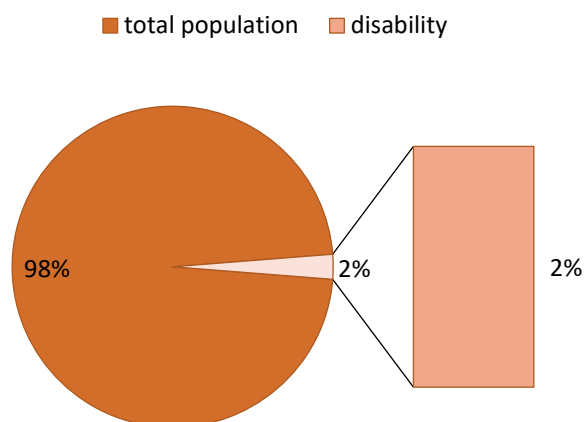
Pakistan is a larger country with an assessed total population 207.8 million as per census 2017 (Pakistan Census, 2017). Ministry of Special Education exists at Punjab provincial level and the other provinces follow the federal government in special education system. As per World Report on Disability (2011) that the PWDs

are 13.4 % of total population of Pakistan (see Punjab Special Education Policy, 2019) which is about 28 million people. As per PWDs, Statistics in Pakistan (2012) that total people of PWDs (5.035 million) which is (2.83%) of total population whereas according to Pakistan Census (1998) the PWDs are noted (2.49%) of total

population in Pakistan in which crippled: 19.2%, multiple: 8.3 percent, blind: 8.2 percent, MRC: 7.6 percent, Deaf: 7.5 percent and insane 6.4 percent of the total (2.49%) PWDs. It is projected that about 1.4m which is 28.9% of total PWDs who are in the age of school going (as well as the

0.6 million girls) who don't have access to join the special education schools. Supposing that one person with disability affects one household and total population affected by PWDs is around 29.29 million nationally (PWDs, Statistics in Pakistan, 2012).

### Disability Rate in Pakistan

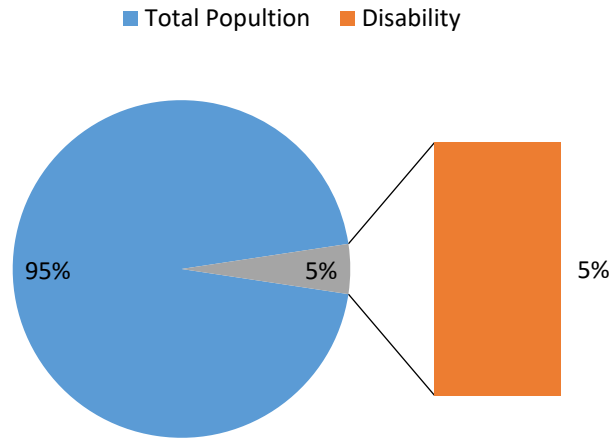


According to National Plan of Action on Education for All (2001 to 2015) Pakistan (2002), literacy rate is deliberate to growth from 49% to 86% in the coming next 15 years and almost 81 million population with age group of 10+ years will become literate during the time period of this plan (2001-15). However, according to World Bank (2017) that the literacy rate of Pakistan was 59.13% in 2017 that was not to achieve the figure of 86%.

India is the biggest democracy in the world and second most crowded country after

China. As per Census of India (2011), it is indicated that there are 1.2 billion citizens in the country creating it the 2<sup>nd</sup> most populated country in world, around 833 million people of them live in rural areas. In Census 2011, the data about disability ration has not been declared. However, United Nations observed that 10% of total populace are disabled and there are approximately 120 million persons are disabled in India (Mondal & Mete, 2011).

### Disability Rate in India

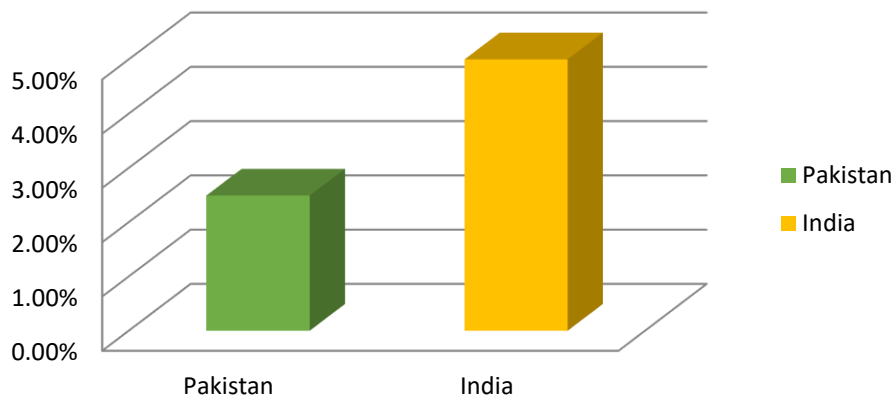


As per World Bank (2007) that while approximations differ, there is an increasing indication that PWDs are about 40 to 80 million, which found amid 4 to 8% of population in India. The disability sector generally estimates that 4-5% of the disabled population and the Planning Commission (2008) accepted the figure as 5% (Shenoy, 2011).

It is clear that the data on disability in both countries is very hoary. As far as Pakistan is concerned, its data is 2.49 from the 1998 census. Since then, although the census was conducted in 2017, the disability data has not been clearly revealed. Therefore, looking at the previous 15

years, we can say that the number of disabled people in Pakistan may be higher at this time. Similarly, if we talk about India, it is clear in its document that its disability data is from 2008 which is 12 years old and the latest census conducted in 2011 did not provide disability data. Therefore, we can say that there is a possibility of more or less disability in India. When we compare the disabilities ratio of the two countries, it becomes very clear to us that the number of disabilities in Pakistan is less almost 50% than in India but there is no denying that the population of India is much higher than that of Pakistan.

### Disability Rate in Pakistan & India



Education of PWDs is currently a necessary piece of the universal talk, as renowned in the Sustainable Development Goals (2015) and the Incheon Declaration (UNESCO, World Education Forum, 2015) renowned that no educational goal should be achieved unless everyone does a work. We consequently pledge to make the essential changes in education rules as well as policies and focus our struggles on the most deprived, particularly the disabled to certify that no one is left behind. Education for All (EFA, 2000) is a worldwide movement directed by UNESCO which aim to achieve the educational requirements of all children, adolescence and adults by the end of 2015.

India and Pakistan are valuable cases, given that the two nations have realized a fast ascent in the enrolment of school even more extensively. In any case, both keep on facing a tough task in connection to the huge figure of children who are out from school and critical worries about the nature of tutoring. In the current years these both countries have been initiative some steps in the system of special education to include the CWDs. So that these efforts have been assorted, a close analysis focuses on general issues and issues that are widely compatible with educated children's education, mainly for other little and middle profits countries (Singal, 2016).

### **Special Education System in Pakistan**

As per Akram and Bashir (2014) that at the period of freedom there were just three institutes were in work for children who have any type of disability. The first school was established in 1906 for the provision of education to the children with visual deficiency. And the second institute was started in the era of 1920 for the students with deafness in Karachi. The third one was the Gung Mahal (for Deaf & Dumb) which was established by the parents of deaf children (Deaf and Dumb Welfare Society) 1949. And in 1959, very first time The National Commission of Pakistan presented a

task about the education of PWDs to the government schedule and the improvement was seen between the era of 1983-1992, when United Nations Organization (UNO) professed this era the decade of disabled people (Akram & Bashir, 2014).

In Pakistan, Ministry of Special Education exists at Punjab provincial level only and the other provinces such as Khyber Pakhtunkhwa (KPK), Sindh and Baluchistan have their own department of special education to fulfill the needs of PWDs. However, in the outcome of 18th amendment in the Pakistan constitution, some department were handed over to the provincial governments and DGSE of federal government was also added in those departments and some institutes of this department were also handed over to the provincial governments. Some Non-Government Organizations (NGOs) are also working in Pakistan to providing education and restoration to the PWDs.

### **Directorate General of Special Education (DGSE)**

Directorate General of Special Education (DGSE) of the Federal Government, which was started in 1985 as an attached branch of the Ministry of Health, Social Welfare and Special Education under direction of the President of republic of Pakistan (The Institute for Social Justice (ISJ), 2020; Lari, 2006). As per Ministry of Human Rights (2020), that the DGSE was established to deliver training and rehabilitation of education for the children with disabilities. The total number of schools and projects are 13 which are running under the DGSE. All facilities are free, including pick-and-drop and hostel facilities. Rehabilitation of PWDs, special education and training is the main mandate of this department.

The functions, services and projects of DGSE Islamabad are mentioned below:

**Functions:** The main functions of this department are below:

- Establish model institutions for rehabilitation, special education and training for PWDs community based rehabilitation, vocational training and promotion of professional skills.
- Awareness and training of professionals and the public.
- Develop and implement policies and plans for PWDs.
- Medical treatment and restoration services for PWDs.

**Services:** There are almost 14 different types of services, which are providing by DGSE of Federal Government of Pakistan to the disabled community.

**Projects:** Overall, 13 different projects are working under the supervision of DGSE of Federal Govt. Islamabad of Pakistan. Four National Special Education Center are working for the children with four major disabilities such as; hearing impairment, visual impairment, physical impairment and developmental disorders. National Training Centre and National Institute of Special Education are also working. Braille press, Library and Resource Centre are also included. Similarly, mobility training, vocational rehabilitation, resource unit for autistic children are also working under this department.

In the province of Sindh the special education wing was started in April 6, 2006. Before this, special education as well as vocational training started in early of 1990s under the Social Welfare Department. In 2011, the Special Education became a separate department by the Government of Sind and it was given the mandate of “Special Education and Rehabilitation of Persons with Disabilities” in 2012. After 18<sup>th</sup> amendment, there were 12

special education institutes devolved in Sindh Province. As per list of institutes given by the Department of Empowerment of Persons with Disabilities there are 72 institutions are working actively in the Sindh Province for the PWDs (Department of Empowerment of Persons with Disabilities, 2020).

The province of Baluchistan is also focusing on special education for the PWDs. The special education department is an attach department with social welfare department government of Baluchistan which is delivering a range of facilities to the children with special needs of school going age. As per given information by the concern department that total 15 institutions of special education are working in Baluchistan to fulfil the needs of persons with special needs. This department also focusing on inclusive education by mainstreaming of special children with minor disabilities into the general education setup (Social Welfare, Special Education, Literacy, Non-formal Education & Human Rights Department, 2020).

As per Annual Statistical Report of Government Special Education Centers (2017). Government of Khyber Pakhtunkhwa, in the province of Khyber Pakhtunkhwa, the special education is attached with Zakat Usher, Social Welfare, Special Education and Women Empowerment Department. According to this, there are 44 institutions of special education are working actively to providing educational and other facilities to the PWDs. There are 11 institutions out of 44 for the persons with visual impairment, 18 institutes for children with hearing impairment and 15 institutes are working for the children with physical handicapped. Out of 44 institutions, 31 are primary, 9 are middle and 4 are higher special education schools. In Gilgit Baltistan, the special education institutes are running under the general education system and just two institutes are working and three are under construction at government level. Some NGOs are also working in Gilgit Baltistan to

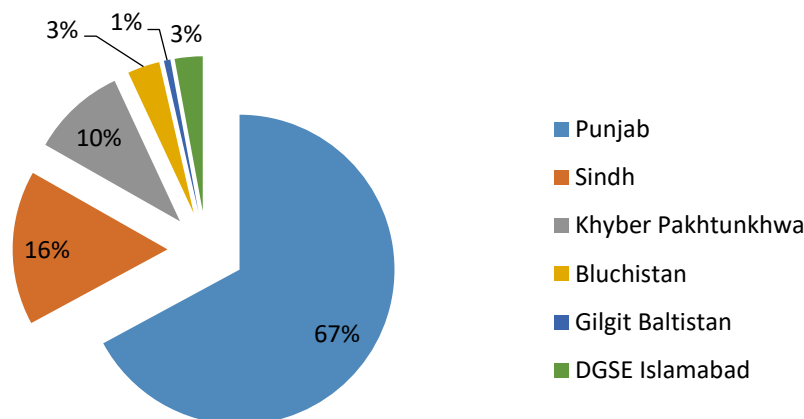
provide the education and other facilities to PWDs.

Directorate of Special Education (DSE) which was started in 1983 at Punjab government level. So, early in 2018 the Directorate of Special Education upgraded to Directorate General of Special Education (DGSE) Punjab. According to Special Education Department (2020) it is stated that in 1983-84, the Directorate of Special Education Punjab was established under the Department of Education and in 2003, Special Education Department Punjab was founded as a self-governing managerial department. Previous to establishment of a self-governing department of Special Education, 51 institutes were working at whole Punjab level with the enrolment

of 4265 students. This figure has now increased to 296 institutions including 20 institutes which were transferred from Federal Government as the outcomes of 18<sup>th</sup> Amendment in Pakistan Constitutional and catering almost 34492 children with special needs. In current situation, around 300 special education institutes are functioning under the Punjab government at Tehsil and Town Level in Punjab province (Special Education Department, 2020).

As per these facts we estimated that around 447 institutes of special education are working to provide education and rehabilitation to the PWDs in all over Pakistan and different NGOs are also working for the rehabilitation and education of the PWDs.

### Institutes of Special Education in Pakistan



### Inclusive Education

As per Thakur and Abbas (2017) that the Convention on the Rights of Persons with Disabilities (CRPD, 2006) has developed a worldwide reference file for inclusive education. This convention is clear on this matter and the article 24/2 (a) describes that PWDs are not left out from the system of general education due to their disability, and disabled children not excluded from free and necessary primary education, or secondary education on disability base. Inclusive education system is not launched

properly in Pakistan. So, in the financial year 2015-2016, Punjab Inclusive Education Project started as a pilot project by the Government of Punjab with the amount of Rs: 188.235 million in two districts Bahawalpur and Muzaffargarh of Punjab province for the time period of one year with extension of 6 months. Main components of the project include identification of probable children, placement and screening, observing and retention of children enrolled in schools, teacher training, school growth, strengthen infrastructure, facility of assistive devices as well as

strengthening of Special Education Centers at Tehsil level (Thakur and Abbas, 2017). However, due to some systematic problems, this pilot project could not succeed and continue for the further time.

Thakur and Abbas (2017) also stated that program of Voucher Scheme for inclusive education has been initiated with partnership of Punjab Education Foundation (PEF) schools in seven districts of three divisions (Lahore, Multan and Rawalpindi) of Punjab province from 2015-16 to 2017-18 with the budget of Rs: 191.900 million. The purpose of this scheme was to identification and screening, offering additional voucher, delivery of assistive devices, training of the teachers and provision of permitting infrastructure.

### **Special Education System in India**

As per Essay UK (2018), in India, special education system based on inclusive education system. Schools about special education are in addition to the system of general education. Ministry of Human Resources and Development control of the special education in India. By the 1950s, about 10 special schools were working in India. In 1960, the Indian government started giving allowances to NGOs to build and maintain special schools and by this year 39 schools for special education had been built. And 30 years later, in 1990's, amazing progress was made and about 1,100 special schools were built and spread across the country. The main reason for this growth was the formation of different Acts such as: Equal Opportunities, Protection of Rights and Full Participation, polices as well as the accessibility of extra number of trained specialists to teach in the schools for special needs individuals.

This number is due to poor documentation because some of the NGOs that built such schools were not comprised in the

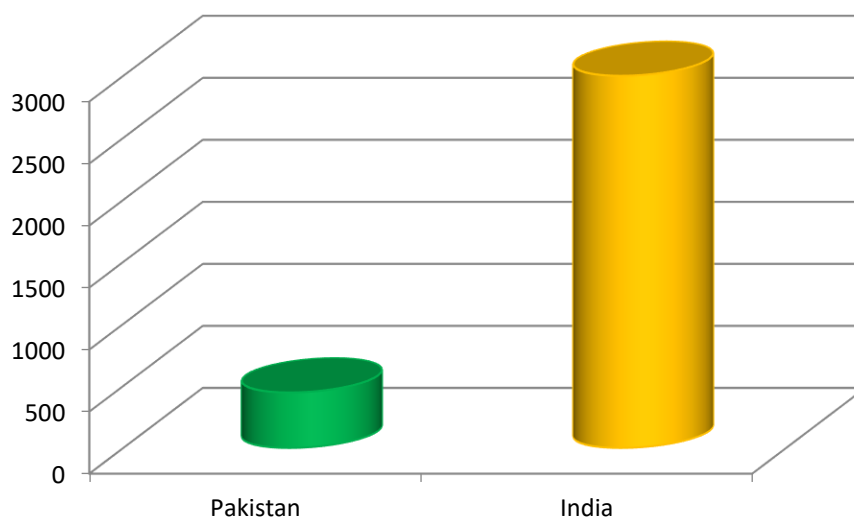
directories. Furthermore, most of them are registered as societies or trusts. Parents' organizations in India have set up schools about special education for children with intellectual disabilities in the dissimilar parts of the country, reflecting parental participation. According to the latest survey, more than 3,000 special schools are existing in India, but just a rare of them have the necessary resources or trained teachers in urban areas (Essay UK, 2018).

It is also mentioned in Essay UK (2018) that until the 1970s, the policy encouraged the segregation. It was thought by teachers that children who have physically disability could not participate in ordinary school actions due to they were "different". After time, this policy of segregation became contradictory. In 1974, government executed the first program which called Integrated Education for Disabled Children (IEDC). However, government did not act only as well as some NGOs collaborated and contributed in its application. The inclusive education system is the part of the general education. Aims of this program were to assimilate the CWDs in public institutes as well as in society. In doing so, they create a culture of inclusive. Two types of the inclusive education are present: first is the part-time inclusion and second is the full-time inclusion. Part-time means suspending pupils studying in general classes for time of less than half a day. Full-time education refers to students with disabilities who go to general classes with students without special needs (Essay UK, 2018).

It is seemed that the institutions of special education in both countries are varying. India is grooming condition to increase the special education institution for the students with special needs whereas Pakistan also trying to increase the strength of special education institutes for education of special children but as compare to India, Pakistan exist at low level about special education institutions.



### Institutes of Special Education



#### Legislations

According to Taylor, Miriam, Rizvi, and Lingard (1997), they stated that the policies of education don't appear in emptiness; they replicate negotiation between challenging and oppositional benefits. Although they reply to specific community, changes and they also symbolize these changes in altered methods and agreement with them changing consequence. Both international and national consequences of policy progress have come to light, which is evident when one observes the insights gained from the field in both India and Pakistan.

#### Legislations in Pakistan

In Pakistan "Services for the Physically Handicapped" was the actual first Plan of National Development (1955-1960). It was the five year plan to provide services for the physically handicapped. The plan was presented every five years and the six five-year plan was presented in 1983-1988 (Lari, 2006). As per Dani (1986) after the natal of the new country, the government of Pakistan in the National Education Commission (Pakistan Ministry of Education, 1959) recognized the responsibility of educating

the disabled students. However, the provision of education for these children was not proposed in the Education Policy 1972-1980. The statement of the National Education Commission was announced in 1959. As per recommendations of the commission that the government would be held accountable for teachers training who would serve institutions for persons with disabilities run by private human rights activists (Yousaf & Ahmad, 2011).

#### The Disable Persons (Employment and Rehabilitation) Ordinance 1981

The Disable Persons (Employment and Rehabilitation) Ordinance was introduced dated 29-12-1981. This was the first constitutional effort by the government to introduce organizational care for PWDs in Pakistan. As per this order, National Council for the Rehabilitation of PWDs was set up to express a rule for the rehabilitation of PWDs. This ordinance, (see Ahmed, Khan and Nasem, 2011) obliges the provincial states to set up provincial councils for the restoration of PWDs to implement the policy formulated by the National Council for the Employment, Rehabilitation and Welfare of this

weaker section of the civilization. Under this ordinance, 1% quota was allocated to PWDs in all public as well as private sectors. In an establishment, that does not employ a person with a disability under section 10; the art has to be paid monthly. Any institution that fails to pay the fund will be liable to a fine of up to Rs.1000 and in case of non-payment of the fine there may be an additional penalty, which may increase up to Rs.10 per day (The Disable Persons Employment and Rehabilitation Ordinance, 1981)

### **National Policy for Rehabilitation of the Disabled, 1986**

As per Pakistan Ministry of Health, Special Education and Social Welfare (see Yousaf & Ahmad, 2011) that this ministry envisioned the National Policy for the Rehabilitation of Disabled in the time period of December 1986, and it was in datum the initial policy about special education in Pakistan. In 1986, a review of this policy was undertaken in 1988 and name of this policy was changed with the name “National Policy for the Education and Rehabilitation of the Disabled”. After change the name it arbitrated to a category-based system about special education in Pakistan. And different five types of PWDs were introduced in this policy like to Mental Disability, Visual Disability, Hearing Impairment, Physical Disability and Multiple Disability.

### **The National Policy for Special Education (1999)**

As per Ministry of Health, Special Education and Social Welfare, after the National Rehabilitation of Disabled (1986), the Pakistan State framed one additional policy on special education in 1999 with the name of National Policy for Special Education which known the process of restoration of PWDs. It focused on the essential for alteration in community attitudes towards the PWDs and the important role of the media in the achievements of PWDs in the society.

### **National Policy for Persons with Disabilities (2002)**

Pakistan Ministry of Women Development, Social Welfare & Special Education formulated a full fledged policy on special education in 2002. It was the first National Policy to meet the need for rehabilitation, education and care of PWDs by the government. The overall vision of this policy PWDs is to provide by 2025 while maintaining our Islamic way of life. The goal of this policy was to empowering PWDs irrespective of race, ethnicity, faith, gender or other. Consider achieving your full possible in all areas of life specially social, financial, individual and political (Yousaf & Ahmad, 2011) and the mission statement of this policy is to maximize the development of PWDs in all spheres of life particularly in the zones of health, social, education, economic and professional desires to realize their potential as future requirements.

### **The National Plan of Action (NPA) 2006**

Ministry of Social Welfare and Special Education of Pakistan presented a National Plan of Action (NPA, 2006); it is designed to enforce the National Policy for Persons with Disabilities 2002. This NPA is more enforced on operations over the next five years. However, recommendations were made by 2025. There are 17 areas which are discussed for exploit to implement the NPA such as: determining the causes, improvement in prevention of causes, early intervention, medical rehabilitation, strengthening of special education, promoting inclusive education, vocational rehabilitation, poverty alleviation, legislations, barrier free environment, promoting public acceptance, sports for PWDs, assistive aids, support to NGOs and link among federal, provincial and district level (NPA, 2006).

### **Special Citizens Act (2008)**

The Special Citizens Act No. 24 of 2008 was introduced by government of Pakistan to access

of wheel chairs in all buildings as well all public places, allocation of seats for PWDs, facility on footpath for the wheel chair users and blind persons and priority to special citizens while crossing the roads.

### **Special Citizen (Right to Concession in Movement) Act, 2009**

In 2009, Right to Concessions in Movement act was introduced by Govt. Pakistan for PWDs. As per this Act, all travel agencies such as: PIA, railway as well as other transportation agencies are bound to collect half charges (50%) regarding fares from the PWDs across the Pakistan.

**Duty Free Import Car:** People with disabilities are allowed a rebate on import duty, which is more than 10% Completely Knocked Down kits are imported to assemble the vehicles for them. The disabled are being allowed to import duty free customized cars to increase their participation in economic activities. The engine capacity does not exceed 1350 cc. For the convenience of persons with disabilities, it has been decided to permit the actual user to import a used duty free motorized wheelchair. As per notification issued by Ministry of Commerce, persons with disabilities are permitted to import cars up to engine capacity 1,300 cc for their private use, with the certain conditions, like this needing a valid driving license and a certified earnings of Rs.20,000-100,000 per month (Trade Policy, 2009-10).

**Banking Services:** Through the State Bank of Pakistan, the Ministry of Social Welfare and Special Education has given out special instructions to the all national banks as well as private banks to allow blind individuals to open personal accounts (Daily The News, 2009). People who have impairment in their vision will be issue a special chequebook with Braille; due to this they can run their account self-sufficiently and individually. A first-time ATM is being

considered for installation in Islamabad. Efforts are also being made to remove discrimination against PWDs in insurance and micro-credit (Rehman, 2010).

### **National Education Policy (2009)**

In this policy, it is mentioned that literacy ratio should be improved up to 86% by the end of 2015 (14 to 16 years age). Policy action No. 5 stated that Special actions should be taken to guarantee inclusion for special persons in the system of mainstream education as well as in literacy and Technical and Vocational Education (TVE) programs. The stipends shall be announced to rehabilitate labor children.

### **The Right to Free and Compulsory Education Act, 2012**

As per this Act that every child (without any discrimination on the bases of gender, race shall have an essential right to get free of cost and necessary education in neighboring school or institute. No any fee or charges will be paid by any child, which can stop to complete his or her education. Therefore, children with disabilities are also included in the children who have a fundamental right to acquire free and compulsory education.

### **The Punjab Free and Compulsory Education Act (2014) 25-A**

It is mentioned in this act that as per Article 25-A of the Constitution of Islamic Republic of Pakistan orders that the state shall deliver free of cost as well as compulsory education to the all children (without any discrimination) with the age of 5-16 years and for the purpose, make the necessary provisions.

### **Punjab Inclusive Education Project 2015 (PIEP)**

A pilot project for inclusive education was started 2015 for the time period of 18 months under the supervision of Special Education Department

Punjab in two districts Bahawalpur and Muzaffargarh of Punjab province. Minister of special education of that time said that the main purpose of this project to identify as well mainstream the children with mild disabilities with the provision of equal opportunities of quality education to every child who in school going age without any discrimination (The Nation, 2015).

### **National Education Policy (2017-2025)**

The National Education Policy (2017) launched by the Ministry of Federal Education and Professional Training, Govt. Pakistan in 2017 and its discussed about the education of special persons and inclusive education. It is presented in policy issues of this policy that access, hostel and transportation facilities for children with special needs to all education levels will be increased with increasing number of institutions of special education in the country. Increasing in-service training and staff development as well as budget for special education will be increased with a minimum of 5% of total education. Coordination regarding academic and intellectual will be strengthened between University and Provincial Departments or Directorate of Special Education, Islamabad. Linkages among the institutions of Special Education Department in Pakistan with other countries will be established for exchange the information. Stipend for disabled children will be increased and Higher Education Commission should be fast for inclusive higher education in Pakistan.

It is also discussed in the National Education Policy (2017) that inclusive education should be promoted in Pakistan. General Education allocate minimum of 10% of its budget for creating inclusive education setup. Federal as well as Provincial Governments and Higher Education Commission will issue instructions that all universities and departments should ensure “inclusion” in the sense of construction of new buildings and blocks. School health program

and phased approach will be introduced in all schools and all textbook boards should as well as examination authorities prepare material according to the needs of special students. Disability resource center will be established in all universities and an inclusive environment regarding education will be promoted through mass media.

### **Punjab Special Education Policy (2019)**

The policy highlights the role of Special Education Department in meeting the needs of severely as well as profound disabled children. The Department of School Education is responsible for integrating children with mild to moderate disabilities. This policy contained three pillars and under each of these pillars, policy measures will promote the basic right to education for the children with Special Education Needs and Disabilities (SEND), while preparing them with the information and skills that can develop them as creative persons and members of culture.

This first pillar of this policy is powering governance and institutional capability of Special Education Department (SpED). Under this pillar SpED will be strengthen to deliver schooling to all the children with special needs education at each levels with the equal access and equal rights to quality education. The second pillar is increasing access of special children to education. This pillar indicates the improvement in access about school infrastructure, inadequate number of institutions and access from home to school. The third pillar describes improving value of special education for the disabled children through training on need-based of the teachers and non-teaching staff, real delivery of rehabilitative facilities and assistive devices. Improvement in teaching and learning environment, assessment and transition to next level is also the part of this pillar. The time frame for enactment of this policy is 2019-2029 (Punjab Special Education Policy, 2019).

Higher Education Commission (HEC) of Pakistan formulated a policy in 2021 for inclusive education in colleges as well as in the universities. The HEC is committed to ensuring that no one is excluded from access to higher education in Pakistan, including ensuring that persons with disabilities have alike chances to access and get higher education. Purpose of this policy for SWDs at Higher Education Institutions to make an enabling situation for inclusive education in the colleges as well in the universities and enable the contribution of SWDs in all academic and extra-curricular activities of university and college education (HEC, 2021).

### **Legislation in India**

From the independence of India till today, many policies have been formulated on education including special education. Within India, along with the government, many people are also working on special children. Compared to Pakistan, the work on education and rehabilitation of special children in India is better and faster. Shortly after its independence, India paid special attention to its education and implemented a number of policies.

### **Kothari Commission 1964-1966**

It is Indian Education Commission 1964-66 widely identified as Kothari Commission; it was designed on 14<sup>th</sup> July 1964 under the chairmanship of Daulat Singh Kothari. It was the first education commission by government of India. Following recommendations by this commission are:

- Education & national objectives
- Equalization of the educational opportunity
- Structure of education
- Improvement in curriculum
- Improvement in methods of teaching
- Text book quality
- Teachers education
- Status of teachers

### **National Education Policy (1968)**

On the bases of the commendations of the Kothari Commission, first National Education Policy was formulated in 1968. This policy called for the creation of a “National School System” which would mean that all students, regardless of caste, religion or gender, would have access to comparative education. Further, it envisioned a common educational structure that was accepted throughout the country. It also emphasized the use of mother language as a mode of instruction in the early academic years. Another important call was strengthening research in universities. However, the policy of 1968 was not implemented successfully because a proper program regarding action was not carried out as well as shortage of fund and state was responsible for education due to this responsibility but the role of state was little to implement this scheme.

### **National Policy on Education (1986)**

National Policy on Education (1986) was formulated during the time of Rajiv Gandhi as the Prime Minister and was updated in 1992 when Narasimha Rao was the Prime Minister. The policy focused on the role of information technology in innovation and education. Extra care was paid to education of teacher restructuring, empowerment for women, care for early childhood and literacy for adults. It also embraced the autonomy of universities and colleges, which had been resisted in the past.

It emphasized the need to rebuild the foundations of the education system to progress its excellence at every stage, and paid close courtesy to science and technology, cultivating ethical values and the close relationship amongst education and people's lives. Section No.4.9 of this policy clearly emphasizes on the requirements of the children with disabilities, special schools with hostels, vocational training and teacher training program.

### **Plan of Action (1992)**

The Plan of Action by the Ministry of Human Resource Development, 1992a was introduced to establish one special school at the level of every district headquarters, in all over the country. The concept of special schools in each district headquarters in the action plan is not over yet. However, the number of special schools has steadily increased. It suggested a pragmatic principle for CWDs (Singal, 2007).

### **Rehabilitation Council of India Act (1992)**

On September 1992, The Rehabilitation Council of India (RCI) Act was enacted by Parliament and became a legislature on 22 June 1993. The mandate given to the RCI is to regulate and monitor the services provided to persons with disabilities, to standardize the curriculum and to maintain the Central Rehabilitation Register of all qualified specialists and workers working in the field of rehabilitation and special education (The Rehabilitation Council of India Act, 1992). This Act also recommends disciplinary action for unqualified people delivering services to PWDs (Sahu, 2018).

### **Persons with Disabilities Act (1995)**

This Act can be named the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. As per this Act, it is recommended free of cost education with the age of 18 years, equal opportunities, integration, promoting of special school, vocational training, defense of rights and full contribution for the PWDs. It was a substantial step, which was taken by the Indian Government to ensure equal opportunities for the PWDs.

### **The National Trust Act (1999)**

The National Trust Act (1999) was passed by the assembly in the year 5<sup>th</sup> of the republic of India for the well-being of persons with autism, cerebral palsy, mental retardation and multiple disabilities and for matters associated therewith

or related there (Medindia,2017). Mission of the National Trust is works towards given chances to enhance the capabilities of PWDs and their families, to fulfill their rights, to facilitate and promote the establishment of a viable environment and an inclusive society (The National Trust Act, 1999).

### **The Sarva Shiksha Abhiyan (SSA) 2000-2001**

Sarva Shiksha Abhiyan (SSA, 2000-2001) aims to provide useful and relevant primary education for all children aged 6 to 14 years. It is a matter of zero rejection. SSA is a top program of the Government of India to achieve globalization of primary education in a timely manner. Activities to provide multiple interventions through SSA 2000-2001 to eliminate gender and social class gaps in primary education, maintain universal and improve access completion standards, and bridge gender and social class gaps. SSA focuses on the education of girls as well as children with special needs. This act has effectively allowed the primary education scheme to increase itself by recruiting a large number of teachers in the whole country (Hussain, Khan & Khan, 2018).

### **The Constitution (Eighty-sixth Amendment) Act, 2002**

In 86<sup>th</sup> amendment (2002) addition of new article 21-A, after article 21 of this constitution. The 86<sup>th</sup> Amendment (2002) has a great importance in the Legislation of India, which deliver the main fundamental right that is "Right to education". Although it is a necessary right as well as fundamental duties and the responsibility of state to deliver free as well as essential education to the children with the age of 6 to 14 years. This article added with name of right to education (21-A). According to 21-A, the government shall deliver free of cost and compulsory education to the all children who have 6-14 years old in such manner as the state may, by law determine.

### **The Right to Education Act (2009)**

The Right of Children to Free and Compulsory Education Act and it is also called Right to Education Act (RTE) is an Act of the Indian Parliament which passed on 4 August 2009. In 2009, the Government of India adopted the Right to Education Act to ensure free and compulsory primary education for every child between the ages of 6 and 14 by stating so many founded provisions such as it is responsibility for parents to enrolled their children to schools, the child shall not be physically punished, admitted child shall not to back, teacher's regularity and punctuality, student teacher ratio in classroom 30:1, completion the curriculum in specific time and minimum numbers of working days (Barman and Mandal, 2015).

### **The Rights of Persons with Disabilities Act, 2016**

As per Narayan and John (2017) that the Rights of Person with Disabilities (RPWD) Act, 2016 delivers that the suitable Government will guarantee that the PWDs have equal rights with others, with dignity and respect for its own honesty. The government will take some steps to harness the potential of the PWDs by delivering a favorable situation. In this Act, the list of disabilities has been extended from seven to twenty one terms. The Act adopted an approach in the regard of social welfare for PWDs and focused on stoppage and early recognition, education as well as employment for PWDs. It is instructed to all Govt. institutions of higher education as well as those receiving aid from the Govt. by this Act to reserve 5% seats for the PWDs.

### **Right to Education (Amendment) Act, 2019**

The Right of Children to Free and Compulsory Education Act, 2009 has been amended by the parliament of India on January 10, 2019. The Bill pursues to modify the Right to Education (RTE)

Act to eliminate the policy of "no-detention" in the educational institutes, as per this endowment of the Act (RTE-2009); the student cannot be detained until the eighth class. Under this amendment Act, section 16 and 38 of the principal Act (2009) were amended. According to section 16, regular examination of class fifth and eighth shall be conducted at the end of every year. Students who fail in the exam will be re-examined after two months with the given additional instructions of teaching. No any child will be excluded from a school until the complete of elementary schooling. The appropriate government may allow schools to withhold any child in the 5<sup>th</sup> grade or in the 8<sup>th</sup> grade or in both grades, subject to such and such circumstances, if he fails the re-examination.

### **Conclusion**

After looking at all the documents related to special education of both countries, it is concluded that although both the countries became independent at the same time, more attention was paid to education in India than in Pakistan and especially on education and rehabilitation of persons with disabilities. If we talk about legislation, then India has enacted legislation on special education and implemented it just as quickly, while Pakistan seems to be slow in this matter.

If we talk about the population with special needs of both the countries, then in this case Pakistan seems to be in a positive line that the population with special needs of India is much higher than that of Pakistan. In addition, when it comes to the statistics of special education institutions, we see a clear difference between the two countries. At present, according to a conservative estimate, there are 3,000 special education institutions in India, while in Pakistan, the number of institutions working for the education, rehabilitation and welfare of PWDs is only 447, compared to India it's too low. Regarding literacy rates, we know that both the countries are far

behind the legislation that was enacted, but Pakistan in particular lags far behind India in terms of literacy rates.

Considering all these aspects, it can be concluded that India has taken and is taking effective measures for the schooling, rehabilitation and welfare of PWDs as compared to Pakistan. But if Pakistan also effectively implements its all special education policies laws which already have made in different times, it can certainly do better than India in this field for the better education and rehabilitation of the PWDs.

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