

CHAPTER
IV
DATA ANALYSIS
AND
INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this study was to investigate regarding children with disabilities in Inclusive Education at elementary schools. In the previous chapter, a clear definition of objectives, research method, sample and tools employed was discussed at length. Present chapter reports analysis of data after administering the tools on the identified sample. Considering the nature of the present study, objectives-wise data was analyzed and interpreted.

4.2 Data Analysis and Interpretations

4.2.1 Objective One: To study the policies and provisions of Karnataka State Government for Children with Disabilities in Inclusive Education with respect to

- ☐ **Objective**
- ☐ **Target Group**
- ☐ **Management Structure**
- ☐ **Monitoring Mechanism**

The Government of India passed the landmark legislations and policy for the welfare of persons with disabilities. They were as follows:

- ☐ Persons with Disabilities (Equal Opportunities Protection of Rights with Full Participation) Act, 1995
- ☐ Rights of Persons with Disabilities Act 2016
- ☐ National Trust for the Welfare of Persons with Autism, Cerebral Palsy Mental Retardation and Multiple Disabilities Act, 1999
- ☐ Rehabilitation Council of India Act, 1992

Accordingly, the Government of Karnataka has adopted the following rules, policies and implemented them through the Department for the Empowerment of Differently Abled and Senior Citizens.

- ☐ Karnataka State Rights of Persons with Disabilities Rules, 2019
- ☐ Karnataka State Policy on Disability, 2007
- ☐ Karnataka Mental Health Rules, 2012

4.2.1.1 Karnataka State Rights of Persons with Disabilities Rules, 2019

According to the Department of Empowerment of Differently Abled and Senior Citizens, the State Government of Karnataka notified Central Act PwD Act, 1995 during the year 1996 & was implemented through the office of the Commissioner for Persons with Disability Act, Karnataka State Rights of Persons with Disabilities Rules were framed by Government and notified in 2004. Further, the rules have been amended during the year 2007.

After the Government of India, passed the Rights of Persons with Disabilities Act 2016. The Government of Karnataka in the exercise of the powers conferred by section 101 of the Rights of Persons with Disabilities Act, 2016 (Central Act 49 of 2016), made the following rules:

4.2.1.1.1 Objectives

The Objectives of Karnataka State Rights of Persons with Disabilities Rules, 2019 were as follows:

- ❑ **Following rules specified in section 16 of the Act:** All the educational institutions in the state should mandatorily follow the rules laid by the competent authority and follow the terms & conditions and provisions mentioned in section 16 of the Act for the grant and recognition of the institution.
- ❑ **Letter of commitment:** Every institution who wish to apply for recognition should obtain a letter of commitment regarding the inclusion of girls or women with disabilities at all levels including recruitment of staff or admission of students without any kind of discrimination.
- ❑ **Encouraging girls or women to access education:** scholarships for students from primary to higher education should be provided based on the principle of gender equality particularly to encourage girls or women to access education.
- ❑ **Ensuring availability of adequate special educators or teachers:** Department of Primary and Secondary Education and the Department of Empowerment of Differently Abled and Senior Citizens have been entrusted with the responsibility to make sure that the required number of Special Educators or Teachers exists in every institution for training in Braille, Sign language and other special needs whenever required.

4.2.1.1.2 Target Group

The rules were aimed at the following groups:

- ❑ **PwD who were incapable of taking decisions on their own:** The person with disabilities who were unable to take a legally binding decision could avail a provision for getting guardianship of such person who was willing to act as a guardian and take a decision in right and true spirit on the behalf of persons with disabilities.
- ❑ **Mainstreaming CwD or PwD:** The competent authority in the state should include the terms and conditions and the provisions of section 16 of the Act while granting recognition to the educational institutions as this part of the section was aimed at bringing CwD or PwD into the mainstream.
- ❑ **Unemployed PwD:** Vacancies for persons with benchmark disabilities should be notified so that the eligible PwD could apply and get the appropriate job.

4.2.1.1.3 Management Structure

The provisions in the said Act were to be implemented through nodal officers in District Education Office. He was entrusted with the responsibility to look after the matters concerning the admission of CwD and provide facilities to them inschools.

- ❑ The department related to providing the recognition to institutions in the state of Karnataka was informed to obtain a letter of commitment regarding the inclusion of girls or women with disabilities at all levels of recruitment of staff and admission of students in prior before granting recognition to the institution.
- ❑ The department that was responsible to uplift the CwD financially has been notified to provide scholarships for students studying at primary to higher education based on the principles of gender equality to embolden girls or women to access education.
- ❑ The liability to make sure the availability of special educators or teachers in sufficient number in all the institution that is training in braille, sign language and other special needs was entrusted to the Department of Primary and secondary education and the department of empowerment of differently-abled and senior citizens.
- ❑ **Vacancy and reservation:** The duty of recognizing the suitable posts for the PwD was assigned to committee of experts headed by the secretary to the government, department of women and child development along with members as notified by

the government from time to time. Considering the problems arising out of disability of PwD, the state government should bring suitable reservation policy to accommodate and provide equal opportunity for persons with disabilities in-group 'A' to group 'D' posts and the reservations provided to PwD should be horizontal and vacancies for PwD with benchmark disabilities should be maintained in a separate class.

4.2.1.1.4 Monitoring Mechanism

The obligation of monitoring the programmes and schemes for persons with disabilities and directing them to take steps to safeguard the rights of persons with Disabilities was assigned to the department of women & child development and the responsibility to coordinate these processes was entrusted to the Office of the Commissioner for Persons with Disabilities.

4.2.1.2 Karnataka State Policy on Disability 2007

The State Government of Karnataka has issued state policy and listed out the important steps to be undertaken by different departments about Health, Education, Justice and the creation of a Barrier-free environment & ensuring disable friendly society.

4.2.1.2.1 Objectives

The Objectives of Karnataka State Policy on Disability were as follows:

- ❑ To safeguard the execution of the legislations related to persons with disabilities.
- ❑ To confirm multi-sectoral coordination between concerned agencies to prevent and detect disabilities.
- ❑ To encourage education as well as to improve enrollment of children with disabilities in schools and to frame a comprehensive education scheme as mentioned in the Disabilities Act.
- ❑ To encourage self-employment among PwD with a special focus on government agencies to create opportunities for disabled entrepreneurs and to provide services within the various government agencies and departments.
- ❑ To make sure the active execution of various departmental schemes for the development of persons with disabilities.
- ❑ To safeguard non-discrimination and monitoring of rehabilitation schemes of both the state government and the government of India.

- ❑ To ensure that quality services are being provided by the voluntary sector in the field of disabilities.

4.2.1.2.2 Target Group

- ❑ **Young CwD:** To prevent disabilities to the possible extent and detect the disabilities in the earlier stage as much as possible.
- ❑ **CwD up to 18 years:** Free education should be given to children with disabilities up to eighteen years of age.
- ❑ **Unemployed PwD:** Reservations policy to be made in Employment for persons with disabilities.
- ❑ **PwD facing discrimination:** Measures to be brought for Non-Discrimination of persons with disabilities on the road, transport and built in a public environment.
- ❑ **Social Security to PwD:** State Government should bring measures to provide social security by framing an insurance scheme for the benefit of persons with disabilities.

4.2.1.2.3 Management Structure

- ❑ The responsibilities of the implementation of the Persons with Disabilities Act 1995 and the task of reviewing the implementation of the state policy for persons with disabilities was entrusted upon the nodal committee instituted under the chairmanship of the additional chief secretary, government of Karnataka.
- ❑ All the departments connected with the implementation of the Persons with Disabilities Act 1995 were supposed to prepare five-year perspective plan of action using earmarked separate budgetary allocation. Budgetary provisions required for implementation would be provided to the concerned department by the planning department and finance department.
- ❑ All the information related to the different types of disabilities of various aspects was to be stored using media strategy in the electronic format and the same should be disseminated through traditional communication to the various departments as and when needed.
- ❑ Promotion and monitoring of Non-Governmental organizations (NGOs): the responsibility to monitor the services of NGOs about imbalances, un-services to inaccessible areas and all their related matters should be taken up by the Department of Welfare of Disabled and the State Commissioner for Persons with Disabilities.

Prevention and early detection of disabilities

- ❑ Appropriate government department was entrusted with the responsibility to coordinate and make concerted efforts to do a survey, help to investigate and support research to find out the causes of disabilities because prevention and early detection play a greater role in controlling the occurrence and removal of disabilities.
- ❑ The health department has been entrusted with the responsibility to monitor the corrective surgeries and also encourage the person with orthopedic surgeons to perform the same surgeries at the district hospitals too.
- ❑ Due to the financial constraints, the persons with disabilities having a mental illness and hemophilic persons could not even buy medicines which were the major issue to be addressed, therefore the government should provide medicines at subsidized rates to such PwDs.
- ❑ For effective rehabilitations services, the government should make sure that there was availability of physiotherapy and other associated services at government hospitals located at talukas and the districts.
- ❑ For the comprehensive benefits of persons with disabilities, the government of Karnataka recommended medical education curriculum to include as a subject or topic regarding prevention and identification of disabilities for the study of medical graduates.

Education

- ❑ As per the provisions mentioned in the persons with disabilities act 1995, this policy suggests that the Karnataka government make sure that the children with disabilities get free education up to the age of eighteen years.
- ❑ Education department strongly recommends and supports inclusive education to be implemented and the children with disabilities get an education in an appropriate environment as per the need of the child.
- ❑ Special attention should be given to the children with visual and hearing impaired, while designing the syllabus and restructuring the curriculum so that these modifications should be according to the need of the child.
- ❑ Government should give free uniforms and book for all children with disabilities studying up to class tenth.

- ❑ One of the important hindrances for children with disabilities was the infrastructural barrier; therefore the appropriate government department should make sure that all educational institutions have disability-friendly infrastructure.
- ❑ Government of Karnataka has instructed the state education department to prepare a comprehensive education scheme as mandated by the PwD Act 1995.
- ❑ Government of Karnataka instructed to provide relaxation in educational qualification for admission to colleges or universities or selections to various posts as given to SCs and STs.

Employment

- ❑ Government of Karnataka instructed all the departments to take steps to identify the posts in group 'A' and 'B' cadre which was suitable for persons with disabilities and notify the same and provide reservations as per the rules set.
- ❑ The labor department has been entrusted with the responsibility to make a flexi-time in the working hours for the employees having grave mobility problems, the same has to be followed by all government and government-aided institutions.
- ❑ The department of personnel and administrative reforms has been entrusted with the responsibility to bring the transfer policy solely for the persons with disabilities to give posting in their home town wherever the PwD belongs.
- ❑ To make the persons with disabilities self-reliant and self-dependent, self-employment, which was the need of the hour and therefore the government of Karnataka, instructed to create a demand in all the possible sectors by identifying such goods and services which could be supported by various government agencies and also place orders of the same.
- ❑ All the vocational training institutes that provide training to PwD should be restructured and start such courses which could give job opportunities for persons with disabilities.
- ❑ Government of Karnataka issued an order regarding non-discrimination of persons with disabilities as per section 47 of PwD Act 1995.
- ❑ Government should also join hands with the private sectors for the cause of employment opportunities that could be created for persons with disabilities.

Non-Discrimination

- ❑ Government of Karnataka has directed all the government departments, statutory corporations and the local authorities to take necessary steps to ensure non-

discrimination of PwD on road, transport and in the built-in environment by accepting and executing the guidelines suggested by the CPWD and suitably amending the byelaws given by the municipal corporations and municipalities.

- ❑ All the appropriate departments related to the parks, cinema theatres, places of worship and auditoriums or public halls should make sure they were built barrier-free for persons with disabilities.
- ❑ In order to give importance to the person with hearing impairment who constitutes in significant number, the government of Karnataka has instructed to make sure that all public functions have sign language interpreter be present for the benefits of person with hearing impairments.
- ❑ Government of Karnataka instructed all the government department to obey the provisions mentioned in the PwD 1995 so as to make sure that no persons with disabilities be allot with or reduce in rank, who may get disability while in service and also nobody should deny promotion to PwD on the basis of disabilities.

Social Security

- ❑ Government of Karnataka was committed in framing insurance scheme for the assistance of persons with disabilities with in the achievable economic capacity & development.
- ❑ With the coordination and collaboration of government and private sector would set up disability fund for the implementation of the schemes for the welfare of persons with disabilities.

4.2.1.2.4 Monitoring Mechanism

- ❑ The Deputy Commissioner in the district should ensure that the Nodal officers already identified in the districts and the taluk should hear the complaints of PwD and solve the same within a stipulated period.
- ❑ It was the responsibility of the deputy commissioner to monitor that the nodal officers appointed at talukas and districts address all the complaints of PwD in the time bound manner.
- ❑ The commissioner for disabilities was entrusted with the responsibility and powers to act as a coordinating authority under the central Act, consequently, all the departments were informed to consult the office of the state commissioner for disabilities before designing any scheme or policy for PwD and

also it was essential to consult voluntary organization for their feedback as they act as the representative of PwD.

- ❑ Nodal department should monitor all institutions established or run for persons with disabilities function in the state in accordance with certificate of registration and the rules and regulations specified by the PwD Act.

4.2.1.3 Karnataka Mental Health Rules, 2012

The Government of Karnataka made this rule by “exercising of the powers conferred by the proviso to sub-section (2) of section 94 of the Mental Health Act, 1987 (14 of 1987), read with section 22 of the General Clauses Act, 1897 (10 of 1897) and with the previous approval of the Government of India”.

4.2.1.3.1 Objectives

- ❑ To create the Karnataka Mental Health Authority Body with a aim to support persons having mental illness in all possible manners.
- ❑ To propose strategies for functioning of Karnataka Mental Health Authority Body.
- ❑ To permit the Deputy Commissioners of the districts in granting power to issue license for establishing and maintaining of psychiatric hospitals and psychiatric institutions in the districts of the state of Karnataka.
- ❑ To provide standards for cataloging of Psychiatric hospitals and nursing homes and set a standard for minimum facilities for treatment of inpatients.

4.2.1.3.2 Target Group

- ❑ **Support for Persons having mental illness:** Government of Karnataka has been committed to establish the Karnataka Mental Health Authority.
- ❑ **Institutions for Persons with Mental Illness:** Government of Karnataka authorizes the deputy commissioners of every districts to issue license for establishing and maintaining the psychiatric hospital and also other psychiatric institutions as per the rules set.

4.2.1.3.3 Management Structure

- **Constitution of the Authority:** The Karnataka Mental Health Authority consists of the following members:

- ❑ The Principal Secretary to the Government, Department of Health and Family welfare.
- ❑ The secretary to the government, Women and child Development.
- ❑ The secretary to the government, Medical Education Department.
- ❑ The secretary to the government, Department of Law Justice and Human Rights.
- ❑ The commissioner, Health and Family Welfare Services.
- ❑ The Commissioner of Disabilities.
- ❑ The Director, National Institute of Mental Health and Neuro sciences, Bangalore.
- ❑ The Professor and Head, Department of Psychiatry, National Institute of Mental Health and Neuro Science (NIMHANS), Bangalore.
- ❑ The medical superintendent, Karnataka Institute of Mental Health, Dharwad.
- ❑ The Professor and Head of the Department of Psychiatry Bangalore Medical College and Research Institute.
- **Proceedings of the Authority:** The authority should ordinarily meet once in every three months at such time and place as may be fixed by the chairperson.
- The Deputy Commissioners of the districts was entrusted with the responsibility to issue license and authorize for the establishment and maintenance of psychiatric hospitals and other psychiatric institutions in the districts of the state of karnataka.
- Psychiatric Hospitals and Nursing Homes were classified as:
 - (a) Acute care centres,
 - ❑ mental health institutions and nursing homes
 - ❑ Inpatient facility for psychiatric patient in general hospitals and nursing homes.
 - ❑ De-addiction centres.
 - (b) Convalescent Homes,
 - ❑ Residential Halfway home
 - ❑ Long Stay Home
 - ❑ Hostel (quarter way home)
 - ❑ Day care Centre
 - ❑ Vocational training Centre
 - ❑ Sheltered Workshop

4.2.1.3.4 Monitoring Mechanism

- ❑ **Secretary:** Secretary was entrusted with the responsibility to monitor, control and manage all the things related to office, financial records and communicate to the Karnataka mental health authority, who in turn was appointed by the chairperson.
- ❑ **Competent authority regarding convalescent home:** Competent authority has been conferred with the power to monitor, examine the convalescent home and check any records required in accordance with the rules laid.
- ❑ **Competent authority regarding psychiatric convalescent centre:** competent authority was entrusted with the responsibility to supervise the psychiatric rehabilitation centre and if he was not satisfied with the working of the centre, has the power to issue any such direction which seems fit to the person in charge and concerned person of the centre.
- ❑ **Licensing Authority:** Revocation of license could be done by the licensing Authority if any Psychiatric Hospital or Nursing home requisite to be revoked as per the “clause (a) or (b) of sub-section (1) of section 11 of the Act”, after providing a reasonable opportunity for a licensee of being heard against the projected revocation, by order setting out all the necessary grounds, license to be revoked.
- ❑ **Inspecting Officer:** The prerequisite of the inspecting officer was degree in medicine with post graduate degree or diploma in psychiatry recognized by the medical council of India or any other person who was holding teaching post in department of psychiatric of government medical colleges or anybody who was appointed by the order of government can also be a inspecting officer.

Based on the Acts and policies of persons with disabilities, the Government of Karnataka has implemented the following schemes. The schemes were grouped as state government schemes & central government schemes.

4.2.1.4 State Government Schemes

The Department for the Empowerment of Differently Abled and Senior Citizens, government of Karnataka categorized the schemes pertaining to persons with disabilities under different areas like Education, Employment, Rehabilitation and Social security.

4.2.1.4.1 Education for Children with disabilities

The government of Karnataka has set up Residential special schools for children with disabilities who could not get education in the public school due to their severity of the disabilities.

4.2.1.4.2 Scholarships

To enhance the rate of enrollment and retention of children with disabilities, state government provided scholarships for CwD studying in class I to class X along with transportation allowance for children with locomotor disabilities.

4.2.1.4.3 Incentive Awards

Incentive awards to meritorious children with disabilities: The scheme provides one time incentive award to commendable children with disabilities who secure more than 60% of marks in public examinations conducted by the government of Karnataka.

4.2.1.4.4 Educational Concessions

Government of Karnataka through order provided 3% reservation of seats in all educational institutions for children with disabilities and instructed to provide preference while allocating the Hostel facilities.

Facilities related to providing scribe, permitting extra time duration in public examination and choice of choosing elective subjects were extended to children with visual impairment. With regard to the children with hearing impairment, concessions were provided in the selection of second and third language and also one-hour extra time in the public examination was provided. Special stickers were attached to the answer scripts of the children with disabilities in public examinations.

4.2.1.4.5 Employment & Training for Disabled Persons

Reservation in government service: As per the direction of the policy suggestions, the government of Karnataka has provided 3% reservation in group 'A' and 'B' Post and 5% reservation in group 'C' and 'D' category of posts in all government recruitments. The Government has also recognized different kinds of jobs with the considerations of difficulties and limitation of persons with disabilities.

Industrial Training Centre, Mysore: Government of Karnataka along with the partnership with NGOs by giving 100% monetary assistance runs a centre with the intent to impart vocational training in the area of light engineering, plastic moulding,

cane wiring etc., children with visually impaired and hearing impaired who had finished secondary schooling could also undergo this vocational training which help them to find suitable job.

Special Employment Exchange: Directorate of employment and training, government of Karnataka has set up a special employment exchange at Bangalore. Educated persons with disabilities and literate PwD were also given opportunity to enroll their names for seeking employment.

Employment and training for Person with Disabilities: Government of Karnataka through the department started a scheme called 'Training and Employment to disabled persons' with an objective of enhancing and enriching the required skills for private job profile which empowers the person with disabilities in getting placement in private sector.

Hostels for PwD Employees and Trainees: Government of Karnataka has established hostels for working and under trainee persons with disabilities. There was a separate hostel for women and men, functioning at Bangalore. The eligibility to get admission in these hostels was that the person with disabilities income must be less than 60,000 p.a.

Self Employment programme: To promote self-employment among the persons with disabilities, government of Karnataka has brought the scheme called 'Adhara' Under this scheme, the PwD can get the monetary assistance upto Rs. 20,000 to start up a small business . An amount were given as interest free loans as working capital and also kiosk, which was worth of Rs. 15,000 provided to setup business. The Eligibility criteria to get benefit out of this scheme is given below:

- ☐ Age of the PwD must be 18 and above years.
- ☐ Income limit should be within Rs. 12,000 p.a and certificate should be produced which is obtained from Tahsildar.
- ☐ Person with visual impairment, hearing impairment, multiple disability, locomotor disability and Leprosy cured person were eligible.
- ☐ The benchmark disability level was 40% and above and PwD must produce the disability certificate obtained by the medical board.

4.2.1.4.6 Rehabilitation schemes for persons with disabilities

Aids and Appliances: Government was providing aids and appliances for the needy person with disabilities and the eligibility criteria to avail benefit was that the PwD must be occupant of Karnataka for the last 10 years and should obtain a certified from the Tahsildar.

Karnataka State Disability Medical Relief Scheme: Those persons with disabilities who has the possibility for corrective surgeries could get benefit from this scheme wherein the financial assistance was provided undergoing corrective surgeries. The eligibility criteria to get benefits is mentioned below:

- ❑ PwD annual income must be within Rs. 25000 for rural resident and less than Rs.50,000 for urban resident.
- ❑ Treatment ought to be conducted at government hospitals which was reputed well-equipped specialized hospitals.
- ❑ The bill receipt or vouchers of undergone corrective surgeries for treatment/medicine should be enclosed.
- ❑ PwD can get the maximum eligible amount of Rs. 15000/- The eligible amount would be directly transferred to the hospital, where the PwD has undergone medical treatment.
- ❑ PwD must produce the valid disability certificate issued by the medical board.

4.2.1.4.7 Social Security Schemes for Persons with disabilities

Monthly maintenance allowance: In order to provide support to the person with disabilities whose financial conditions was extremely poor and who was incapable to meet basic requirement for survival like food clothing and shelter, the government brought a scheme to provide monthly maintenance allowance of Rs. 400 per month and the approving authority was tahsildar of the taluk. The PwD who has more than 75% and above disability will be eligible to get Rs. 1000/- per month.

Issue of Identity Cards: The responsibility of issuing the identity cards to Persons with disabilities was entrusted to the office of the District Disabled Welfare officer attached to the deputy director, women and child development department at the district level. The said officer issues identity card after thorough procedure laid down by the government. The PwD could avail all the entitled benefits under various governmental schemes by producing Identity card when demanded.

Social Service complex: The aged or sick person with disabilities and mentally retarded who were disadvantaged, impoverished, poor could get benefit from this scheme where they would be provided protection, care and shelter boarding and health care by the government.

Insurance scheme for Person with Mentally Retardation: For the maintenance of persons with mentally retardation after the death of their parents or guardians, the nominee would be given Rs. 20,000/- of one-time lump sum amount by the government of Karnataka, through the directorate of disabled welfare. PwD receive this amount from the life insurance corporation of India, under a specially designed group insurance policy done by the department for the said purpose.

Public awareness programme

In order to create an awareness among the wider population of the state regarding different types of disabilities and facilities available to PwD etc, government of Karnataka under the programme distributed posters and brochures among the public.

Counseling and Information Centre

This counseling and information center provide information to PwDs regarding all the provisions, entitlements, facilities and schemes of both the state and the central govt. Apart from this the institution provided special education & vocational training to PwD and helped in procuring quality aids and appliances.

4.2.1.4.8 Schemes for promotion of cultural activities and sports

Government of Karnataka brought a scheme called 'Prathibhe' which was aimed at encouraging artists having disabilities. The schemes provide monetary help to artists having disabilities. In addition, another scheme called 'SADAHANE' was aimed to provide monetary assistance for the sportsmen having disabilities to partake in National & International Games.

Bus Pass

The state government has implement a scheme where a PwD can avail a benefit of concessional bus passes to travel 100 KMs from their residential places after paying fifteen percent of the total cost.

State awards

The government of Karnataka recognizes the best work done for the cause of persons with disabilities in an institution by rewarding them with awards. In addition, in the area of teaching, special teachers' awards for the best teachers was presented every year to those who served in the special schools.

4.2.1.5 Central Government Schemes

- ☐ ADIP
- ☐ Deen Dayal Rehabilitation scheme
- ☐ National Awards for People with Disabilities
- ☐ An integrated programme for older persons
- ☐ Vocational rehabilitation centre
- ☐ Incentives to private sector employers for providing employment to persons with disabilities

4.2.1.5.1 Scheme of Assistance to Disabled Persons for purchase / fitting of Aids and Appliances (ADIP)

The responsibility to implement this scheme was entrusted to District Disabled Welfare Officer of the respective district. The scheme was centrally aided and implemented through the voluntary organizations through proper procedure laid by the government. In this scheme, aids and appliances were distributed, facility of Artificial limbs were given to needy children with disabilities and the full cost of the aid was subsidised to those PwD whose income were below Rs. 5000/- per month and also 50% of the cost of the aid was decreased whose income were in between Rs. 5000/- - 8000/- per month and also traveling, boarding and lodging cost of the beneficiaries were also provided under this scheme.

4.2.1.5.2 Scheme to promote voluntary action for persons with disabilities (Deen Dayal Rehabilitation scheme)

The ministry of social justice & empowerment, government of India brought this deen dayal rehabilitation scheme and it was implemented through NGOs. Eligible NGOs who desire to get for financial assistance were supposed to submit the proposals through state govt and the state government would inspect the proposals and as per viability recommend for financial assistance. This scheme was aimed to involve the service of NGOs to make reach the benefits for wider population of PwD.

The objectives of the scheme

- ❑ To guarantee active implementation of the Act.
- ❑ To support and encourage voluntary action.
- ❑ To build enabling atmosphere.
- ❑ To make sure equal opportunities, equity and social justice to all the persons with disabilities.
- ❑ To empower all the persons with disabilities .
- ❑ To execute outreach and inclusive community-based rehabilitation programmes in urban and rural areas.
- ❑ To increase education prospects at all level and in all forms.
- ❑ To expand the possibility of vocational & professional opportunities, income generation and profitable occupations.
- ❑ To help and support all the measures that encourage formal and non-formal employment and give placement opportunities.
- ❑ To support all the people with disabilities in developmental projects which are environment friendly and Eco promotive
- ❑ To support efforts that guarantee protection of human, civil and consumer rights to PwD.
- ❑ To extend support towards legal literateness, including legal counselling, legal aid and analysis & evaluation of existing laws.
- ❑ To support the development publication and circulation of information, documentation and training resources.
- ❑ To support the maximum extent for conduct of surveys and other forms of epidemiological studies.
- ❑ To support construction and maintenance of buildings, production of furniture & fixtures, installation and maintenance of machinery and equipment as per the norms laid down.
- ❑ To support and facilitate the obtainability of suitable housing, homes and hostel facilities.
- ❑ To create and support facilities pertaining to the sport, recreation, leisure-time activities, educational trips, encourage creative and performing arts, cultural and socially inclusive activities.

- ❑ To promote research in various development areas like pioneering & advanced policies, assistive devices & enabling technologies and support production of such devices guaranteeing quality control.
- ❑ To support work force development actions to train required workers at different stages for all programmes, projects and activities for persons with disabilities.
- ❑ To establish well equipped resource centers at different levels as per the need of PwD.
- ❑ To encourage and support for the growth of self-help groups, parent organizations and independent living.
- ❑ To encourage and support coordination, collaboration, cooperation and networking multi-sectoral linkages.
- ❑ To support all such other measures, which meet the needs of the persons with disabilities and in helping to fulfill the requirements as prescribed in the Disability Act of 1995.

4.2.1.5.3 National Award for People with Disabilities

The ministry of social justice & empowerment has been awarding national awards since 1969 on the International Day of Disabled Persons on 3rd December every year. The Awards were classified in different categories, namely best employer of disabled, outstanding employee, placement officer, best individual, institution, barrier-free environment, creative disabled person and national technology awards involved in the rehabilitation and welfare of persons with disabilities.

Institution of Awards has created awareness among the persons with disabilities both in public and private sector and brought them in the mainstream.

4.2.1.5.4 Vocational Rehabilitation Centre

The Government of India has established the vocational rehabilitation centre for persons with disabilities at Bangalore. It has been functioning from 1991. The centre conducted various vocational training programmes like carpentry, welding, fitter, electrical, embroidery, book binding and tailoring, computers etc. The vocational training centre also renders counseling services for persons with intellectual disabilities.

4.2.1.5.5 Incentives to Private Sector Employers for providing employment to person with disabilities

The government brought a scheme for giving incentives to employers for supporting and providing employment to persons with disabilities in the private sector which inspires and motivates other private sector to join hands for the cause of empowerment and development of persons with disabilities.

These were the Acts, Policies, Provisions and schemes implemented in the state of Karnataka to empower the persons with disabilities.

4.2.2 Objective Two: To study the enrollment and retention of Children with Disabilities with respect to

- ☐ **Gender**
- ☐ **Class**
- ☐ **Type of Disability**
- ☐ **Location**
- ☐ **Level of Disability**

The data analysis was based on information collected through an information schedule from the school authorities as per the official records of the schools for the year 2017-2018.

4.2.2.1 Enrollment of Children with Disabilities

The enrollment rate was measured as per the formula presented below:

$$\frac{\text{CwD enrolled in 2017 - 18}}{\text{Eligible CwD to be enrolled in 2017 - 18}} \times 100$$

Eligible CwD were the total number of children with disabilities of the age group 6 to 14 years to be enrolled in the year 2017-18., irrespective of type and level of disabilities.

4.2.2.1.1 Enrollment of children with Disabilities with respect to Gender

Table_4.1: Enrollment of children with Disabilities with respect to Gender

| Children with Disabilities | 2017-2018 | | |
|-----------------------------|-----------|--------|-------|
| | Male | Female | Total |
| Enrolled CwD | 76 | 55 | 131 |
| Eligible CwD to be Enrolled | 79 | 61 | 140 |
| Percentage | 96.20 | 90.16 | 93.57 |

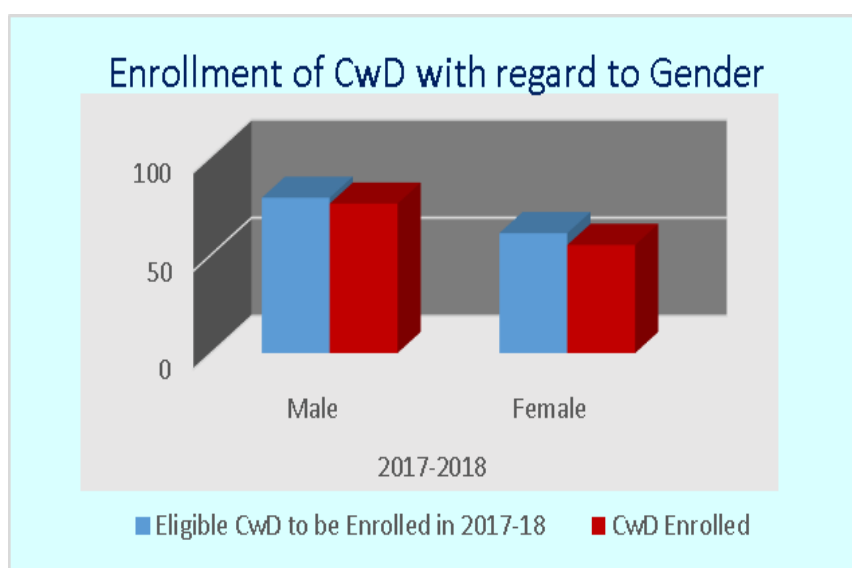
From the table_4.1, it can be observed that, Out of the total 140 (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18, 131 (93.57 per cent) children with disabilities were enrolled, among which, 76 (54.28 per cent) were male children with disabilities and 55 (39.28 per cent) were female children with disabilities.

Out of the total 79 (100 per cent) eligible male children with disabilities to be enrolled in the year 2017-18, Seventy-six (96.20 per cent) male children with disabilities were enrolled.

Out of the total 61 (100 per cent) eligible female children with disabilities to be enrolled in the year 2017-18, fifty-five (90.16 per cent) female children with disabilities were enrolled.

From the above observation, it can be concluded that enrollment of male children with disabilities was higher than the enrollment of female children with disabilities in the year 2017-18.

Graph_4.1: Showing enrollment of CwD with regard to Gender.



4.2.2.1.2 Enrollment of children with Disabilities with respect to Class

Table_4.2: Enrollment of children with Disabilities with respect to Class

| Children with Disabilities | 2017-2018 | | | | | | | | |
|-----------------------------|-----------|-----|-----|-------|-------|-------|------|-------|-------|
| | I | II | III | IV | V | VI | VII | VIII | Total |
| Enrolled CwD | 16 | 16 | 13 | 16 | 21 | 21 | 14 | 14 | 131 |
| Eligible CwD to be Enrolled | 16 | 16 | 13 | 17 | 22 | 23 | 16 | 17 | 140 |
| Percentage | 100 | 100 | 100 | 94.12 | 95.45 | 91.30 | 87.5 | 82.35 | 93.57 |

From the table_4.2, it can be observed that, Out of the total 140 (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18, 131 (93.57 per cent) of children with disabilities were enrolled.

Out of the total sixteen (100 per cent) eligible children with disabilities to be enrolled for grade one in the year 2017-18, all the children with disabilities were enrolled. cent percent enrollment in grade one.

Out of the total sixteen (100 per cent) eligible children with disabilities to be enrolled for grade two in the year 2017-18, all the children with disabilities were enrolled. cent percent enrollment in grade two.

Out of the total thirteen (100 per cent) eligible children with disabilities to be enrolled for grade three in the year 2017-18, all the children with disabilities were enrolled. cent percent enrollment in grade three.

Out of the total seventeen (100 per cent) eligible children with disabilities to be enrolled for grade four in the year 2017-18, sixteen (94.12 per cent) children with disabilities were enrolled

Out of the total twenty-two (100 per cent) eligible children with disabilities to be enrolled for grade five in the year 2017-18, twenty-one (95.45 per cent) children with disabilities were enrolled.

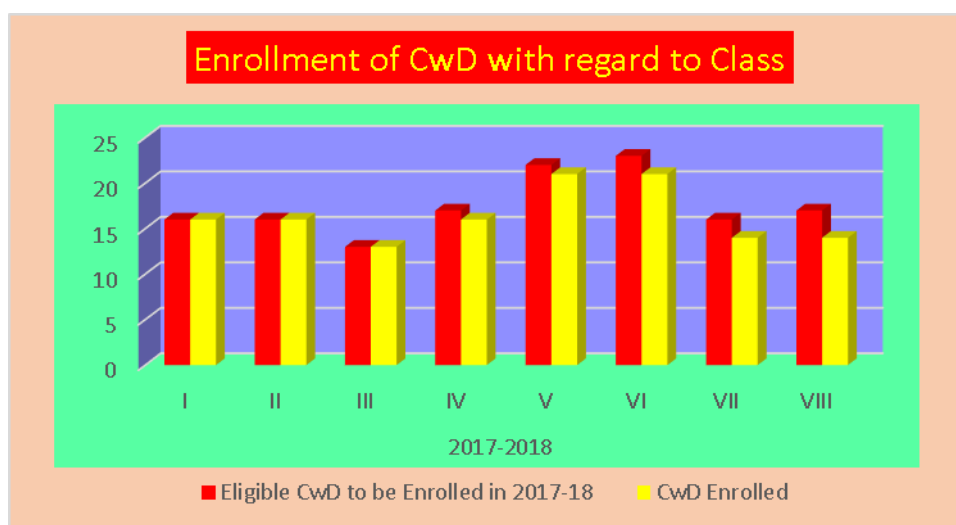
Out of the total twenty-three (100 per cent) eligible children with disabilities to be enrolled for grade six in the year 2017-18, twenty-one (91.30 per cent) children with disabilities were enrolled.

Out of the total sixteen (100 per cent) eligible children with disabilities to be enrolled for grade seven in the year 2017-18, fourteen (87.5 per cent) children with disabilities were enrolled.

Out of the total seventeen (100 per cent) eligible children with disabilities to be enrolled for grade eight in the year 2017-18, fourteen (82.35 per cent) children with disabilities were enrolled.

From the above observation, it can be concluded that the cent per cent enrollment of children with disabilities was seen in grades one, two and three. The next highest enrollment in the decreasing order can be seen in grades five, four, six, seven and eight respectively.

Graph_4.2: Showing enrollment of CwD with regard to Class.



4.2.2.1.3 Enrollment of children with Disabilities with respect to Type of Disability

Table_4.3: Enrollment of children with Disabilities with respect to the type of disability

| Children with Disabilities | 2017-2018 | | | | | | | | | |
|-----------------------------|-----------|-----|-------|-------|-----|-------|--------|--------|-------|-------|
| | VI | CP | Lo. D | MR | HI | MD | Autism | Speech | LD | Total |
| Enrolled CwD | 12 | 4 | 21 | 34 | 13 | 18 | 2 | 19 | 8 | 131 |
| Eligible CwD to be Enrolled | 13 | 4 | 22 | 37 | 13 | 21 | 2 | 19 | 9 | 140 |
| Percentage | 92.31 | 100 | 95.45 | 91.89 | 100 | 85.71 | 100 | 100 | 88.89 | 93.57 |

From the table_4.3, it can be observed that, Out of the total 140 (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18, 131 (93.57 per cent) of children with disabilities were enrolled.

Out of the total thirteen (100 per cent), eligible children with visual impairment to be enrolled in the year 2017-18, twelve (92.31 per cent) children with disabilities were enrolled.

Out of the total four (100 per cent) eligible children with cerebral palsy to be enrolled in the year 2017-18, all the four CwCP were enrolled. Cent percent enrollment.

Out of the total twenty-two (100 per cent) eligible children with locomotor disabilities to be enrolled in the year 2017-18, twenty-one (95.45 per cent) children with disabilities were enrolled.

Out of the total thirty-seven (100 per cent) eligible children with mental retardation to be enrolled in the year 2017-18, thirty-four (91.89 per cent) children with disabilities were enrolled.

Out of the total thirteen (100 per cent) eligible children with hearing impairment to be enrolled in the year 2017-18, all the thirteen CwHI were enrolled. Cent percent enrollment in the year 2017-18.

Out of the total twenty-one (100 per cent) eligible children with multiple disabilities to be enrolled in the year 2017-18, eighteen (85.71 per cent) children with disabilities were enrolled.

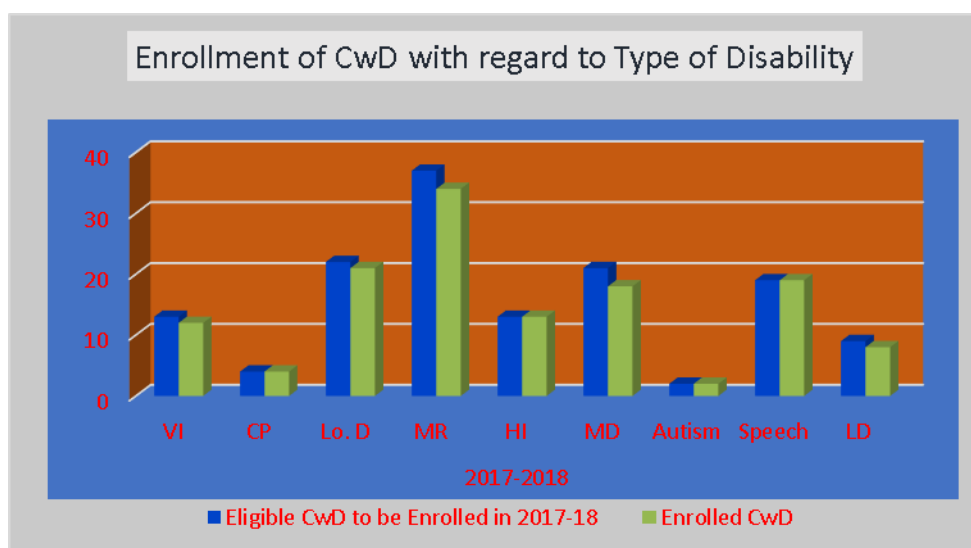
Out of the total two (100 per cent) eligible children with an autism spectrum disorder to be enrolled in the year 2017-18, all the two children with autism with spectrum disorder were enrolled. Cent percent enrollment in the year 2017-18.

Out of the total nineteen (100 per cent) eligible children with speech disorders to be enrolled in the year 2017-18, all the nineteen Children with speech disorders were enrolled. cent percent enrollment in the year 2017-18.

Out of the total nine (100 per cent) eligible children with learning disabilities to be enrolled in the year 2017-18, eight (88.89 per cent) children with disabilities were enrolled.

From the above observations, we can conclude that the highest enrollment of children with disabilities enrolled in the year 2017-18 were children having cerebral palsy, hearing impairment, autism spectrum disorder & speech disorder followed by children with locomotor disabilities, visual impairment, mental retardation, learning disabilities and least enrollment was seen among children having multiple disabilities.

Graph_4.3: Showing enrollment of CwD with regard to Type of Disability



4.2.2.1.4 Enrollment of children with Disabilities with respect to LOCATION

Table_4.4: Enrollment of children with Disabilities with respect to Location

| Children with Disabilities | 2017-2018 | | | |
|-----------------------------|-----------------|-----------------|-----------------|-------|
| | Bangalore Rural | Bangalore North | Bangalore South | Total |
| Enrolled CwD | 68 | 42 | 21 | 131 |
| Eligible CwD to be Enrolled | 72 | 45 | 23 | 140 |
| Percentage | 94.44 | 93.33 | 91.30 | 93.57 |

From the table_4.4 it can be observed that, Out of the total 140 (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18, 131 (93.57 per cent) of children with disabilities were enrolled.

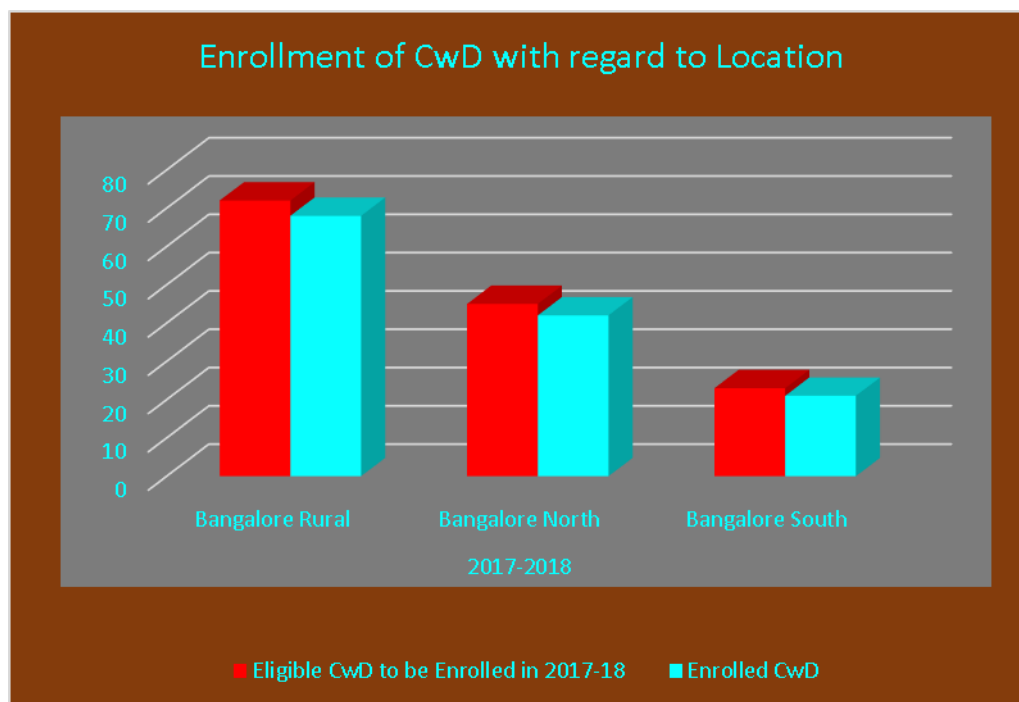
Out of the total seventy-two (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18 from Bangalore rural district, sixty-eight (94.44 per cent) children with disabilities were enrolled.

Out of the total forty-five (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18 from Bangalore north district, forty-two (93.33 per cent) children with disabilities were enrolled.

Out of the total twenty-three (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18 from Bangalore south district, twenty-one (91.30 per cent) children with disabilities were enrolled.

From the above observations, we can conclude that the highest enrollment of children with disabilities enrolled in the year 2017-18 were from bangalore rural district, followed by bangalore north district and bangalore south district.

Graph_4.4: Showing enrollment of CwD with regard to Location



4.2.2.1.5 Enrollment of children with Disabilities with respect to LEVEL OF DISABILITY

Table_4.5: Enrollment of children with Disabilities with respect to Level of Disability

| Children with Disabilities | 2017-2018 | | |
|-----------------------------|--|--|-------|
| | Children with Moderate level of disability | Children with severe level of disability | Total |
| Enrolled CwD | 61 | 70 | 131 |
| Eligible CwD to be Enrolled | 61 | 79 | 140 |
| Percentage | 100 | 88.61 | 93.57 |

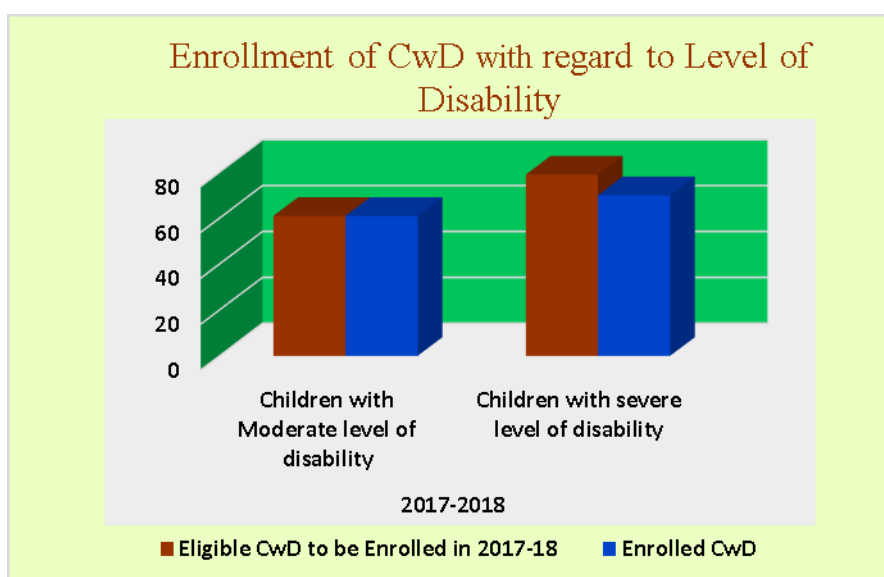
From the table_4.5, it can be observed that, Out of the total 140 (100 per cent) eligible children with disabilities to be enrolled in the year 2017-18, 131 (93.57 per cent) children with disabilities were enrolled, among which sixty-one (43.57 per cent) were children with moderate level of disabilities and seventy (50 per cent) were children with severe level of disabilities.

Out of the total 61 (100 per cent) eligible children with moderate level of disabilities to be enrolled in the year 2017-18, all the sixty-one of them were enrolled. Cent percent enrollment in the year 2017-18.

Out of the total seventy-nine (100 per cent) eligible children with severe level of disabilities to be enrolled in the year 2017-18, seventy (88.61 per cent) children with severe level of disabilities were enrolled.

From the above observation, it can be concluded highest enrollment was seen among children with moderate disabilities compared to children with severe level of disabilities in the year 2017-18.

Graph_4.5: Showing enrollment of CwD with regard to Level of Disability



4.2.2.2 Retention of Children with Disabilities

Retention was measured using the following definition given by SSA (2014).

Retention Rate: The difference between number of children who enroll to class I, since 8 years ago and reach 8th standard as against the percentage of the number of children who join the class I is considered as retention rate.

In the present study, a researcher has collected data of total number of children with disabilities enrolled during the academic year 2010-11 up to 2017-18 and also the period of stay in the school i.e., from the date of admission till the academic 2017-18. The period of stay of children with disabilities without any break in the sample

schools was considered as retention of CwD. The CwD who have dropped out in between was not traced out since it was outside the scope of present study.

Children with disabilities who have completed their part of their schooling from outside the sample school and joined as new admission in the sample school at any grade, their previous education period was not considered while calculating retention rate since the CwD received education from outside the sample school.

4.2.2.2.1 Retention of children with Disabilities with respect to Gender

Retention of children with disabilities with respect to Gender has been presented into two categories, male children with disabilities and female children with disabilities.

4.2.2.2.1.1 Retention of Male Children with Disabilities

Table_4.6: Retention of Male Children with Disabilities

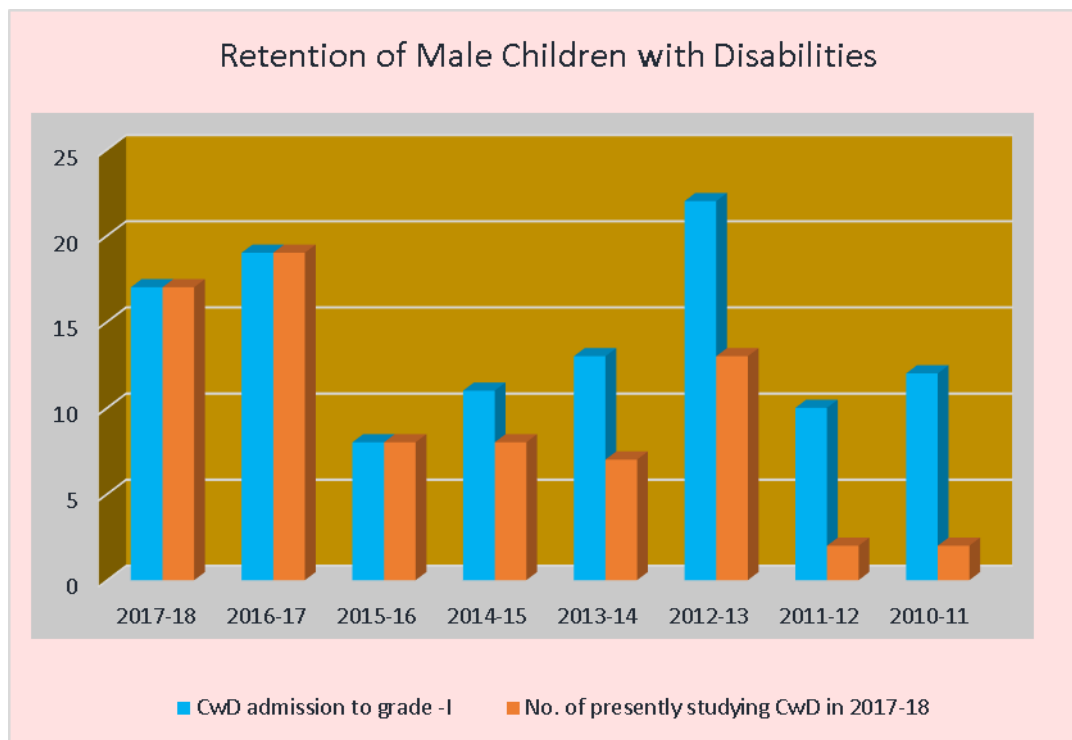
| Retention of Male Children with Disabilities | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 17 | 19 | 8 | 11 | 13 | 22 | 10 | 12 | 112 |
| Presently Studying CwD in 2017-18 | 17 | 19 | 8 | 8 | 7 | 13 | 2 | 2 | 76 |
| Percentage | 100 | 100 | 100 | 72.73 | 53.85 | 59.09 | 20 | 16.67 | 67.86 |

From the table_4.6, it can be observed that out of total 112 (100 per cent) male children with disabilities admitted from 2010-11 to 2017-18, seventy six (67.86 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent of retention was seen in CwD admitted during 2017-18, 2016-17 and 2015-16 which is one year, two years and three years respectively. Out of eleven (100 per cent) Children with disabilities admitted during 2014-15, eight (72.73 percent) were retained for four years. Out of thirteen (100 per cent) Children with disabilities admitted during 2013-14, seven (53.85 percent) were retained for five years. Out of twenty-two (100 per cent) Children with disabilities admitted during 2012-13, thirteen (59.09 percent) were retained for six years. Out of ten (100 per cent) Children with disabilities admitted during 2011-12, two (20 percent) were retained for

seven years. Out of twelve (100 per cent) Children with disabilities admitted during 2010-11, two (16.67 percent) were retained for eight years.

From the above observation, we can conclude that cent percent retention were seen in children with disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and the least percentage of retention was seen during 2010-11 of eight years.

Graph_4.6: Showing retention of Male Children with Disabilities



4.2.2.2.1.2 Retention of Female Children with Disabilities

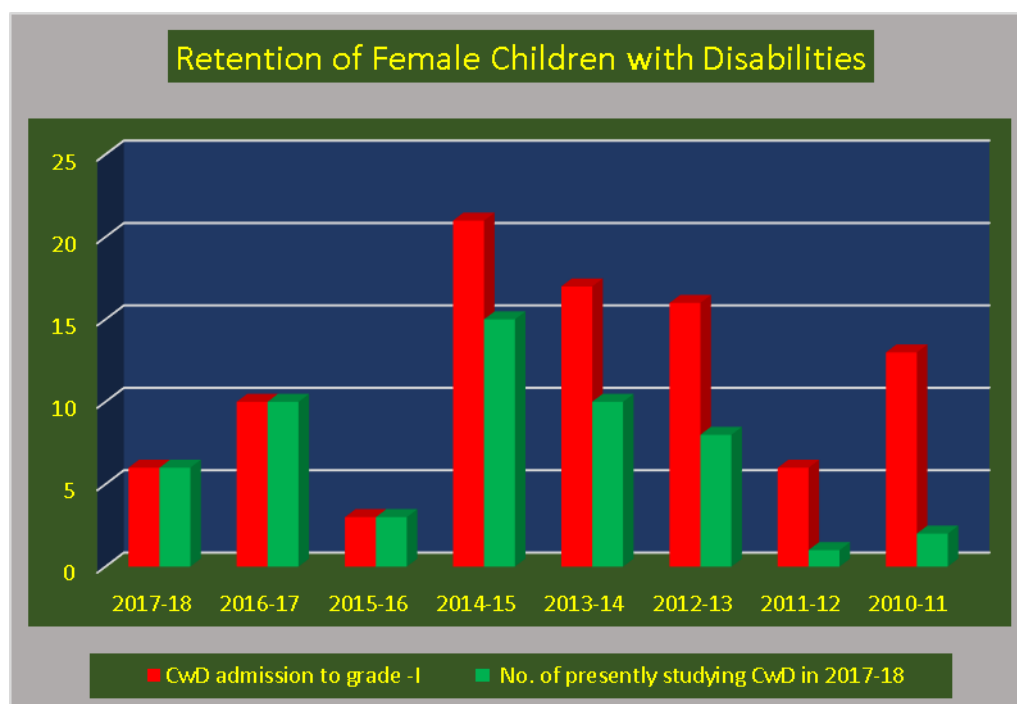
Table_4.7: Retention of Female Children with Disabilities

| Retention of Female Children with Disabilities | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 6 | 10 | 3 | 21 | 17 | 16 | 6 | 13 | 92 |
| Presently Studying CwD in 2017-18 | 6 | 10 | 3 | 15 | 10 | 8 | 1 | 2 | 55 |
| Percentage | 100 | 100 | 100 | 71.43 | 58.82 | 50 | 16.67 | 15.38 | 59.78 |

From the table_4.7, it can be observed that Out of total 92 (100 per cent) female children with disabilities admitted from 2010-11 to 2017-18, fifty-five (59.78 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent retention was seen in CwD admitted during 2017-18, 2016-17 and 2015-16 which is one year, two years and three years respectively. Out of twenty-one (100 per cent) Children with disabilities admitted during 2014-15, fifteen (71.43 percent) were retained for four years. Out of seventeen (100 per cent) Children with disabilities admitted during 2013-14, ten (58.82 percent) were retained for five years. Out of sixteen (100 per cent) Children with disabilities admitted during 2012-13, eight (50.0 percent) were retained for six years. Out of six (100 per cent) Children with disabilities admitted during 2011-12, one (16.67 percent) was retained for seven years. Out of thirteen (100 per cent) Children with disabilities admitted during 2010-11, two (15.38 percent) were retained for eight years.

From the above observation, we can conclude that cent percent retention was seen in children with disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and least percentage of retention was seen during 2010-11 of eight years.

Graph_4.7: Showing retention of Female Children with Disabilities



Overall, with regard to the retention rate of male and female children with disabilities, we can conclude that the retention among male children with disabilities was higher than the retention of female children with disabilities.

4.2.2.2.2 Retention of children with Disabilities with respect to Class

Table_4.8: Retention of children with Disabilities with respect to Class

| Retention of Children with Disabilities with respect to Class | | | | | | | | | | |
|---|------------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Admission Of CwD at grade -I | Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| | No. of CwD | 23 | 29 | 11 | 32 | 30 | 38 | 16 | 25 | 204 |
| Presently Studying CwD in 2017-18 | Grade | I | II | III | IV | V | VI | VII | VIII | |
| | No. of CwD | 23 | 29 | 11 | 23 | 17 | 21 | 3 | 4 | 131 |
| Percentage | | 100 | 100 | 100 | 71.88 | 56.67 | 55.26 | 18.75 | 16 | 64.22 |

From the table_4.8, it can be observed that Out of total 204 (100 per cent) children with disabilities admitted from 2010-11 to 2017-18, 131 (64.22 per cent) were retained as of academic year 2017-18.

With regard to grade one, out of total twenty-three (100 per cent) children with disabilities enrolled at grade one in the year 2017-18, all the CwD were retained, cent percent retention can be seen in grade one.

With regard to grade two, out of total twenty-nine (100 per cent) children with disabilities enrolled at grade one in the year 2016-17, all the CwD were retained till the academic year 2017-18, cent percent retention can be seen in grade two.

With regard to grade three, out of total eleven (100 per cent) children with disabilities enrolled at grade one in the year 2015-16, all the CwD were retained till the academic year 2017-18, cent percent retention can be seen in grade three.

With regard to grade four, out of total thirty-two (100 per cent) children with disabilities enrolled at grade one in the year 2014-15, twenty-three (71.88 per cent) were retained till grade four of academic year 2017-18.

With regard to grade five, out of total thirty (100 per cent) children with disabilities enrolled at grade one in the year 2013-14, seventeen (56.67 per cent) were retained till grade five of academic year 2017-2018.

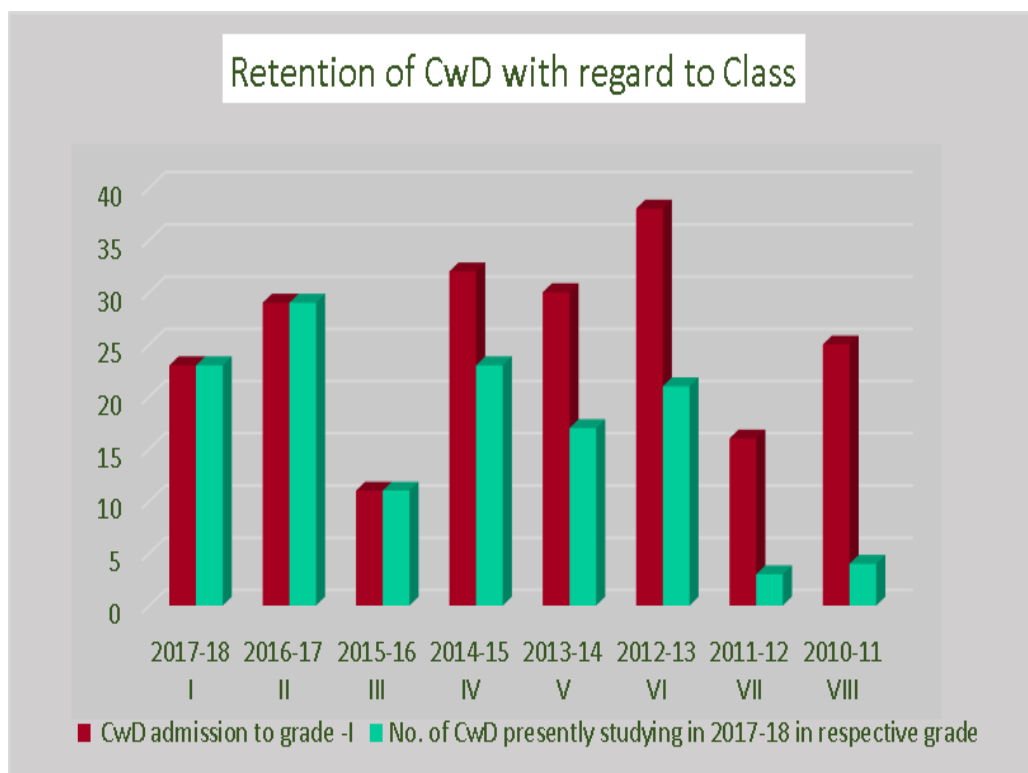
With regard to grade six, out of total thirty-eight (100 per cent) children with disabilities enrolled at grade one in the year 2012-13, twenty-one (55.26 per cent) were retained till grade six of academic year 2017-18.

With regard to grade seven, out of total sixteen (100 per cent) children with disabilities enrolled at grade one in the year 2011-12, three (18.75 per cent) were retained till grade seven of academic year 2017-2018.

With regard to grade eight, out of total twenty-five (100 per cent) children with disabilities enrolled at grade one in the year 2010-11, four (16 per cent) were retained till grade eight of academic year 2017-2018.

From the above observation, we can conclude that cent percent retention were seen in grade one, two and three and least retention was seen in grade eight.

Graph_4.8: Retention of Children with Disabilities with regard to Class



4.2.2.2.3 Retention of children with Disabilities with respect to Type of Disability

Retention with children with disabilities with respect to Type of Disability has been presented into different categories such as children with visual disability, children with cerebral palsy, children with locomotor disability, children with mental

retardation, children with hearing impairment, children with multiple disabilities, children with autism, children with speech and children with learning disabilities.

4.2.2.2.3.1 Retention of children with Visual Impairment

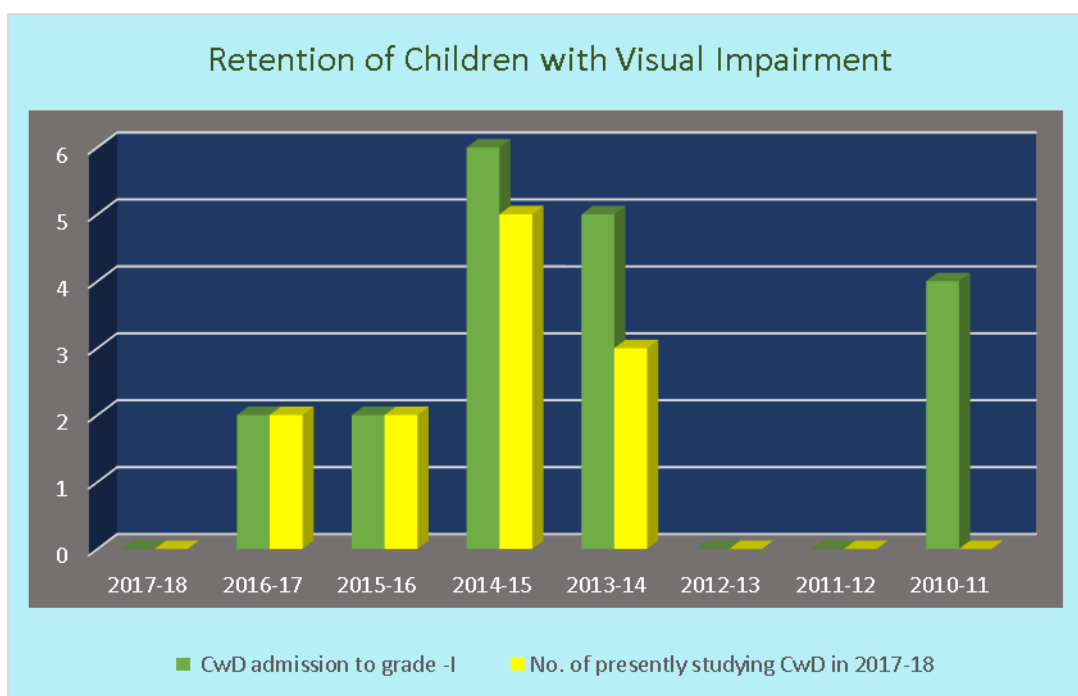
Table_4.9: Retention of children with Visual Impairment

| Retention of children with Visual Impairment | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| No. of CwVI Admitted | 0 | 2 | 2 | 6 | 5 | 0 | 0 | 4 | 19 |
| Presently Studying CwVI in 2017-18 | 0 | 2 | 2 | 5 | 3 | 0 | 0 | 0 | 12 |
| Percentage | 0 | 100 | 100 | 83.33 | 60 | 0 | 0 | 0 | 63.16 |

From the table_4.9, it can be observed that Out of total 19 (100 per cent) children with visual impairment admitted from 2010-11 to 2017-18, twelve (63.16 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent retention was seen in CwVI admitted during 2016-17 & 2015-16 which was two years & three year respectively. Out of six (100 per cent) children with visual impairment admitted during 2014-15, five (83.33 per cent) were retained for four year. Out of five (100 per cent) children with visual impairment admitted during 2013-14, three (60 per cent) were retained for five year. Out of four (100 per cent) children with visual impairment admitted during 2010-11, no children with visual impairment were retained till 2017-18. In the academic year 2017-18, 2012-13 and 2011-12, there was no enrollment of CwVI and therefore there was no retention of any CwVI.

From the above observation, we can conclude that the cent percent retention was seen in CwVI admitted during 2016-17 & 2015-16 for two & three years respectively. The least (zero percent) retention was seen in CwVI admitted during 2010-11.

Graph_4.9: Showing retention of Children with Visual Impairment



4.2.2.2.3.2 Retention of children with Cerebral Palsy

Table_4.10: Retention of children with Cerebral Palsy

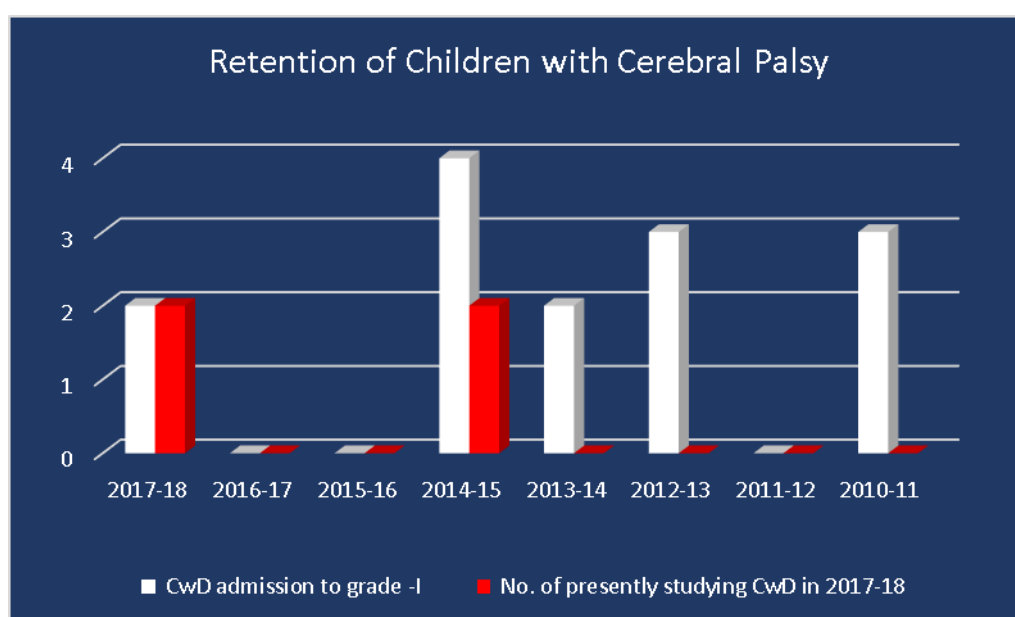
| Retention of children with Cerebral Palsy | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 2 | 0 | 0 | 4 | 2 | 3 | 0 | 3 | 14 |
| Presently Studying CwD in 2017-18 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 4 |
| Percentage | 100 | 0 | 0 | 50 | 0 | 0 | 0 | 0 | 28.57 |

From the table_4.10, it can be observed that Out of total 14 (100 per cent) children with cerebral palsy admitted from 2010-11 to 2017-18, four (28.57 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent retention of one year was seen in CwCP admitted during 2017-18. Out of four (100 per cent) children with cerebral palsy admitted during 2014-15, two (50 per cent) were retained for four years. Out of two (100 per cent) children with cerebral palsy admitted during 2013-14, no children were retained till 2017-18. Out of three

(100 per cent) children with cerebral palsy admitted during 2012-13, no children were retained till 2017-18. Out of three (100 per cent) children with cerebral palsy admitted during 2010-11, no children were retained till 2017-18. In the academic year 2011-12, 2015-16 and 2016-17 there was no enrollment of CwCP and therefore there was no retention of any CwCP.

From the above observation, we can conclude that the cent percent retention was seen in CwCP admitted during 2017-18 for one year. The least (zero percent) retention of CwCP was seen in 2013-14, 2012-13 and 2010-11.

Graph_4.10: Showing retention of Children with Cerebral Palsy



4.2.2.2.3.3 Retention of children with locomotor disabilities

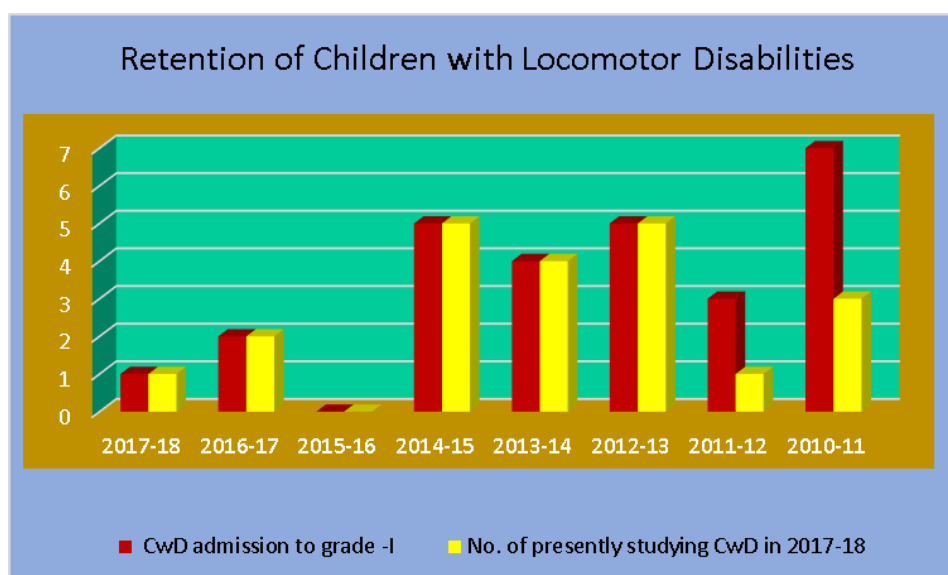
Table_4.11: Retention of children with locomotor disabilities

| Retention of children with Locomotor Disabilities | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 1 | 2 | 0 | 5 | 4 | 5 | 3 | 7 | 27 |
| Presently Studying CwD in 2017-18 | 1 | 2 | 0 | 5 | 4 | 5 | 1 | 3 | 21 |
| Percentage | 100 | 100 | 0 | 100 | 100 | 100 | 33.33 | 42.86 | 77.78 |

From the table_4.11, it can be observed that Out of total 27 (100 per cent) children with locomotor disabilities admitted from 2010-11 to 2017-18, twenty-one (77.78 per cent) were retained as of academic year 2017-18. Among the retained children with locomotor disabilities, cent percent retention was seen in children with locomotor disabilities admitted during 2017-18, 2016-17, 2014-15, 2013-14, 2012-13 which is one year, two years, four years, five years and six years respectively. Out of three (100 per cent) children with locomotor disabilities admitted during 2011-12, one (33.33 per cent) was retained for seven years. Out of seven (100 per cent) children with locomotor disabilities admitted during 2010-11, three (42.86 per cent) was retained for eight years. In the academic year 2015-16 there was no enrollment of child with locomotor disability and therefore there was no retention of the child.

From the above observation, we can conclude that the cent percent retention was seen in Children with locomotor disabilities admitted during 2017-18, 2016-17, 2014-15, 2013-14, 2012-13 for one year, two years, four years, five years and six years respectively. The least (33.33 percent) retention was seen in 2011-12.

Graph_4.11: Showing retention of Children with Locomotor Disabilities



4.2.2.2.3.4 Retention of children with mental retardation

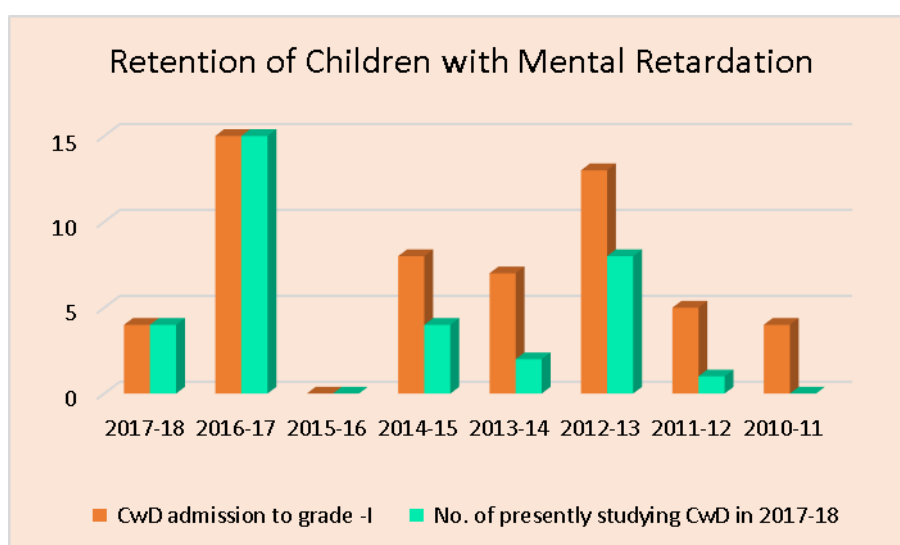
Table_4.12: Retention of children with mental retardation

| Retention of children with Mental Retardation | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 4 | 15 | 0 | 8 | 7 | 13 | 5 | 4 | 56 |
| Presently Studying CwD in 2017-18 | 4 | 15 | 0 | 4 | 2 | 8 | 1 | 0 | 34 |
| Percentage | 100 | 100 | 0 | 50 | 28.57 | 61.54 | 20 | 0 | 60.71 |

From the table_4.12, it can be observed that Out of total 56 (100 per cent) children with mental retardation admitted from 2010-11 to 2017-18, thirty-four (60.71 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent retention was seen in CwMR admitted during 2017-18 & 2016-17 which was one & two years respectively. Out of eight (100 per cent) children with mental retardation admitted during 2014-15, four (50 per cent) were retained for four years. Out of seven (100 per cent) children with mental retardation admitted during 2013-14, two (28.57 per cent) were retained for five years. Out of thirteen (100 per cent) children with mental retardation admitted during 2012-13, eight (61.54 per cent) were retained for six years. Out of five (100 per cent) children with mental retardation admitted during 2011-12, one (20 per cent) were retained for seven years. Out of four (100 per cent) children with mental retardation admitted during 2010-11, no children were retained till 2017-18. In the academic year 2015-16 there was no enrollment of children with mental retardation and therefore there was no retention of the child.

From the above observation, we can conclude that the cent percent retention was seen in CwMR admitted during 2017-18 & 2016-17 for one year & two years respectively. The least (zero percent) retention of CwMR was seen in 2010-11.

Graph_4.12: Showing retention of Children with Mental Retardation



4.2.2.2.3.5 Retention of children with Hearing Impairment

Table_4.13: Retention of children with Hearing Impairment

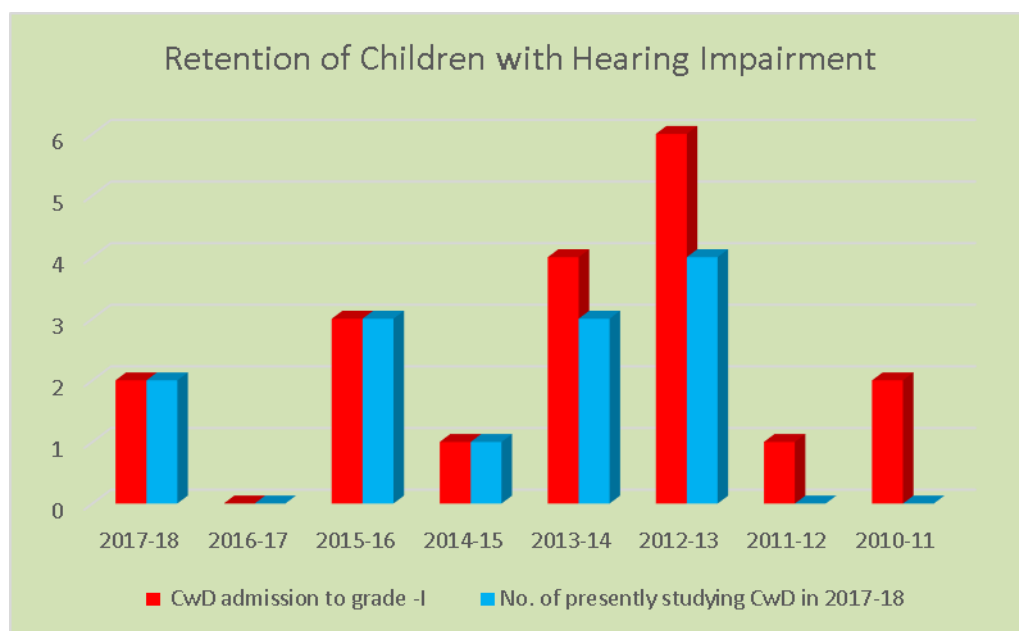
| Retention of children with Hearing Impairment | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 2 | 0 | 3 | 1 | 4 | 6 | 1 | 2 | 19 |
| Presently Studying CwD in 2017-18 | 2 | 0 | 3 | 1 | 3 | 4 | 0 | 0 | 13 |
| Percentage | 100 | 0 | 100 | 100 | 75 | 66.67 | 0 | 0 | 68.42 |

From the table_4.13, it can be observed that Out of total 19 (100 per cent) children with hearing impairment admitted from 2010-11 to 2017-18, thirteen (68.42 per cent) were retained as of academic year 2017-18. Among the retained children with hearing impairment, cent percent retention was seen in CwHI admitted during 2017-18, 2015-16 2014-15, which is one year, three years and four years respectively. Out of four (100 per cent) children with hearing impairment admitted during 2013-14, three (75 per cent) were retained for five years. Out of six (100 per cent) children with hearing impairment admitted during 2012-13, four (66.67 per cent) were retained for six years. Out of one (100 per cent) child with hearing impairment admitted during 2011-12, no child was retained till 2017-18. Out of two (100 per cent) child with hearing impairment admitted during 2010-11, no child was retained till 2017-18 In the

academic year 2016-17 there was no enrollment of children with hearing impairment and therefore there was no retention of the child.

From the above observation, we can conclude that the cent percent retention was seen in CwHI admitted during 2017-18, 2015-16 and 2014-15 for one year, three years & four years respectively. The least (zero percent) retention of CwHI was seen in 2011-12 and 2010-11.

Graph_4.13: Retention of Children with Hearing Impairment



4.2.2.2.3.6 Retention of children with multiple disabilities

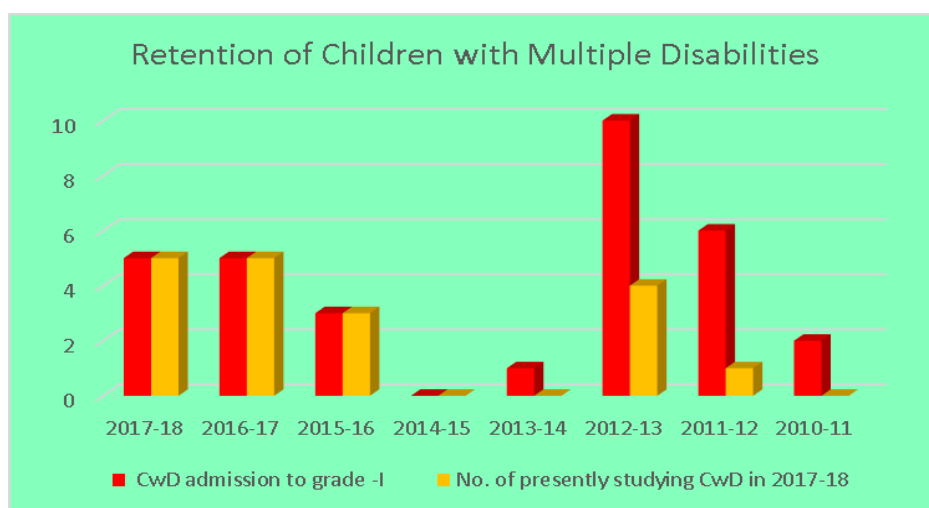
Table_4.14: Retention of children with multiple disabilities

| Retention of children with Multiple Disabilities | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 5 | 5 | 3 | 0 | 1 | 10 | 6 | 2 | 32 |
| Presently Studying CwD in 2017-18 | 5 | 5 | 3 | 0 | 0 | 4 | 1 | 0 | 18 |
| Percentage | 100 | 100 | 100 | 0 | 0 | 40 | 16.67 | 0 | 56.25 |

From the table_4.14, it can be observed that Out of total 32 (100 per cent) children with multiple disabilities admitted from 2010-11 to 2017-18, eighteen (56.25 per cent) were retained as of academic year 2017-18. Among the retained children with multiple disabilities, cent percent retention was seen in CwMD admitted during 2017-18, 2016-17 & 2015-16, which is one year, two years and three years respectively. Out of ten (100 per cent) children with multiple disabilities admitted during 2012-13, four (40 per cent) were retained for six years. Out of six (100 per cent) children with multiple disabilities admitted during 2011-12, one (16.67 per cent) was retained for seven years. Out of one (100 per cent) child with multiple disabilities admitted during 2013-14, no child was retained till 2017-18. Out of two (100 per cent) children with multiple disabilities admitted during 2010-11, no child was retained till 2017-18. In the academic year 2014-15, there was no enrollment of children with multiple disabilities and therefore there was no retention of the child.

From the above observation, we can conclude that the cent percent retention was seen in CwMD admitted during 2017-18, 2016-17 & 2015-16 for one year, two years and three years respectively. The least (zero percent) retention of CwMD was seen in 2010-11 and 2013-14.

Graph_4.14: Showing retention of Children with Multiple Disabilities



4.2.2.2.3.7 Retention of children with Autism

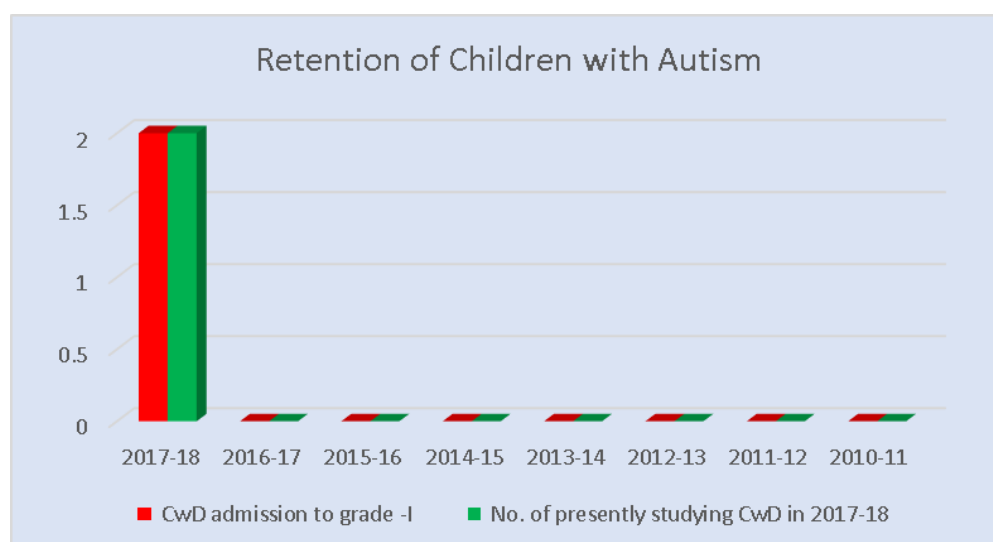
Table_4.15: Retention of children with Autism

| Retention of children with Autism Spectrum Disorder | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Presently Studying CwD in 2017-18 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Percentage | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |

From the table_4.15, it can be observed that Out of two (100 per cent) children with Autism Spectrum Disorder admitted during 2017-18, all of them were retained for one year as of academic year 2017-18. In the academic year 2016-17, 2015-16, 2014-15, 2013-14, 2012-13, 2011-12, 2010-11 there was no enrollment of children with autism spectrum disorder and therefore there was no retention of the child.

From the above observation, we can conclude that the cent percent retention of one year was seen in Children with Autism spectrum disorder admitted during 2017-18. There was no enrollment of children with autism spectrum disorder and thereby no retention from 2010-11 to 2016-17.

Graph_4.15: Showing retention of Children with Autism



4.2.2.2.3.8 Retention of children with speech disorder

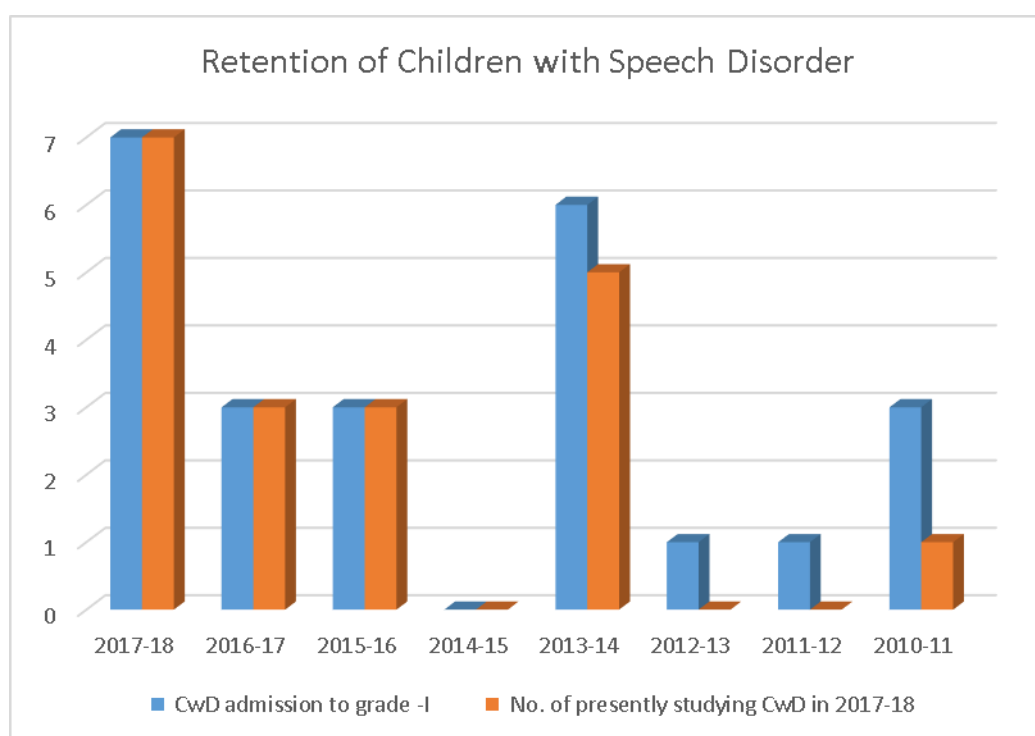
Table_4.16: Retention of children with speech disorder

| Retention of children with Speech Disorder | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 7 | 3 | 3 | 0 | 6 | 1 | 1 | 3 | 24 |
| Presently Studying CwD in 2017-18 | 7 | 3 | 3 | 0 | 5 | 0 | 0 | 1 | 19 |
| Percentage | 100 | 100 | 100 | 0 | 83.33 | 0 | 0 | 33.33 | 79.17 |

From the table_4.16, it can be observed that Out of total 24 (100 per cent) children with speech disorder admitted from 2010-11 to 2017-18, nineteen (79.17 per cent) were retained as of academic year 2017-18. Among the retained children with speech disorder, cent percent retention was seen admitted during 2017-18, 2016-17 & 2015-16, which is one year, two years and three years respectively. Out of six (100 per cent) children with speech disorder admitted during 2013-14, five (83.33 per cent) were retained for five years. Out of three (100 per cent) children with speech disorder admitted during 2010-11, one (33.33 per cent) was retained for eight years. Out of one (100 per cent) child with speech disorder admitted during 2012-13 and in 2011-12 , no child with speech disorder was retained till 2017-18. In the academic year 2014-15, there was no enrollment of children with speech disorder and therefore there was no retention of the child.

From the above observation, we can conclude that the cent percent retention was seen in Children with speech disorder admitted during 2017-18, 2016-17 & 2015-16 for one year, two years and three years respectively. The least (zero percent) retention of Children with speech disorder was seen in 2011-12 and 2012-13.

Graph_4.16: Showing retention of Children with Speech Disorder



4.2.2.2.3.9 Retention of children with learning disabilities

Table_4.17: Retention of children with learning disabilities

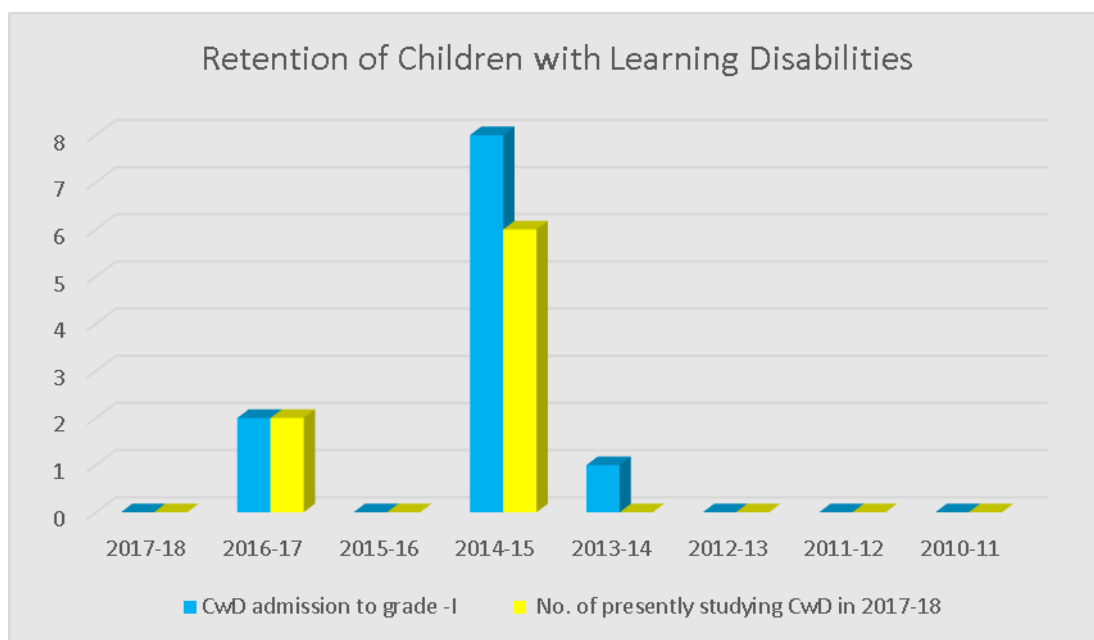
| Retention of children with Learning Disabilities | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 0 | 2 | 0 | 8 | 1 | 0 | 0 | 0 | 11 |
| Presently Studying CwD in 2017-18 | 0 | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 8 |
| Percentage | 0 | 100 | 0 | 75 | 0 | 0 | 0 | 0 | 72.73 |

From the table_4.17, it can be observed that Out of total 11 (100 per cent) children with learning disabilities admitted from 2010-11 to 2017-18, eight (72.73 per cent) were retained as of academic year 2017-18. Among the retained children with learning disabilities, cent percent retention of two year was seen in CwLD admitted during 2016-17. Out of eight (100 per cent) children with learning disabilities admitted during 2014-15, six (75 per cent) were retained for four years. Out of one (100 per cent) child with learning disability admitted during 2013-14, no child with

learning disability was retained till 2017-18. In the academic year 2010-11, 2011-12, 2012-13, 2015-16 and 2017-18, there was no enrollment of children with learning disabilities and therefore there was no retention of the child.

From the above observation, we can conclude that cent percent retention was seen in Children with learning disabilities admitted during 2016-17 for two year. The least (zero percent) retention of Children with learning disabilities was seen in 2013-14.

Graph_4.17: Showing retention of Children with Learning Disabilities



4.2.2.2.4 Retention of children with Disabilities with respect to LOCATION

Retention with children with disabilities with respect to Location has been presented into three categories Bangalore Rural District, Bangalore North District and Bangalore South District depending upon the location of the CwD admitted school.

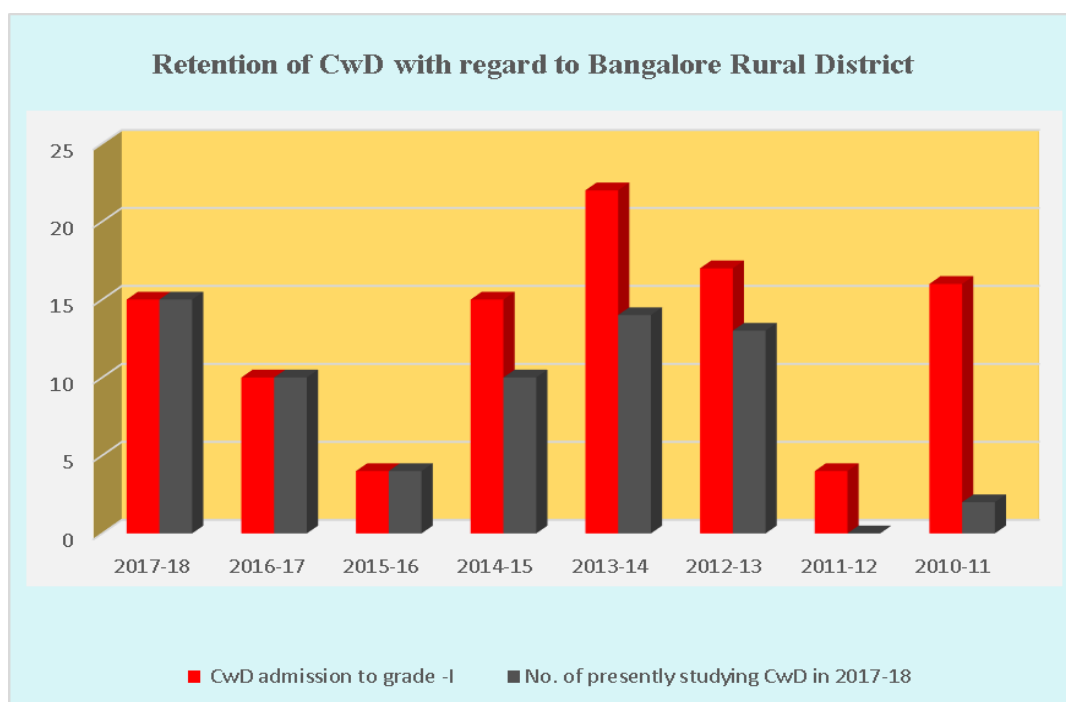
4.2.2.2.4.1 Retention of children with Disabilities of Bangalore Rural District

Table_4.18 Retention of children with Disabilities of Bangalore Rural District

| Retention of children with disabilities of Bangalore Rural District | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 15 | 10 | 4 | 15 | 22 | 17 | 4 | 16 | 103 |
| Presently Studying CwD in 2017-18 | 15 | 10 | 4 | 10 | 14 | 13 | 0 | 2 | 68 |
| Percentage | 100 | 100 | 100 | 66.67 | 63.64 | 76.47 | 0 | 12.5 | 66.02 |

From the table_4.18, it can be observed that Out of total 103 (100 per cent) children with disabilities admitted in Bangalore Rural District during 2010-11 to 2017-18, sixty-eight (66.02 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent of retention was seen in CwD admitted during 2017-18, 2016-17 and 2015-16 which is one year, two years and three years respectively. Out of fifteen (100 per cent) Children with disabilities admitted during 2014-15, ten (66.67 per cent) were retained for four years. Out of twenty-two (100 per cent) Children with disabilities admitted during 2013-14, fourteen (63.64 per cent) were retained for five years. Out of seventeen (100 per cent) Children with disabilities admitted during 2012-13, thirteen (76.47 per cent) were retained for six years. Out of four (100 per cent) children with disabilities admitted during 2011-12, no child with disability was retained till 2017-18 Out of sixteen (100 per cent) Children with disabilities admitted during 2010-11, two (12.5 per cent) were retained for eight years. From the above observation, we can conclude that cent percent retention were seen in children with disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and the least (zero per cent) retention was seen during 2011-12.

Graph_4.18: Showing retention of children with Disabilities of Bangalore Rural District



4.2.2.2.4.2 Retention of children with Disabilities of Bangalore North District

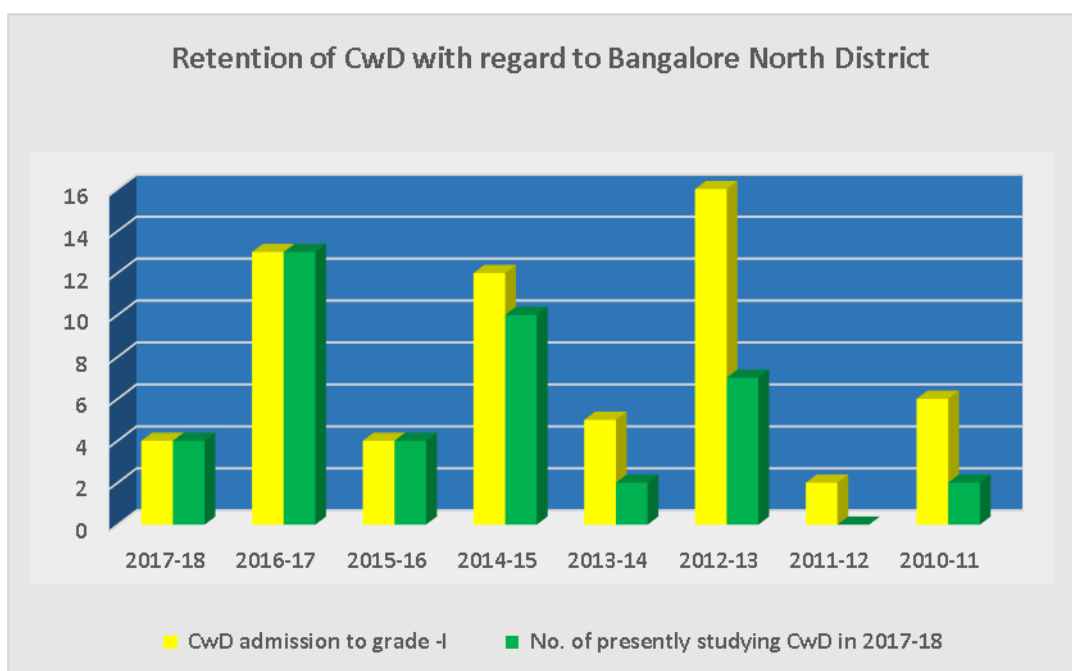
Table_4.19: Retention of children with Disabilities of Bangalore North District

| Retention of children with disabilities of Bangalore North District | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 4 | 13 | 4 | 12 | 5 | 16 | 2 | 6 | 62 |
| Presently Studying CwD in 2017-18 | 4 | 13 | 4 | 10 | 2 | 7 | 0 | 2 | 42 |
| Percentage | 100 | 100 | 100 | 83.33 | 40 | 43.75 | 0 | 33.33 | 67.74 |

From the table_4.19, it can be observed that Out of total 62 (100 per cent) children with disabilities admitted in Bangalore North District during 2010-11 to 2017-18, forty-two (67.74 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent of retention was seen in CwD admitted during 2017-18, 2016-17 and 2015-16 which is one year, two years and three years respectively. Out of twelve (100 per cent) Children with disabilities admitted during 2014-15, ten (83.33 percent) were retained for four years. Out of five (100 per cent) Children with disabilities admitted during 2013-14, two (40 percent) were retained for five years. Out of sixteen (100 per cent) Children with disabilities admitted during 2012-13, seven (43.75 percent) were retained for six years. Out of two (100 per cent) children with disabilities admitted during 2011-12, no child with disability was retained till 2017-18. Out of six (100 per cent) Children with disabilities admitted during 2010-11, two (33.33 percent) were retained for eight years.

From the above observation, we can conclude that cent percent retention were seen in children with disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and the least (zero percent) retention was seen during 2011-12.

Graph_4.19: Retention of children with Disabilities of Bangalore North District



4.2.2.2.4.3 Retention of children with Disabilities of Bangalore South District

Table_4.20: Retention of children with Disabilities of Bangalore South District

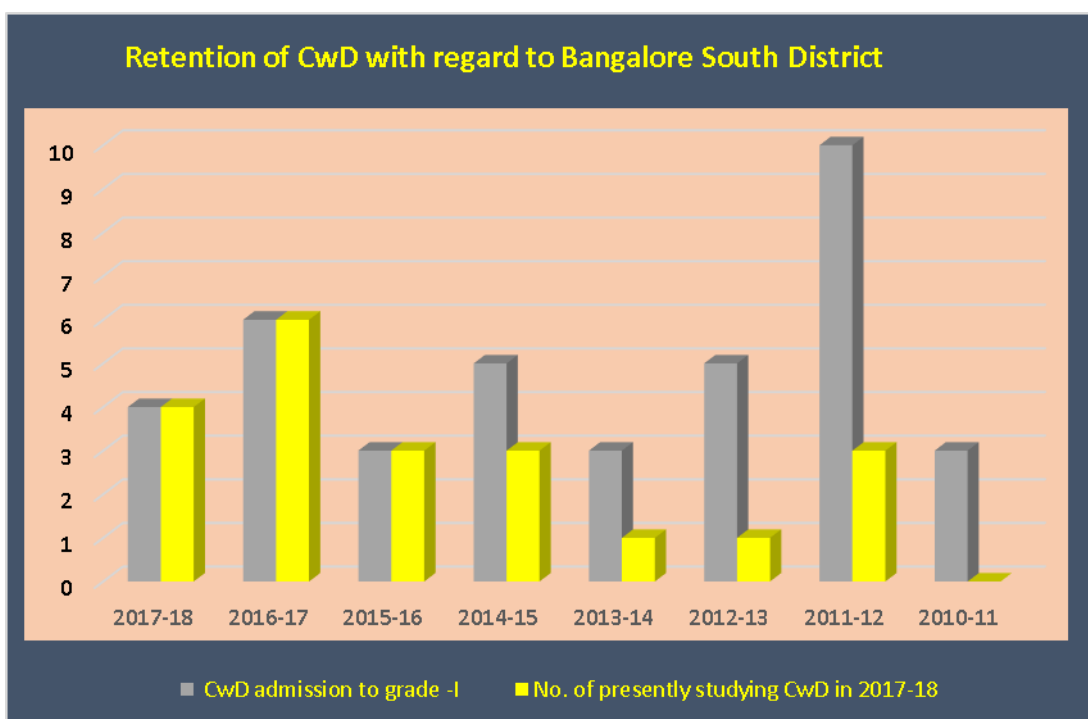
| Retention of children with Disabilities of Bangalore South District | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 4 | 6 | 3 | 5 | 3 | 5 | 10 | 3 | 39 |
| Presently Studying CwD in 2017-18 | 4 | 6 | 3 | 3 | 1 | 1 | 3 | 0 | 21 |
| Percentage | 100 | 100 | 100 | 60 | 33.33 | 20 | 30 | 0 | 53.85 |

From the table_4.20, it can be observed that Out of total 39 (100 per cent) children with disabilities admitted in Bangalore South District during 2010-11 to 2017-18, twenty-one (53.85 per cent) were retained as of academic year 2017-18. Among the retained children with disabilities, cent percent of retention was seen in CwD admitted during 2017-18, 2016-17 and 2015-16 which is one year, two years and three years respectively. Out of five (100 per cent) Children with disabilities admitted during 2014-15, three (60 percent) were retained for four years. Out of three (100 per cent) Children with disabilities admitted during 2013-14, one (33.33 percent) was retained for five years. Out of five (100 per cent) Children with disabilities admitted during

2012-13, one (20 percent) were retained for six years. Out of ten (100 per cent) Children with disabilities admitted during 2011-12, three (30 percent) were retained for seven years. Out of three (100 per cent) children with disabilities admitted during 2010-11, no child with disability was retained till 2017-18

From the above observation, we can conclude that cent percent retention were seen in children with disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and the least (zero percent) retention was seen during 2010-11.

Graph_4.20: Retention of children with Disabilities of Bangalore South District



4.2.2.2.5 Retention of children with Disabilities with respect to LEVEL OF DISABILITY

Retention with children with disabilities with respect to Level of Disability has been presented into two categories children with moderate level of disabilities and children with severe level of disabilities.

4.2.2.2.5.1 Retention of children with Moderate level of disabilities

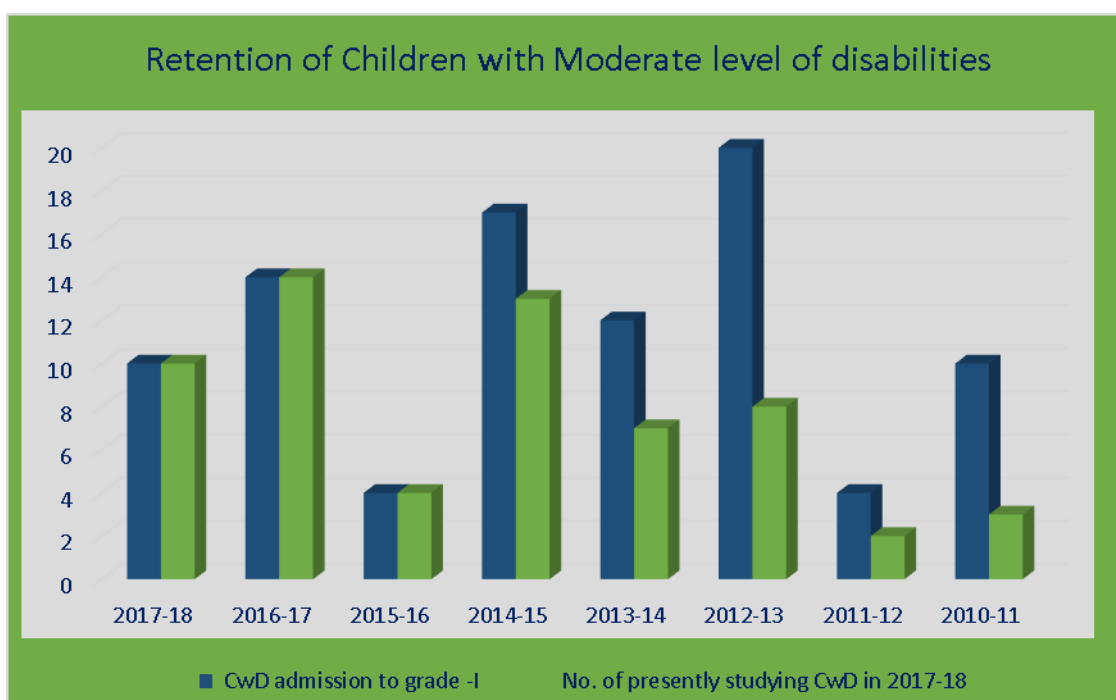
Table_4.21: Retention of children with Moderate level of disabilities

| Retention of children with Moderate Level of Disabilities | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 10 | 14 | 4 | 17 | 12 | 20 | 4 | 10 | 91 |
| Presently Studying CwD in 2017-18 | 10 | 14 | 4 | 13 | 7 | 8 | 2 | 3 | 61 |
| Percentage | 100 | 100 | 100 | 76.47 | 58.33 | 40 | 50 | 30 | 67.03 |

From the table_4.21, it can be observed that Out of total 91 (100 per cent) children with moderate level of disabilities admitted from 2010-11 to 2017-18, sixty-one (67.03 per cent) were retained as of academic year 2017-18. Among the retained children with moderate level disabilities, cent percent of retention was seen during 2017-18, 2016-17 and 2015-16 which was one year, two years and three years respectively. Out of seventeen (100 per cent) Children with moderate level of disabilities admitted during 2014-15, thirteen (76.47 percent) were retained for four years. Out of twelve (100 per cent) Children with disabilities admitted during 2013-14, seven (58.33 percent) were retained for five years. Out of twenty (100 per cent) Children with moderate level of disabilities admitted during 2012-13, eight (40 percent) were retained for six years. Out of four (100 per cent) Children with moderate level of disabilities admitted during 2011-12, two (50 percent) were retained for seven years. Out of ten (100 per cent) Children with moderate level of disabilities during 2010-11, three (30 percent) were retained for eight years.

From the above observation, we can conclude that cent percent retention were seen in children with moderate level of disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and the least (30 percent) retention was seen during 2010-11.

Graph_4.21: Showing retention of children with Moderate level of disabilities



4.2.2.2.5.2 Retention of children with Severe level of disabilities

Table_4.22: Enrollment and retention of children with Severe level of disabilities

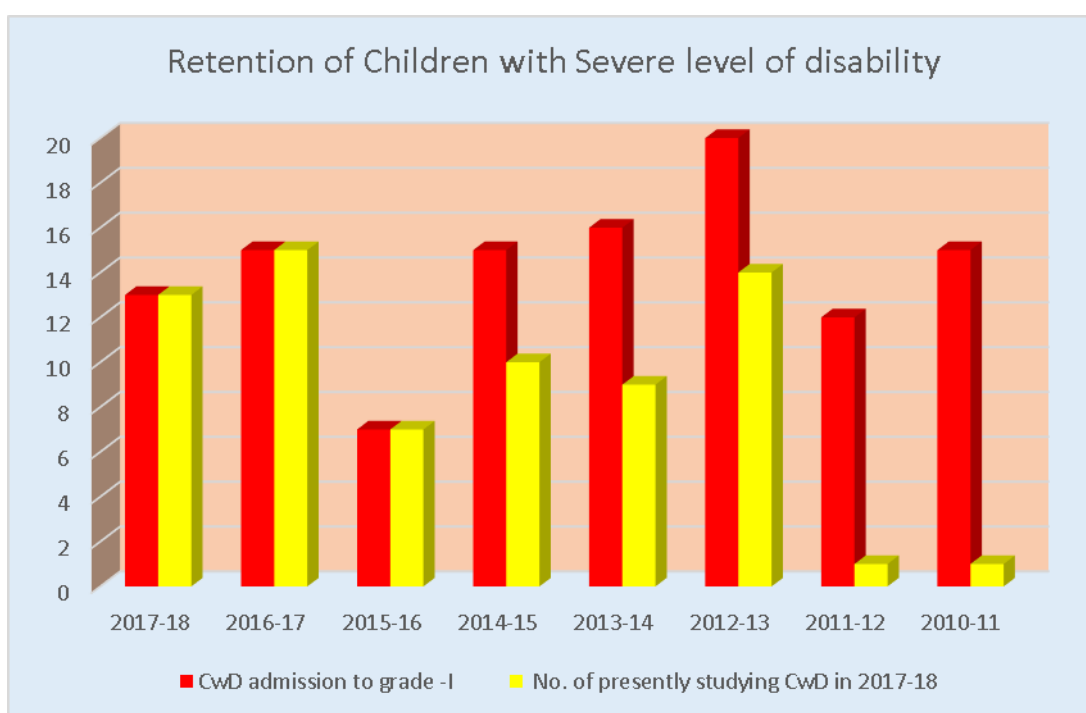
| Retention of children with Severe level of disabilities | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year of Admission | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | Total |
| Admission of CwD | 13 | 15 | 7 | 15 | 16 | 20 | 12 | 15 | 113 |
| Presently Studying CwD in 2017-18 | 13 | 15 | 7 | 10 | 9 | 14 | 1 | 1 | 70 |
| Percentage | 100 | 100 | 100 | 66.67 | 56.25 | 70 | 8.33 | 6.67 | 61.95 |

From the table_4.22, it can be observed that Out of total 113 (100 per cent) children with severe level of disabilities admitted from 2010-11 to 2017-18, seventy (61.95 per cent) were retained as of academic year 2017-18. Among the retained children with severe level of disabilities, cent percent of retention was seen during 2017-18, 2016-17 and 2015-16 which was one year, two years and three years respectively. Out of fifteen (100 per cent) Children with severe level of disabilities admitted during 2014-15, ten (66.67 percent) were retained for four years. Out of sixteen (100 per cent) Children with severe level of disabilities admitted during 2013-14, nine (56.25

percent) were retained for five years. Out of twenty (100 per cent) Children with severe level of disabilities admitted during 2012-13, fourteen (70 percent) were retained for six years. Out of twelve (100 per cent) Children with severe level of disabilities admitted during 2011-12, one (8.33 percent) were retained for seven years. Out of fifteen (100 per cent) Children with severe level of disabilities admitted during 2010-11, one (6.67 percent) was retained for eight years.

From the above observation, we can conclude that cent percent retention were seen in children with severe level of disabilities admitted during 2017-18, 2016-17 and 2015-16 of one year, two years and three years respectively and the least (6.67 percent) retention was seen during 2010-11.

Graph_4.22: Retention of children with Severe level of disabilities



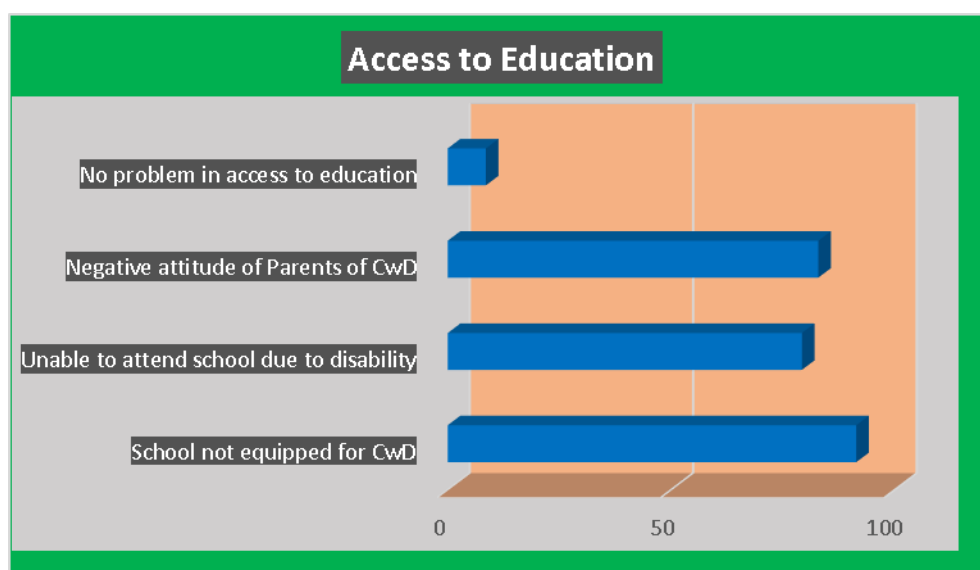
4.2.3 Objective Three: To study the problems faced by administrators in implementing the policies and provisions for Children with Disabilities in Inclusive Education.

Collected data from administrators with the help of semi-structured interviews was analyzed and presented below:

4.2.3.1 Access to Education

- Out of total eighty-two administrators, seventy-five (91.46 per cent) administrators responded that children having severe and profound disabilities could not be educated in general school since the education system was not fully equipped to deal with such children. The facilities that are available in special schools should be made available in general schools too. Sixty-five (79.27 per cent) administrators responded that the children having severe and profound locomotors disabilities, Cerebral Palsy and Multiple disabilities could not attend the school regularly as they are unable to come to the school on their own. Sixty-eight (82.93 per cent) administrators responded that the negative attitude of parents of children with disabilities was the biggest hurdle in not getting access to education as they consider the child is born due to the curse of God or sin of previous birth. Seven administrators (8.54 per cent) responded that there is no problem for children with disabilities regarding access to education.

Graph_4.23: Problems of Children with Disabilities in Access to Education



- All the BRCC, BRP and CRP responded that the negative attitude of general teachers blocks access to education for children with disabilities; they consider children with disabilities as a burden in the classroom. Two BRCC (66.67 per cent), ten (83.33 per cent) BRP and eleven (91.67 per cent) CRP responded that HM plays a vital role in the implementation of inclusive education. Most of the HM does not wish to admit the children with disabilities in the school as they feel it is additional work to maintain their records and facilitate in all matters when

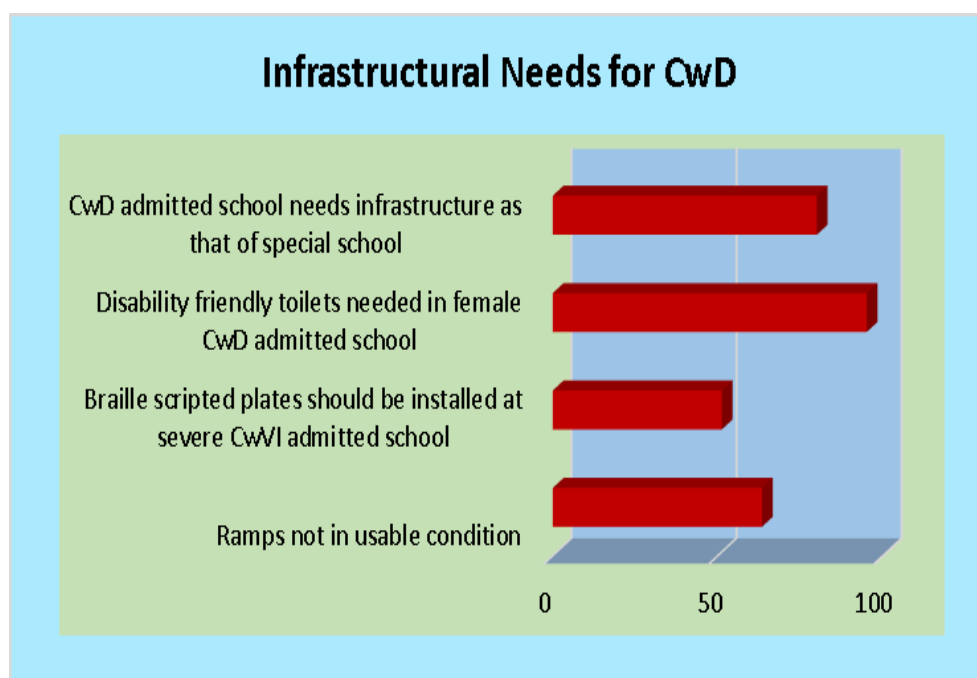
demanding by the higher authority. One CRP (8.33 per cent) and two (16.67 per cent) BRP mentioned that there is no problem for children with disabilities with regard to access to education in general school.

- ❑ Out of fifty HM, forty-five (90 per cent) HMs responded that BRCC should make a provision to appoint one supporting staff exclusively for children with severe locomotor disabilities, Mental Retardation, Cerebral Palsy or Multiple disabilities to help them at the time of nature call or other needs. Five (10 per cent) HMs mentioned that there is no problem for children with disabilities with regard to access to education in general school.

4.2.3.2 Infrastructural needs

- ❑ All the administrators responded that as per the orders from the government of Karnataka, ramps have been constructed in all the government schools irrespective of the CwD admission. Fifty-two (63.41 per cent) administrators responded that the ramps were not in usable condition as the cement eroded with the passage of time. Forty-eight (58.54 per cent) responded that ramps should contain both smooth surfaces and rough surfaces. Children using a wheelchair can move on a Smooth surface and children using crutches can use a partially rough surface. Forty-two (51.22 per cent) administrators responded that iron rods in sideways ramps should contain braille scripts in the school where children with severe visual impairment are admitted.
- ❑ All the administrators responded that separate toilets were constructed for all children with or without disabilities as per the government mandate. Seventy-eight (95.12 per cent) administrators responded that every school should compulsorily have a disabled-friendly toilet according to the need and disability of the child and it should be maintained clean. Without proper toilet facilities, many children with disabilities drop out of school, especially girl children with disabilities. Seventy-five (91.46 per cent) administrators responded that sign boards and braille scripted plates to be attached to identify the male toilet and female toilet as this will help the children with visual disability and speech & hearing disabilities.
- ❑ All the administrators responded that drinking water was kept at the reach of all children including children with disabilities.

Graph_4.24: Infrastructural Needs of Children with Disabilities



- ❑ Two BRCC (66.67 per cent), Eight BRP (66.67 per cent) and ten CRP (83.33 per cent) responded that HMs did not show interest in the maintenance of ramps nor bring to the notice of higher authorities in upgrading the ramps for proper use nor the construction of disability-friendly toilets. whereas thirty-six (72 per cent) HMs responded that despite repeating request letters sent to BRCC, there was no response regarding funds or measures taken to upgrade neither ramps nor construction of disability-friendly toilets in school.
- ❑ Four (80 per cent) BIERT told that infrastructural modification in general schools was nil except for ramps. Government should build general schools as per the model of a special school, according to the disability of the child.

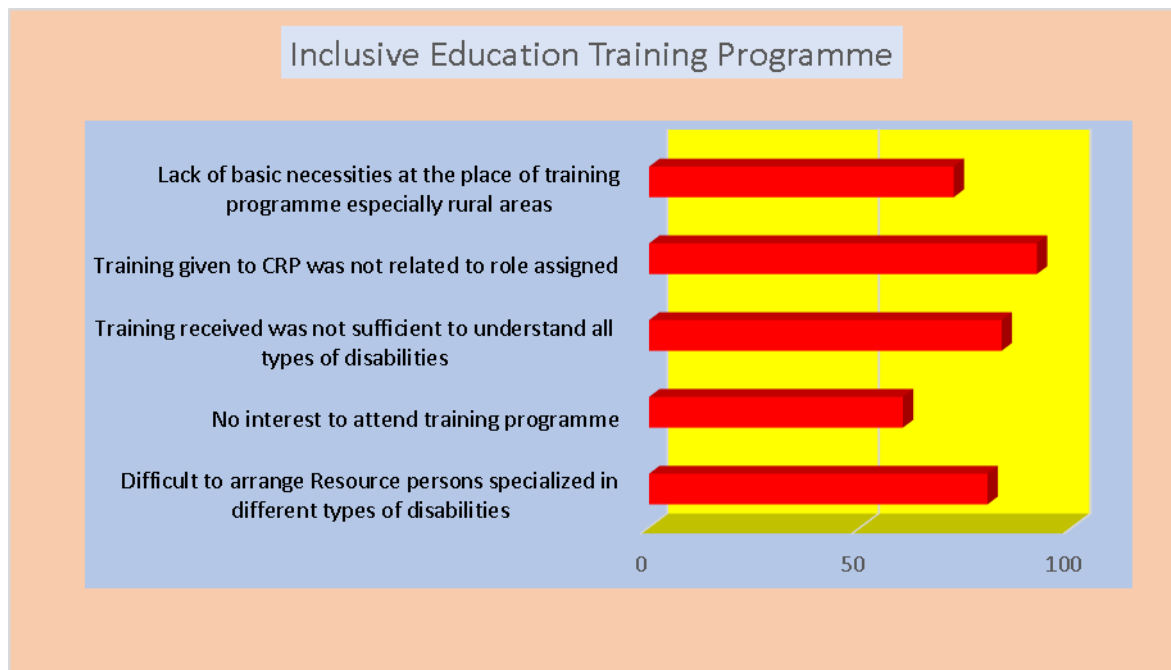
4.2.3.3 Inclusive Education Training Programmes

- ❑ All the administrators responded that the training programmes were given by the department to different stakeholders like general teachers, parents of children with disabilities and administrators including BRP, CRP, BRCC and the duration of the training programmes were from 3 days, 6 days, 10 days, 30 days and 90 days. This depended upon the objective of the training programme.
- ❑ Four (80 per cent) BIERT responded that it is difficult to arrange resource persons specialized in different types of disabilities to provided training for BRP, CRP,

HMs and general teachers as roles and responsibilities are different from each other. Three BIERT (60 per cent) told that the participants do not show interest in attending training programmes, as they do not possess a positive attitude towards children with disabilities.

- ❑ Seven BRP (58.33 per cent) responded that they themselves provided training to CRPs, HMs and general teachers. It was related to legislative Acts, Provisions and schemes available for children with disabilities. Many a time HMs did not send teachers for training programmes until our intervention. Ten BRPs (83.33 per cent) told that the training programmes, which they received, were not sufficient to understand the needs of all types of disabilities.
- ❑ Eleven (91.67 per cent) CRPs responded that the training given to them were not related to the duties assigned to them. It was about basic information and different types of disabilities.
- ❑ Thirty-six (72 per cent) HMs told that there were no proper drinking water facilities and toilet facilities for the participants. Especially female participants faced many difficulties while attending the training programme. It was worst in rural areas where the training centres are located in far-away places, during summer; there will not be electricity at times. So many participants did not attend these training programmes due to the lack of basic facilities. Twenty-nine (58 per cent) HMs responded that training programmes should be related to roles, responsibilities, acts, policies and schemes with regard to children with disabilities instead of basic concepts about disabilities. Forty-two (84 per cent) HMs told that the training programme provided to general teachers were not sufficient for them to teach children with disabilities in the general classroom, the government should take measures in providing practical experiences along with theoretical knowledge about different types of disabilities.

Graph_4.25: Inclusive Education Training Programmes

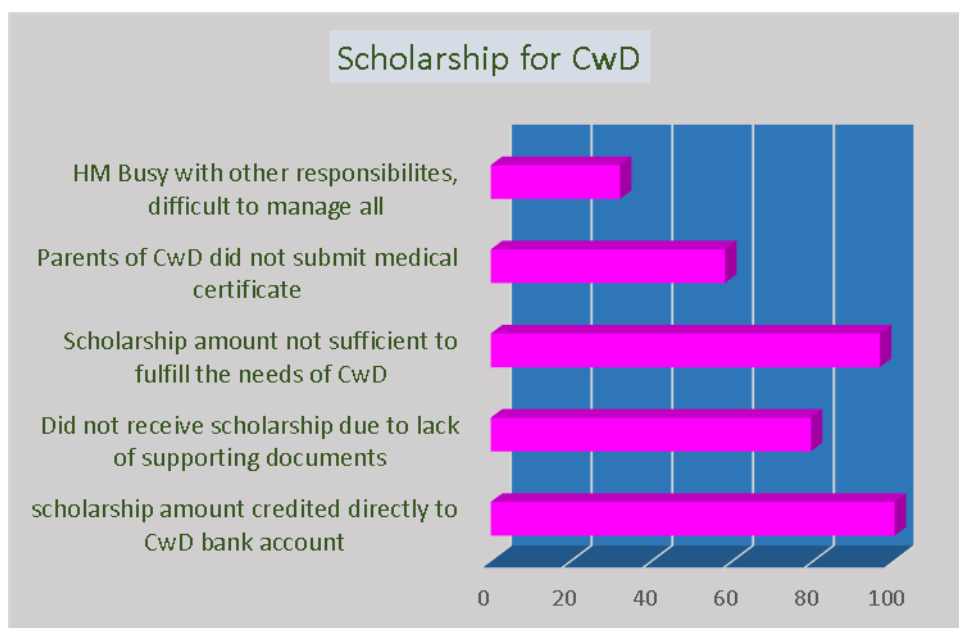


4.2.3.4 Scholarships

- ❑ All the administrators told that the scholarship amount was directly credited to the children with disabilities account as and when the government, sanctioned the amount. Sixty-five (79.27 per cent) administrators responded that the children with disabilities who did not submit necessary documents like photocopy of aadhaar card, Bank account details and a medical certificate from competent authority did not get scholarships. Seventy-nine (96.34 per cent) administrators told that the scholarship amount is not sufficient to fulfil the needs of the children with disabilities.
- ❑ Three (60 per cent) BIERT, Nine (75 per cent) BRP and Ten (83.33 per cent) CRP responded that HMs did not submit the necessary documents of children with disabilities on time to process the scholarships. whereas thirty-four (68 per cent) HMs told that CRPs did not visit the school regularly, they delayed in passing the information from BRCC office to school, hence many times, it was delayed in submitting the documents of children with disabilities to the office. Twenty-nine (58 per cent) HM told that parents of children with disabilities did not submit the medical certificate from the competent authority despite being informed many times. Sixteen (32 per cent) HMs told that due to the work pressure for maintenance of other documents like girl children, out of school, mid-day meals

records and other responsibilities, sometimes, it was delayed in submitting the documents of children with disabilities to office.

Graph_4.26: Scholarships for Children with Disabilities

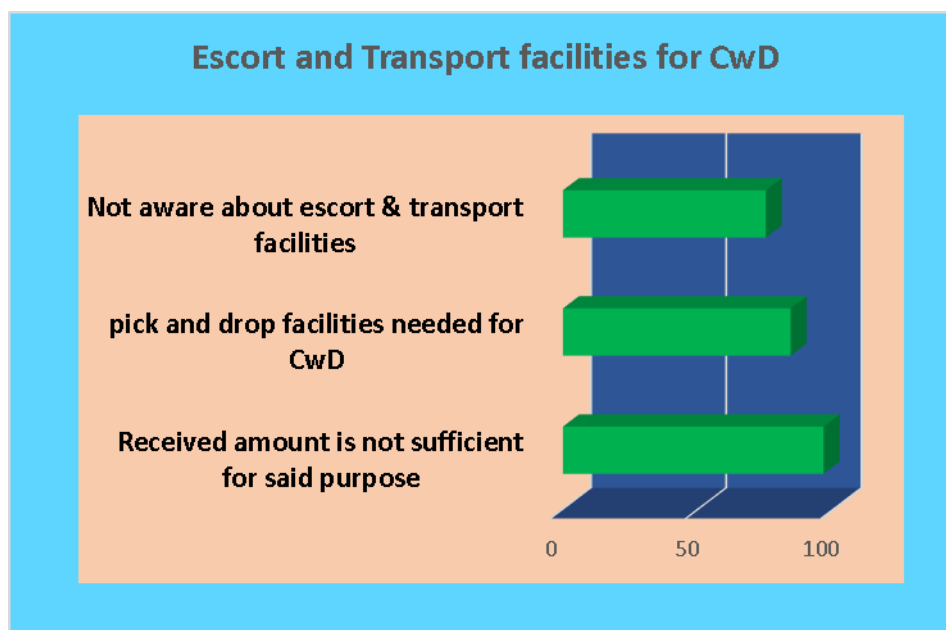


4.2.3.5 Escort and transport facilities

- ❑ All the administrators told that the escort and transport facility amount was directly credited to the bank account of children with disabilities as and when the government, sanctioned the amount. Seventy-nine (96.34 per cent) administrators told that the escort and transport facility amount was not sufficient for children with disabilities. Sixty-nine (84.15 per cent) administrators responded that parents of children with disabilities could not bring their children to school, instead, they wanted the government to provide pick and drop facilities. Pick the child from home in the morning and drop back in the evening or as and when the school classes end.
- ❑ Two (66.67 per cent) BRCC, Seven (58.33 per cent) BRP and Nine (75 per cent) CRP responded that parents of children with disabilities do not know about the escort and transport provided by the government.
- ❑ Four (80 per cent) BIERT and Nine (18 per cent) HMs responded that Rs. 250 was provided as escort facility and Rs. 250 as a transport facility which was not sufficient for children with disabilities, instead the government should provide

escort and transport facilities by calculating the distance between the child's home and school.

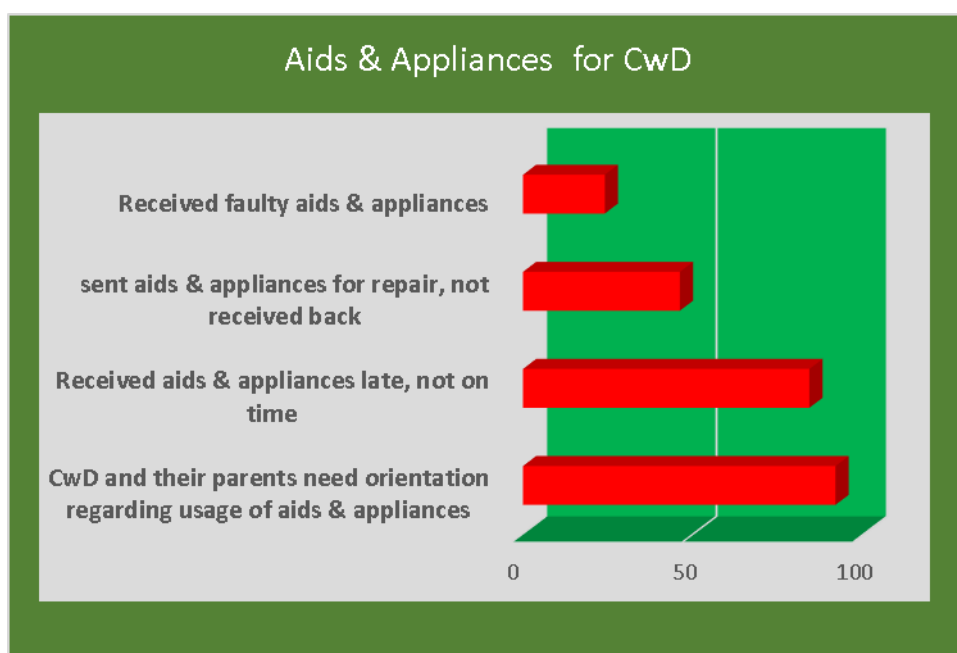
Graph_4.27: Escort & Transport facilities for Children with Disabilities



4.2.3.6 Aids & appliances

- ❑ All the BRCC responded that aids and appliances were provided to children with disabilities at the beginning of the academic year. The quality of the aids & appliances were good as it is tested, checked and then dispatched for usage.
- ❑ Eleven (91.67 per cent) BRP, Ten (83.33 per cent) CRP and Four (80 per cent) BIERT told that government should orient children with disabilities and their parents regarding usage of aids & appliances at the time of distribution because they damage it due to the lack of knowledge.
- ❑ Forty-two (84 per cent) HMs told that the children with disabilities did not receive the aids & appliances at the beginning of the academic year; they received after three to four months. Twenty-three (46 per cent) HMs told that they did not receive the aids & appliances, sent for repairing as they got malfunction within two months. Twelve (24 per cent) HMs told that they received faulty aids and appliances. Nineteen (38 per cent) HMs told that they did not receive any kind of aids & appliances for children with disabilities despite sending repeated request letters to higher authorities.

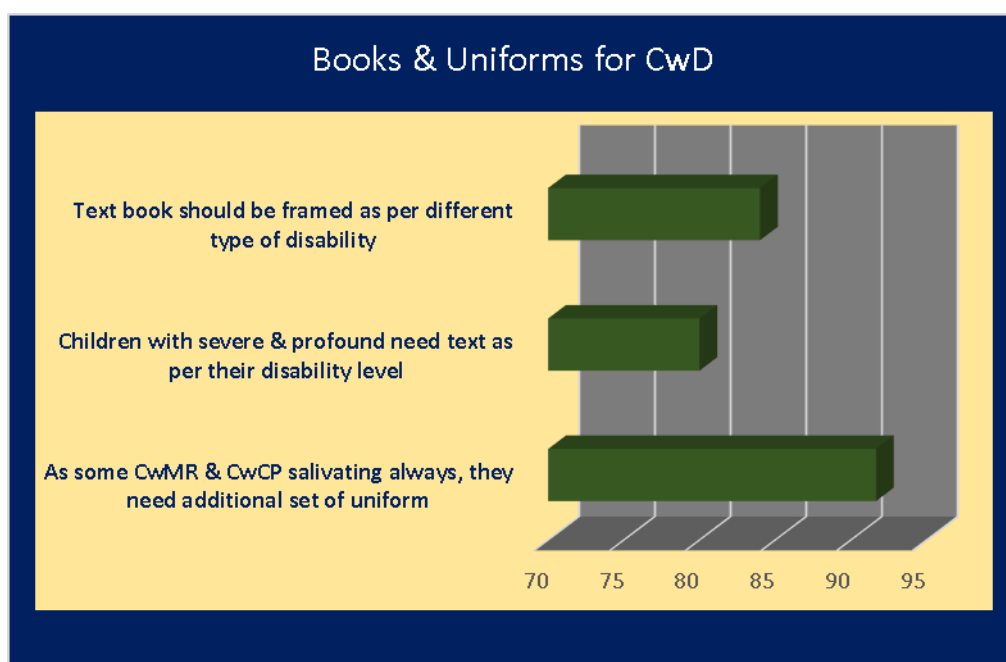
Graph_4.28: Aids & Appliances for Children with Disabilities



4.2.3.7 Books & Uniforms

- ❑ All the BRCC responded that books and uniforms were provided to children with disabilities at the beginning of the academic year. The quality of the books and uniforms were good.
- ❑ Ten (83.33 per cent) BRP and Eleven (91.67 per cent) CRP told that government should provide an extra set of uniforms for children with severe mentally retarded and cerebral palsy since most of the time they keep salivating and make their dress dirty.
- ❑ Four (80 per cent) BIERT told that the contents in the textbooks should be based on the disability level of the child, especially for children with a severe and profound level of disabilities.
- ❑ Forty-two (84 per cent) HMs told that the textbooks should be prepared based on the type of disability of the child. Children with moderate visual disabilities should get textbooks with bigger print sizes. The children with severe visual disabilities should get textbooks with bigger print sizes along with braille scripts. Twenty-three (46 per cent) HMs told that neither HMs nor general teachers were trained to teach general textbook content to children with disabilities. Nineteen (38 per cent) HMs told that government should appoint special education teachers permanently in the school as long as the child is studying.

Graph_4.29: Books & Uniforms for Children with Disabilities

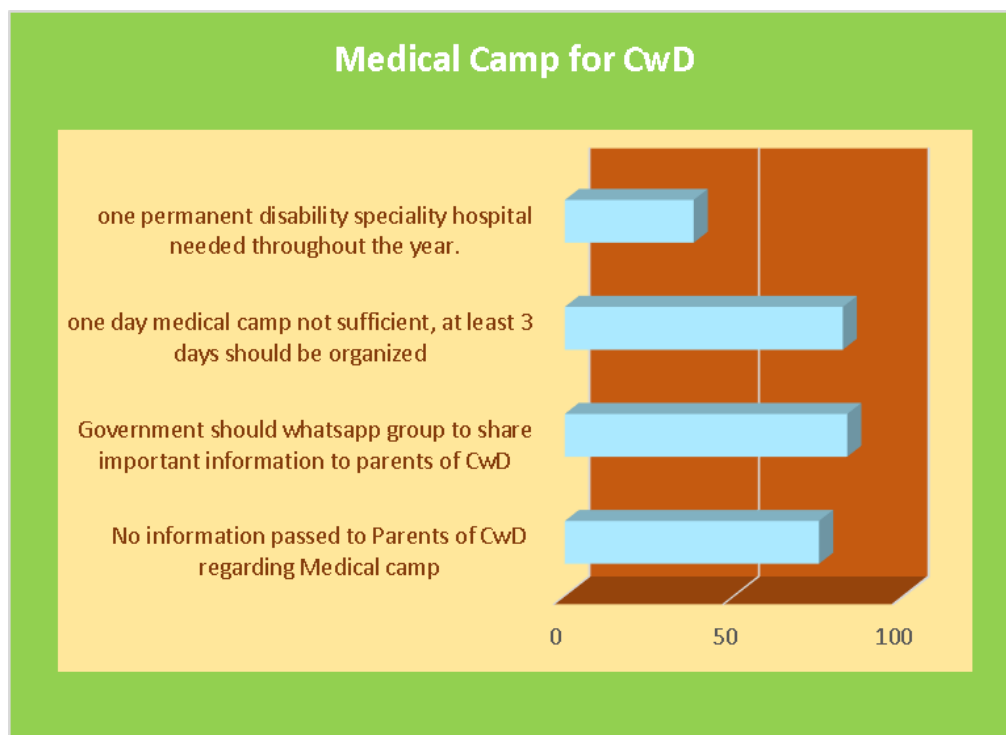


4.2.3.8 Medical camps

- ❑ All the administrators responded that Medical camps were conducted to children with disabilities block-wise at the beginning of the academic year. All the expert doctors in the area of different types of disability conducted the camps.
- ❑ Two BRCC (66.67 per cent) and Nine (75 per cent) BRP responded that as per the order from the government, we conducted medical camps for children with disabilities, but the HMs did not inform all the parents to bring the children to the camp.
- ❑ Ten (83.33 per cent) CRP and Four (80 per cent) BIERT told that government should use the technology, create a WhatsApp group or similar application to keep parents of children with disabilities connected and pass the information to them.
- ❑ Forty-one (82 per cent) HMs told that medical camp of one-day duration was not sufficient, the government should conduct a medical camp for three days, parents of children with disabilities who could not attend the camp on the first day can attend on the second day or third day. Twenty-eight (56 per cent) HMs told the government should provide Travel allowance and incentive amount for bringing a child to the camp as this will serve as a motivation for parents of children with disabilities. Twelve (24 per cent) HMs told there was not much use for the children with disabilities from the camp, since just for formality, the camps were

conducted. Nineteen (38 per cent) HMs told that government should designate one hospital as a disability speciality hospital so that the children with disabilities can visit throughout the year as and when the child requires the doctor's consultation.

Graph_4.30: Medical Camp for children with disabilities



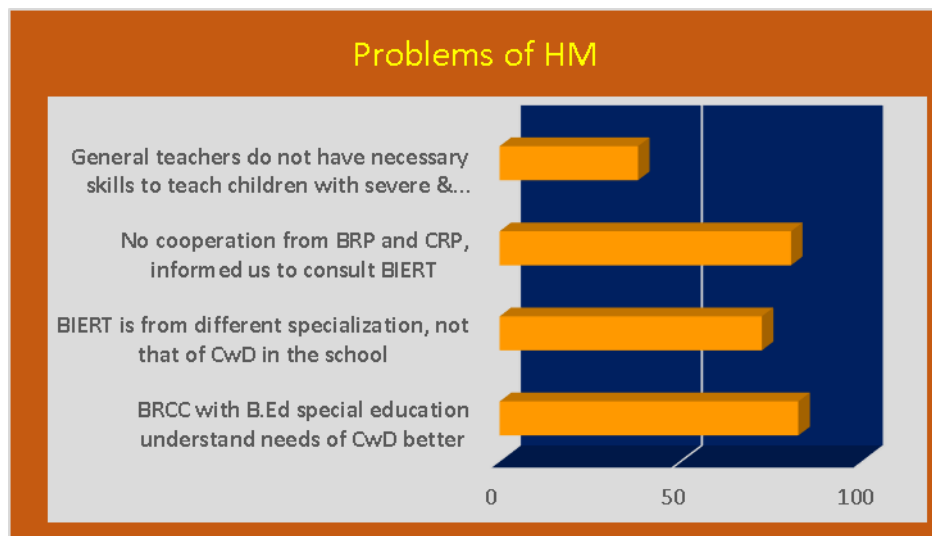
4.2.3.9 Problems of Head Master

- ❑ Forty-one (82 per cent) HM told that BRCC did not visit the school at all due to a less favourable attitude towards children with disabilities. Government should appoint BRCC who has B. Ed degree in special education, because only they know the problems of children with disabilities and react quickly.
- ❑ Twenty-six (52 per cent) HM told that they have requested higher authorities many times to appoint BIERT based on the disability of the child studying in the school. They did not listen to our requests. In our school, the child with severe HI was studying, since our BIERT was specialized in VI she did not know sign language, the child was the sufferer. Twenty-two (44 per cent) HM told that BIERT visited the school once in two or three months, as they were busy at BRCC office, at the time of visit to the school, they signed the record and wrote everything has done. They took the details of children with disabilities and informed us whenever there was a medical camp. They did not provide guidance

or support to children with disabilities, they did not bother to solve the scholarship problems or aids & appliances problem.

- ❑ Forty (80 per cent) HM told that most of the time, whenever we approached BRP and CRP concerning the problems of children with disabilities, they informed us to approach BIERT, saying that BIERT had been appointed exclusively to deal all the matters related to children with disabilities.
- ❑ Thirty-one (62 per cent) HM told general teachers did not have any problem in teaching for the children with mild and moderate disabilities since they behaved like normal children once they got aids & appliances. General teachers with a positive attitude take care of the children with disabilities nicely. They were passionate about them. Whereas nineteen (38 per cent) HM told that general teachers felt difficult to teach children with disabilities, especially children with a severe and profound level of disabilities since they do not have B. Ed. in special education so they could not teach for children with disabilities. IQ of the child with severe disabilities were less compared to normal children. They could not cope with academic subjects, only life skills were taught to them.
- ❑ Thirty-two (64 per cent) HM told that government should group all the children with similar disabilities in one school at taluk level and appoint one permanent resource to teach to them.
- ❑ Forty-three (86 per cent) HMs responded that most of the parents of children with disabilities were illiterate and they were economically poor. They work as daily wage workers. They considered their children as a curse from God, they did not take their children to public places fearing social stigma and they considered that the children with disabilities could not learn anything. They had the opinion that even after getting an education, they would not get the job, that is the reason the parents of children with disabilities neglected the child's education.

Graph_4.31: Problems of Head Masters



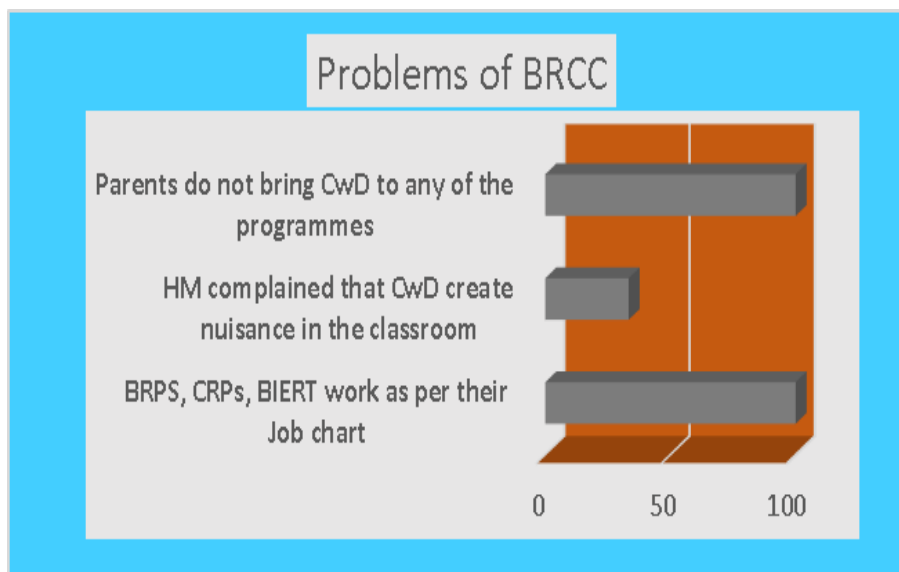
4.2.3.10 Problems of Block Resource Centre Coordinator

- ❑ All the BRCC told that there was no problem with the **BRPs**, they carried out their work as per the job allotment done at the beginning of the academic year.
- ❑ Two (66.67 per cent) BRCC responded that they did not face any problem with **BIERT** as they carried out their work as per the orders. One BRCC (33.33 per cent) told there is no permanent BIERT in the school. The government should make a provision to appoint BIERT to CwD enrolled school until the child is studying in that particular school.
- ❑ All the BRCC told that there was no problem with the **CRPs**, they performed their duty as per our orders. They went to school, conveyed all the information to HM and vice versa. They helped us in monitoring the school activities.
- ❑ Two BRCC (66.67 per cent) told that there was no problem with the **HMs**, they were very cooperative and supported inclusive education, encouraged socialization of children with disabilities with normal children whereas one BRCC (33.33 per cent) told that HMs neglected children with disabilities, they felt like a burden to have children with disabilities in school. They complained that children with disabilities created nuisance in the classroom and disturbed peer groups.
- ❑ Two BRCC (66.67 per cent) told that general teachers always complained that it was difficult to teach children with a severe and profound level of disabilities, as they did not possess B.Ed. in special education. One BRCC (33.33 per cent) told that general teachers did not have problems with regard to children with

disabilities, they helped children with disabilities in all possible manners in teaching-learning activities.

- ❑ All the BRCC told that parents of children with disabilities did not bring their child to sports meet, culture meet, resource Centre at BRCC office. Only a few parents of children with disabilities brought their children to medical camps that too after informed them repeatedly.

Graph_4.32: Problems of Block Resource Centre Coordinators



4.2.3.11 Problems of Block Resource Person

- ❑ Ten BRP (83.33 per cent) told that at the beginning of the academic year, BRCC prepared a Job chart, as per the Job chart we carried out our work. Job Chart was related to Maintenance of records related to mid-day meals, out of school children, girl education, building funds, minorities' education etc., whereas two BRP (16.67 per cent) told that they visited the school and provided guidance and support to general teachers and students and also conducted training programmes for teachers and parents of children with disabilities.
- ❑ Seven BRP (58.33 per cent) told that there was no problem with the BIERT as they carried out the work allotted to them, BIERT has been appointed exclusively to deal with the children with disabilities. Six BRP (50 per cent) told that BIERT were specialized in only one disability but in school, there are different types of children with disabilities. Government should establish one institute where BIERT get training to deal with all types of disabilities. Eight BRP (66.67 per cent) told

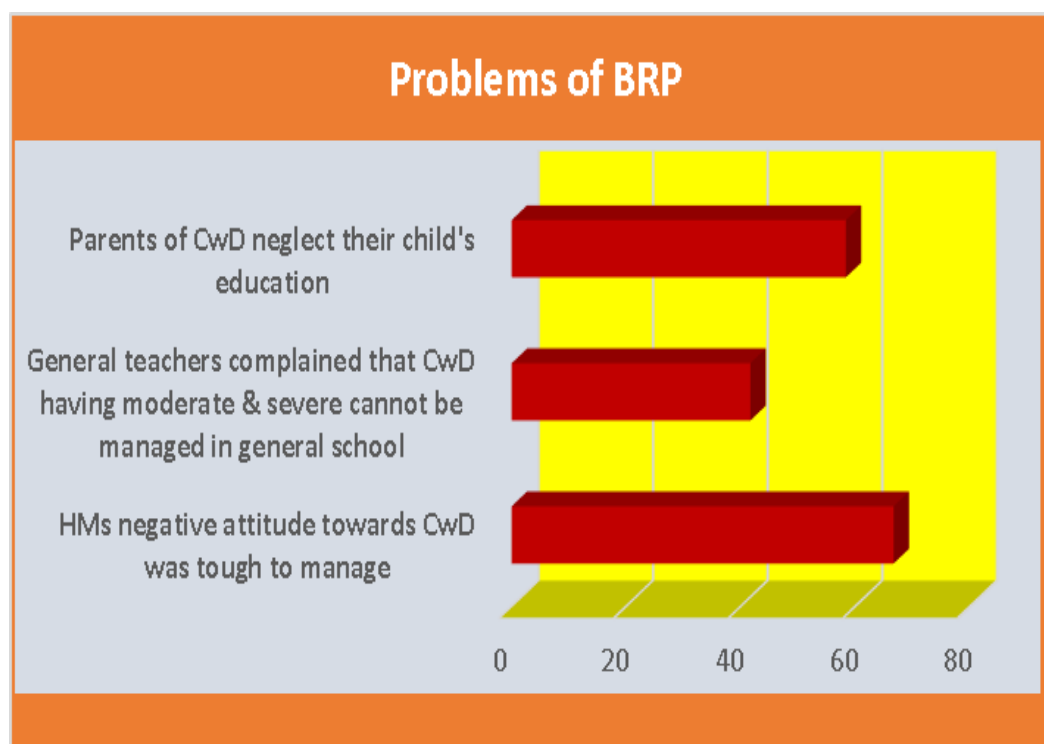
that government should recruit BIER from all types of disabilities and appoint BIER permanently to CwD enrolled school as per the disability of the child as long as the child is in the school.

- ❑ Nine (75 per cent) BRP told that CRP helped BRP and BRCC in passing the information, orders, circulars etc. to school HM and vice versa, sometimes they delayed the work citing personal reasons and CRP did not deal with children with disabilities, only BIER took care of all the problems related to children with disabilities. Whereas Three (25 per cent) BRP told that they visited the school, took the model lesson to general teachers and provided academic support and guidance to general teachers.
- ❑ Four (33.33 per cent) BRP told that HMs extended their cooperation and support in all possible manners related to the academic activities, conduction of sports meet, cultural programme and medical camp for children with disabilities. Eight (66.67 per cent) BRP told that HM with a negative attitude towards children with disabilities was difficult to deal with. They denied admission to children with disabilities instead suggested the parents of children with disabilities make them join special schools. Even if admitted, they did not provide the count of children with disabilities to the department. They neglected and considered children with disabilities as burdens to school. HMs always complained that the children with disabilities create nuisance in the classroom while the teacher was taking the class. Successful implementation of schemes for children with disabilities depends upon the attitude of HM. They do not pass the information to parents of children with disabilities regarding aids & appliances, scholarships or medical camps. The government should provide training for HM in the implementation of schemes and provisions for children with disabilities in schools.
- ❑ Five (41.67 per cent) BRP told that they did not have problems with the children with mild disabilities and children with locomotor disabilities. General teachers felt that children with moderate and severe disabilities should be sent to special schools and only life skills could be taught to children with profound disabilities. Whereas four (33.33 per cent) BRP told that general teachers felt that only special teachers could teach the children with disabilities, they considered the Inclusive Education training given was not sufficient to teach children with disabilities. Three (25 per cent) BRP told that general teachers could manage one or two CwD in a single classroom, more that this was not manageable

since Children with MR created nuisance in the classroom, shouted in different voices, disturbed peer groups thereby general teachers considered it a burden to have children with disabilities in their class.

- ❑ Seven (58.33 per cent) BRP told that most of the parents of children with disabilities were illiterate, economically poor, they work as daily wage workers and they did not give importance to the education of children with disabilities. They considered it a waste of time; they believe that children with disabilities cannot learn anything and even after education, the child would not get a job. Five (41.67 per cent) BRP told that parents of children with disabilities did not bring their children to sports meet, cultural meets, resource centres or medical camps etc. They did not attend the training programmes organized by BRCC regarding awareness about the rights, schemes and provisions for children with disabilities. They demanded government jobs soon after the completion of the education of children with disabilities.

Graph_4.33: Problems of Block Resource Persons



4.2.3.12 Problems of Cluster Resource Person

- ❑ Seven (58.33 per cent) CRP told that they did not have any problem with BRCC as the work was done as per the orders. BRCC told us to inform HM regarding

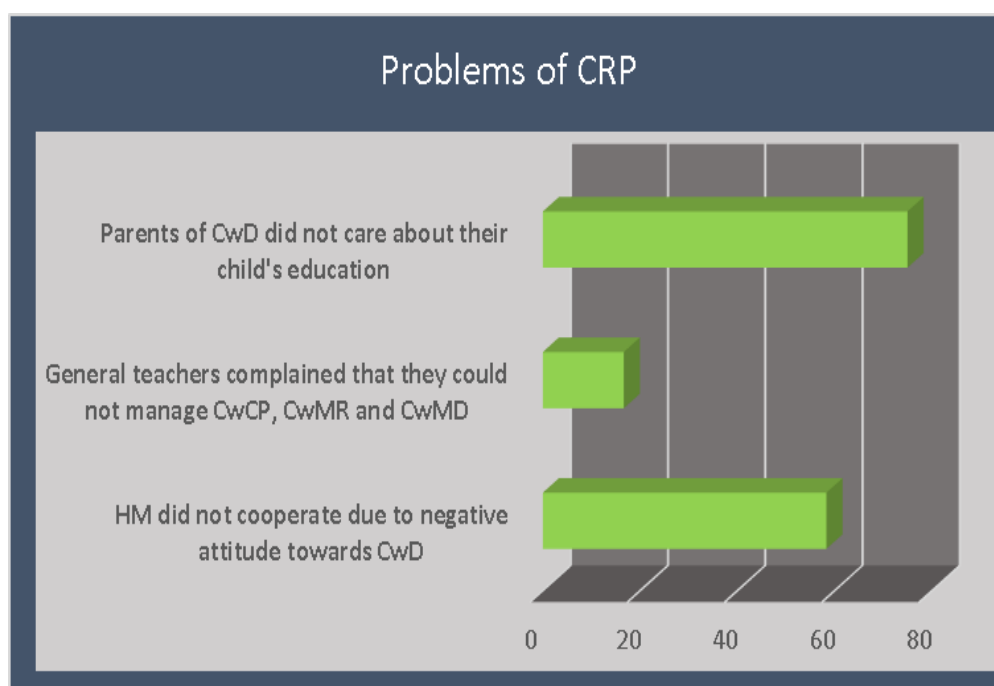
sports meet, cultural meet and help BIERT to conduct medical camp and we did the same. Five (41.67 per cent) CRP told that they were supposed to visit the school and provide guidance and support to general teachers due to clerical work at the BRCC office; they could not discharge their actual duty. BRCC did not hear our ideas or any developmental plans, they wanted us to obey their orders and we did it.

- ❑ Nine (75 per cent) CRP told that they assisted BIERT in conducting medical camps, sports meet and cultural meet for children with disabilities and helped in the distribution of aids & appliances. Three (25 per cent) CRP told that as BIERT taught difficult topics to children with disabilities on their visit to the school, we explained difficult concepts to children without disabilities. Government should appoint permanent BIERT in CwD enrolled schools as per the disabilities of the children so they can teach lessons according to the child's need.
- ❑ Ten (83.33 per cent) CRP told that they did not face any problem with the BRP as they followed all the orders by them whereas two (16.67 per cent) CRP told that BRPs did not visit the school; they work at BRCC office. They did not take our suggestions as they considered us their subordinate. BRPs did not show any interest related to the work of children with disabilities.
- ❑ Five (41.67 per cent) CRP told that those HM who possessed a positive attitude towards children with disabilities, cooperated with us in providing scholarships, distributing aids and appliances, helping the children with disabilities academically in the teaching-learning process. Seven (58.33 per cent) CRP told that HMs did not cooperate with us due to negative attitudes towards children with disabilities. Whenever we asked regarding the details or documents of children with disabilities to process scholarships, they pretended to be busy with other work. They considered children with disabilities as a burden to school. They wanted children with disabilities to study in a special school. They were of the opinion that children with disabilities could not learn academic subjects. They admitted children with disabilities out of compulsion from the higher officer and RTE Act.
- ❑ Ten (83.33 per cent) CRP told that the general teachers could manage children with mild and moderate disabilities in their classroom. They did not have problems in learning academic subjects, they behaved as normal children when aids & appliances were provided to them whereas two (16.67 per cent) CRP told

that the child with moderate, severe and profound should be sent to special schools. The children with MR, CP and MD were difficult to manage in a normal school, only the teacher with B. Ed in special education was able to teach children with MR. Also, the government should conduct an IE training programme for general teachers based on the need of the child and the interest of the teacher. In addition, the government should appoint permanent BIERT to CwD enrolled school as per the disability of the child.

- ❑ Nine (75 per cent) CRP told that parents of children with disabilities were illiterate, belonged to below poverty line, worked as daily wage workers, they did not care about the children with disabilities education. They considered the child was a curse from God. Due to inferiority complex and social stigma, they did not take the child to public functions as well. They did not want to give education too, they considered it as a waste of time, even after education, nobody would give the job. Three (25 per cent) CRP told that government should take measures to change the negative attitude of parents of children with disabilities to a positive attitude. Parents of children with disabilities did not bring their child even to a cultural event, sports meet and medical camp too.

Graph_4.34: Problems of Cluster Resource Persons

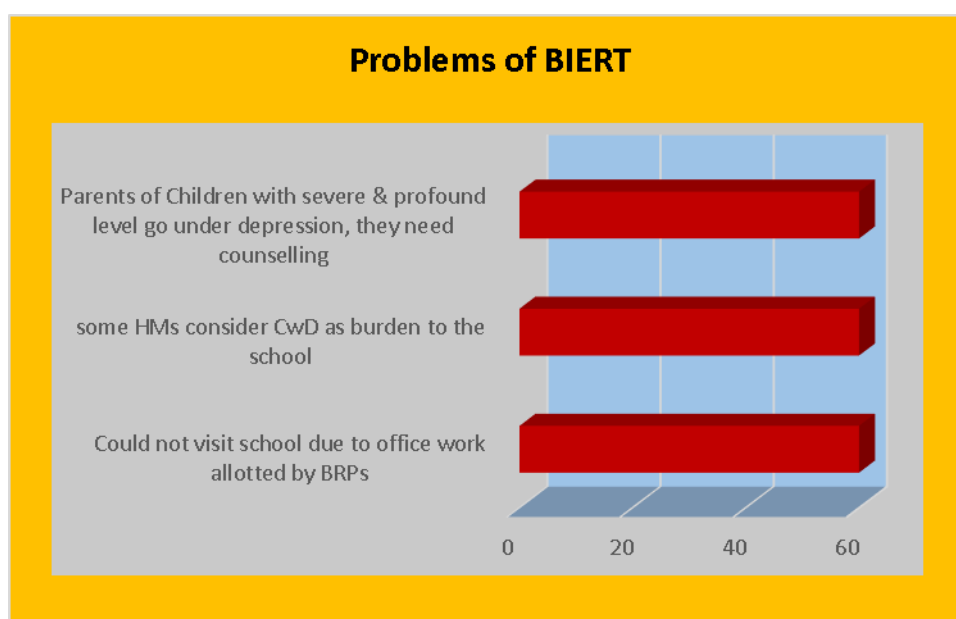


4.2.3.13 Problems of Block Inclusive Education Resource Teacher

- ❑ Three (60 per cent) BIERT told that BRCC prepared a job chart at the beginning of the academic year and allotted clerical work like maintenance of records of girl child education, Out of school children, children with disabilities, mid-day meals etc. We followed **BRCC** order and did the job whereas two (40 per cent) BIERT responded that they did not face any problem with BRCC, they regularly visited the school and provided all the guidance and support to the children with disabilities.
- ❑ Three (60 per cent) BIERT told that we were supposed to visit the school and provide support to children with disabilities and general teachers academically but many a time we did not visit the schools regularly due to office work allotted by **BRPs**. Whereas two (40 per cent) BIERT told that, they regularly visited the school and provided necessary support to both general teachers and children with disabilities.
- ❑ Two BIERT (40 per cent) told that there was no problem with **CRPs** they just passed the information from BRCC office to school and vice versa. They helped us when there was a medical camp and the distribution of aids and appliances. Three (60 per cent) BIERT told that CRPs needed orientation regarding rights, provisions and schemes of children with disabilities.
- ❑ Three (60 per cent) BIERT told that school **HM** had a negative attitude towards children with disabilities. They felt children with disabilities as a burden to school, general teachers complain that they create nuisance in the school whereas two (40 per cent) BIERT told that they do not face any problem with the HM as they cooperate in all matters.
- ❑ Three (60 per cent) BIERT told that general teachers felt difficulty in teaching children with moderate and severe disabilities; they complained that they did not have sufficient training to teach the children with disabilities. Many a time general teachers punished the children with disabilities for not doing the school work properly due to lack of knowledge about the child's disability problem whereas two (40 per cent) BIERT told that general teachers did not face any problem with children with disabilities, they took care of the child nicely.

- ❑ Two (40 per cent) BIERT told that **parents of** children with disabilities did not care much about the child's education, they did not attend training programmes organized for them. Three (60 per cent) BIERT told that even the parents of children with disabilities felt difficult to manage the children with severe and profound disabilities; they went through stress and depression. They needed regular counselling and constant motivation to support children with disabilities.

Graph_4.35: Problems of Block Inclusive Education Resource Teacher



4.2.4 Objective Four: To study the opinion of Teachers towards the policies and provisions for Children with Disabilities in Inclusive Education with regard to

Collected data from teachers working in a general school with the help of an Opinionnaire was analyzed item wise. The table 4.23 to 4.31 shows item wise analysis.

4.2.4.1 Resource Room for children with disabilities

Table_4.23: Resource Room

| Sl No . | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---------|---|----------------|----------------|---------------|----------------|-------------------|
| 1 | The resource room is well equipped with good working conditioned aids and appliances for all kinds of disabilities. | 13 (3.67) | 104 (29.38) | 62 (17.51) | 142 (40.11) | 33 (9.32) |
| 2 | The resource room has necessary aids and appliances to teach social sciences for children with disabilities. | 12 (3.39) | 80 (22.6) | 62 (17.51) | 156 (44.07) | 44 (12.43) |
| 3 | The resource room contains sufficient mathematical teaching aids for children with disabilities. | 5 (1.41) | 106 (29.94) | 46 (12.99) | 162 (45.76) | 35 (9.89) |
| 4 | Appropriate teaching aids related to science are found in a resource room for all kinds of disabilities. | 14 (3.95) | 70 (19.77) | 71 (20.06) | 163 (46.04) | 36 (10.17) |
| 5 | The resource room has an adequate language development system for children with disabilities. | 08 (2.26) | 94 (26.55) | 68 (19.21) | 138 (38.98) | 46 (12.99) |
| 6 | Children with mild disabilities learn well without the help of a resource room. | 17 (4.8) | 192 (54.24) | 58 (16.38) | 76 (21.47) | 11 (3.11) |
| 7 | Children with moderate disabilities require the help of a resource room to learn better. | 56 (15.82) | 203 (57.34) | 52 (14.69) | 38 (10.73) | 5 (1.41) |

- From the table_4.23, it was observed that with regard to the item no 1, out of 354 (100 per cent) general teachers, 13 (3.67 per cent) teachers strongly agree and 104 (29.38 per cent) teachers agree that the resource room is well equipped with good working conditioned aids and appliances for all kinds of disabilities whereas 142 (40.11 per cent) teachers disagree and 33 (9.32 per cent) strongly disagree that the resource room is well equipped with good working conditioned aids and

appliances for all kinds of disabilities. 62 (17.51 per cent) neither agree nor disagree with the availability of good working conditioned aids and appliances for all kinds of disabilities in the resource room. We can conclude that majority of the general teachers disagree that the resource room is well equipped with good working conditioned aids and appliances for all kinds of disabilities.

- ❑ From the table_4.23, it was observed that with regard to the item no 2, out of 354 general teachers, 12 (3.39 per cent) teachers strongly agree and 80 (22.6 per cent) teachers agree that the resource room has the necessary aids and appliances to teach social sciences for children with disabilities whereas 156 (44.07 per cent) disagree and 44 (12.43 per cent) strongly disagree that resource room has the necessary aids and appliances to teach social sciences for children with disabilities. 62 (17.51 per cent) teachers could not decide that the resource room has the necessary aids and appliances to teach social sciences for children with disabilities. We can conclude that the majority of the general teachers are of the opinion that the resource room does not have the necessary aids and appliances to teach social sciences for children with disabilities.
- ❑ From the table_4.23, it was observed that with regard to the item no 3, out of 354 general teachers, 5 (1.41 per cent) strongly disagree and 106 (29.94 per cent) agree that the resource room contains sufficient mathematical teaching aids for children with disabilities whereas 162 (45.76 per cent) disagree and 35 (9.89 per cent) strongly disagree that the resource room contains sufficient mathematical teaching aids for children with disabilities. 46 (12.99 per cent) teachers could not decide that the resource room contains sufficient mathematical teaching aids for children with disabilities. We can conclude that the resource room does not contain sufficient mathematical teaching aids for children with disabilities.
- ❑ From the table_4.23, it was observed that with regard to the item no 4, out of 354 general teachers, 14 (3.95 per cent) strongly agree and 70 (19.77 per cent) agree that appropriate teaching aids related to science are found in a resource room for all kinds of disabilities. Whereas 163 (46.04 per cent) disagree and 36 (10.17 per cent) strong disagree that appropriate teaching aids related to science are found in a resource room for all kinds of disabilities. 71 (20.06 per cent) teachers could not decide that appropriate teaching aids related to science are found in a resource

room for all kinds of disabilities. We can conclude that appropriate teaching aids related to science were not found in a resource room for all kinds of disabilities.

- From the table_4.23, it was observed that with regard to the item no 5, out of 354 general teachers, 8 (2.26 per cent) strongly agree and 94 (26.55 per cent) agree that the resource room has an adequate language development system for children with disabilities whereas 138 (38.98 per cent) agree and 46 (12.99 per cent) strongly disagree that the resource room has adequate language development system for children with disabilities. 68 (19.21 per cent) do not know whether the resource room has an adequate language development system for children with disabilities or not. We can conclude that the resource room does not have an adequate language development system for children with disabilities.
- From the table_4.23, it was observed that with regard to the item no 6, out of 354 general teachers, 17 (4.8 per cent) strongly agree and 192 (54.24 per cent) agree that children with mild disabilities learn well without the help of resource room whereas 76 (21.47 per cent) disagree and 11 (3.11 per cent) strongly disagree that children with mild disabilities learn well without the help of resource room. 58 (16.38) could not decide that children with mild disabilities learn well with or without the help of the resource room. We can conclude that children with mild disabilities learn well even without the help of the resource room.
- From the table_4.23, it was observed that with regard to the item no 7, out of 354 general teachers, 56 (15.82 per cent) strongly agree and 203 (57.34 per cent) agree that children with moderate disabilities require the help of resource room to learn better whereas 38 (10.73 per cent) disagree and 5 (1.41 per cent) strongly disagree that children with moderate disabilities require the help of resource room to learn better. 52 (14.69 per cent) teachers could not decide whether children with moderate disabilities require the help of resource room to learn better or not. We can conclude that children with moderate disabilities require the help of resource room to learn better.

4.2.4.2 Opinion of teachers towards children with disabilities in the inclusive classroom

Table_4.24: Teachers' opinion towards CwD in the inclusive classroom

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|--|----------------|----------------|----------------|----------------|-------------------|
| 1 | The children with severe disabilities can also be educated along with normal children in the common classroom. | 32 (9.04) | 50 (14.12) | 63 (17.8) | 131 (37) | 78 (22.03) |
| 2 | The appropriate environment for children with severe disabilities is home-based education. | 80 (22.6) | 169 (47.74) | 31 (8.76) | 58 (16.38) | 16 (4.52) |
| 3 | Home-based education should be given by BIERT alone. | 64 (18.08) | 204 (57.63) | 49 (13.84) | 34 (9.6) | 3 (0.85) |
| 4 | BIERT should plan the curriculum for Home-Based Education according to the Individualized Education Plan. | 93 (26.27) | 213 (60.17) | 25 (7.06) | 18 (5.08) | 5 (1.41) |
| 5 | Children with mild and moderate disabilities should be accommodated in general classroom. | 55 (15.54) | 232 (65.54) | 39 (11.02) | 15 (4.24) | 13 (3.67) |
| 6 | It is a burden on general teachers to teach children with disabilities in general classroom. | 62 (17.51) | 176 (49.72) | 49 (13.84) | 53 (14.97) | 14 (3.95) |
| 7 | Children with disabilities are isolated in classroom by peer group. | 11 (3.11) | 130 (36.72) | 84 (23.73) | 109 (30.79) | 20 (5.65) |
| 8 | BIERT provide appropriate suggestions to teachers regarding curriculum planning and teaching learning of children with disabilities. | 15 (4.24) | 157 (44.35) | 100 (28.25) | 76 (21.47) | 6 (1.69) |
| 9 | Guidance given by BIERT is sufficient in handling the children with disabilities in general classroom. | 19 (5.37) | 155 (43.78) | 81 (22.88) | 89 (25.14) | 10 (2.82) |

- From the table_ 4.24, it was observed that with regard to the item no 1, out of 354 general teachers, 32 (9.04 per cent) strongly agree and 50 (14.12 per cent) agree that children with severe disabilities can also be educated along with normal children in the common classroom whereas 131 (37 per cent) disagree and 78 (22.03 per cent) strongly disagree that the children with severe disabilities can also be educated along with normal children in the common classroom. 63 (17.8 per cent) teachers could not decide whether children with severe disabilities

can also be educated along with normal children in the common classroom or not. We can conclude that children with severe disabilities cannot be educated along with normal children in the common classroom.

- ❑ From the table_ 4.24, it was observed that with regard to the item no 2, out of 354 general teachers, 80 (22.6 per cent) strongly agree and 169 (47.74 per cent) agree that the appropriate environment for children with severe disabilities is home-based education whereas 58 (16.38 per cent) disagree and 16 (4.52 per cent) strongly disagree that the appropriate environment for children with severe disabilities is home-based education. 31 (8.76 per cent) teachers neither agree nor disagree that the appropriate environment for children with severe disabilities is home-based education. We can conclude that the appropriate environment for children with severe disabilities is home-based education.
- ❑ From the table_ 4.24, it was observed that with regard to the item no 3, out of 354 general teachers, 64 (18.08 per cent) strongly agree and 204 (57.63 per cent) agree that home-based education should be given by BIERT alone whereas 34 (9.6 per cent) disagree and 3 (0.85 per cent) strongly disagree that home-based education should be given by BIERT alone. 49 (13.84 per cent) teachers could not decide whether home-based education should be given by BIERT alone or not. We can conclude that home-based Education should be given by BIERT alone.
- ❑ From the table_ 4.24, it was observed that with regard to the item no 4, out of 354 general teachers, 93 (26.27 per cent) strongly agree and 213 (60.17 per cent) agree that BIERT should plan the curriculum for Home-Based Education according to the Individualized Education Plan whereas 18 (5.08 per cent) disagree and 5 (1.41 per cent) strongly disagree that BIERT should plan the curriculum for Home-Based Education according to the Individualized Education Plan. 25 (7.06 per cent) teachers neither agree nor disagree that BIERT should plan the curriculum for Home-Based Education according to the Individualized Education Plan. We can conclude that BIERT should plan the curriculum for Home-Based Education according to the Individualized Education Plan.
- ❑ From the table_ 4.24, it was observed that with regard to the item no 5, out of 354 general teachers, 55 (15.54 per cent) strongly agree and 232 (65.54 per cent) agree that children with mild and moderate disabilities should be accommodated in the general classroom whereas 15 (4.24 per cent) disagree and 13 (3.67 per cent) strongly disagree that the children with mild and moderate disabilities

should be accommodated in the general classroom. 39 (11.02 per cent) teachers could not decide whether children with mild and moderate disabilities should be accommodated in the general classroom or not.

- ❑ From the table_ 4.24, it was observed that with regard to the item no 6, out of 354 general teachers, 62 (17.51 per cent) strongly agree and 176 (49.72 per cent) agree that it is a burden on general teachers to teach children with disabilities in a general classroom whereas 53 (14.97 per cent) disagree and 14 (3.95 per cent) strongly disagree that it is a burden on general teachers to teach children with disabilities in a general classroom. 49 (13.84 per cent) teachers neither agree nor disagree that it is a burden on general teachers to teach children with disabilities in a general classroom. We can conclude that it is a burden on general teachers to teach children with disabilities in a general classroom.
- ❑ From the table_ 4.24, it was observed that with regard to the item no 7, out of 354 general teachers, 11 (3.11 per cent) strongly agree and 130 (36.72 per cent) agree that children with disabilities are isolated in classroom by peer group whereas 109 (30.79 per cent) disagree and 20 (5.65 per cent) strongly disagree that children with disabilities are isolated in classroom by peer group. 84 (23.73 per cent) teachers neither agree nor disagree that children with disabilities are isolated in classroom by peer group. We can conclude that children with disabilities are isolated in classroom by peer group.
- ❑ From the table_ 4.24, it was observed that with regard to the item no 8, out of 354 general teachers, 15 (4.24 per cent) strongly agree and 157 (44.35 per cent) agree that BIERT provide appropriate suggestions to teachers regarding curriculum planning and teaching learning of children with disabilities whereas 76 (21.47 per cent) disagree and 6 (1.69 per cent) strongly disagree that BIERT provide appropriate suggestions to teachers regarding curriculum planning and teaching learning of children with disabilities. 100 (28.25 per cent) teachers neither agree nor disagree that BIERT provide appropriate suggestions to teachers regarding curriculum planning and teaching learning of children with disabilities. we can conclude that BIERT provide appropriate suggestions to teachers regarding curriculum planning and teaching learning of children with disabilities.
- ❑ From the table_ 4.24, it was observed that with regard to the item no 9, out of 354 general teachers, 19 (5.37 per cent) strongly agree and 155 (43.78 per cent) agree that guidance given by BIERT is sufficient in handling the children with

disabilities in a general classroom whereas 89 (25.14 per cent) disagree and 10 (2.82 per cent) strongly disagree that guidance given by BIERT is sufficient in handling the children with disabilities in a general classroom. 81 (22.88 per cent) teachers neither agree nor disagree that guidance given by BIERT is sufficient in handling the children with disabilities in a general classroom. we conclude that guidance given by BIERT is sufficient in handling the children with disabilities in a general classroom.

4.2.4.3 School Infrastructure for Children with Disabilities

Table_4.25: School Infrastructure

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|--|----------------|----------------|---------------|---------------|-------------------|
| 1 | The school is equipped with a disabled-friendly environment. | 23 (6.5) | 144 (40.68) | 91 (25.71) | 82 (23.16) | 14 (3.95) |
| 2 | The toilets for children with disabilities are disabled friendly. | 38 (10.73) | 139 (39.26) | 63 (17.8) | 98 (27.68) | 16 (4.52) |
| 3 | Ramps constructed in school for children with disabilities. | 63 (17.8) | 186 (52.54) | 19 (5.37) | 61 (17.23) | 25 (7.06) |
| 4 | Drinking water facilities are provided at the reach of children with disabilities. | 61 (17.23) | 172 (48.59) | 25 (7.06) | 87 (24.58) | 9 (2.54) |

- From the table_ 4.25, it was observed that with regard to the item no 1, out of 354 general teachers, 23 (6.5 per cent) strongly agree and 144 (40.68 per cent) agree that the school is equipped with a disabled friendly environment whereas 82 (23.16 per cent) disagree and 14 (3.95 per cent) strongly disagree that the school is equipped with a disabled friendly environment. 91 (25.71 per cent) teachers could not decide that the school is equipped with a disabled friendly environment. We can conclude that the school is equipped with a disabled-friendly environment.
- From the table_ 4.25, it was observed that with regard to the item no 2, out of 354 general teachers, 38 (10.73 per cent) strongly agree and 139 (39.26 per cent) agree that the toilets for children with disabilities are disabled friendly whereas 98 (27.68 per cent) disagree and 16 (4.52 per cent) strongly disagree that the toilets for children with disabilities are disabled friendly. 63 (17.8 per cent) teachers neither agree nor disagree that the toilets for children with disabilities are disabled friendly. We can conclude that the toilets for children with disabilities are disabled friendly.

- From the table_ 4.25, it was observed that with regard to the item no 3, out of 354 general teachers, 63 (17.8 per cent) strongly agree and 186 (52.54 per cent) agree that the ramps are constructed in school for children with disabilities whereas 61 (17.23 per cent) disagree and 25 (7.06 per cent) strongly disagree that the ramps are constructed in school for children with disabilities. 19 (5.37 per cent) teachers neither agree nor disagree that the ramps are constructed in school for children with disabilities. We can conclude that the ramps are constructed in schools for children with disabilities.
- From the table_ 4.25, it was observed that with regard to the item no 4, out of 354 general teachers, 61 (17.23 per cent) strongly agree and 172 (48.59 per cent) agree that the drinking water facilities are provided at the reach of children with disabilities whereas 87 (24.58 per cent) disagree and 9 (2.54 per cent) strongly disagree that the drinking water facilities are provided at the reach of children with disabilities. 25 (7.06 per cent) neither agree nor disagree that the drinking water facilities are provided at the reach of children with disabilities. We can conclude that drinking water facilities are provided at the reach of children with disabilities.

4.2.4.4 Training Programme related to CwD in Inclusive Education

Table_4.26: Inclusive Education Training Programme

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|--|----------------|----------------|---------------|---------------|-------------------|
| 1 | The training provided by the Inclusive Education Training Programme is appropriate to teach children with disabilities in the general classroom. | 20 (5.65) | 132 (37.29) | 72 (20.34) | 103 (29.1) | 27 (7.63) |
| 2 | The training provided by the Inclusive Education Training Programme is adequate to teach children with disabilities in the general classroom. | 33 (9.32) | 134 (37.85) | 94 (26.55) | 68 (19.21) | 25 (7.06) |
| 3 | Training given is appropriate with regard to all kinds of children with disabilities. | 18 (5.08) | 134 (37.85) | 90 (25.42) | 82 (23.16) | 30 (8.47) |
| 4 | The duration of the Inclusive Education Training Programme is sufficient in developing the necessary skills to teach to all kinds of children with disabilities. | 16 (4.52) | 98 (27.68) | 84 (23.73) | 137 (38.7) | 19 (5.37) |

- ❑ From the table_ 4.26, it was observed that with regard to the item no 1, out of 354 general teachers, 20 (5.65 per cent) strongly agree and 132 (37.29 per cent) agree that the training provided by the Inclusive Education Training Programme is appropriate to teach children with disabilities in the general classroom whereas 103 (29.1 per cent) disagree and 27 (7.63 per cent) strongly disagree that the training provided by Inclusive Education Training Programme is appropriate to teach children with disabilities in the general classroom. 72 (20.34 per cent) neither agree nor disagree that the training provided by the Inclusive Education Training Programme is appropriate to teach children with disabilities in the general classroom. We can conclude that the training provided by the Inclusive Education Training Programme is appropriate to teach children with disabilities in the general classroom.
- ❑ From the table_ 4.26, it was observed that with regard to the item no 2, out of 354 general teachers, 33 (9.32 per cent) strongly agree and 134 (37.85 per cent) agree that the training provided by the Inclusive Education Training Programme is adequate to teach children with disabilities in the general classroom whereas 68 (19.21 per cent) disagree and 25 (7.06 per cent) strongly disagree that the training provided by Inclusive Education Training Programme is adequate to teach children with disabilities in the general classroom. 94 (26.55 per cent) could not decide that the training provided by the Inclusive Education Training Programme is adequate to teach children with disabilities in the general classroom. We can conclude that the training provided by the Inclusive Education Training Programme is adequate to teach children with disabilities in the general classroom.
- ❑ From the table_ 4.26, it was observed that with regard to the item no 3, out of 354 general teachers, 18 (5.08 per cent) strongly agree and 134 (37.85 per cent) agree that the training given is appropriate with regard to all kinds of children with disabilities whereas 82 (23.16 per cent) disagree and 30 (8.47 per cent) strongly disagree that the training given is appropriate with regard to all kinds of children with disabilities. 90 (25.42 per cent) neither agree nor disagree that the training given is appropriate with regard to all kinds of children with disabilities. We can conclude that training given was appropriate with regard to all kinds of children with disabilities.

- From the table_ 4.26, it was observed that with regard to the item no 4, out of 354 general teachers, 16 (4.52 per cent) strongly agree and 98 (27.68 per cent) agree that the duration of the Inclusive Education Training Programme is sufficient in developing the necessary skills to teach all kinds of children with disabilities whereas 137 (38.7 per cent) disagree and 19 (5.37 per cent) strongly disagree that the duration of Inclusive Education Training Programme is sufficient in developing the necessary skills to teach all kinds of children with disabilities. 84 (23.73 per cent) neither agree nor disagree that the duration of the Inclusive Education Training Programme is sufficient in developing the necessary skills to teach to all kinds of children with disabilities. We can conclude that the duration of the Inclusive Education Training Programme was not sufficient in developing the necessary skills to teach all kinds of children with disabilities.

4.4.4.5 Scholarships for Children with Disabilities

Table_4.27: Scholarships

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|---|----------------|----------------|---------------|----------------|-------------------|
| 1 | Scholarships provided is sufficient in meeting the needs of children with disabilities. | 40 (11.3) | 116 (32.77) | 67 (18.93) | 108 (30.51) | 23 (6.5) |
| 2 | Scholarship reaches the children with disabilities at right time at the beginning of the academic year. | 36 (10.17) | 152 (42.94) | 86 (24.29) | 60 (16.95) | 20 (5.65) |
| 3 | Specified amount reach the children with disabilities without any deductions from the authorities. | 66 (18.64) | 161 (45.48) | 65 (18.36) | 52 (14.69) | 10 (2.82) |

- From the table _4.27, it was observed that with regard to the item no 1, out of 354 general teachers, 40 (11.3 per cent) strongly agree and 116 (32.77 per cent) agree that the scholarships provided are sufficient in meeting the needs of children with disabilities whereas as 108 (30.51 per cent) disagree and 23 (6.5 per cent) strongly disagree that the scholarships provided are sufficient in meeting the needs of children with disabilities. 67 (18.93 per cent) neither agree nor disagree that the scholarships provided are sufficient in meeting the needs of children with disabilities. We can conclude that the scholarship provided was sufficient in meeting the needs of children with disabilities.

- From the table _4.27, it was observed that with regard to the item no 2, out of 354 general teachers, 36 (10.17 per cent) strongly agree and 152 (42.94 per cent) agree that the scholarship reaches the CwD at right time at the beginning of the academic year whereas 60 (16.95 per cent) disagree and 20 (5.65 per cent) strongly disagree that the scholarship reaches the CwD at right time at the beginning of the academic year. 86 (24.29 per cent) neither agree nor disagree that the scholarship reach the CwD on right time in the beginning of the academic year. We can conclude that scholarship reach the CwD at right time at the beginning of the academic year.
- From the table _4.27, it was observed that with regard to the item no 3, out of 354 general teachers, 66 (18.64 per cent) strongly agree and 161 (45.48 per cent) agree that the specified amount reach the children with disabilities without any deductions from the authorities whereas 52 (14.69 per cent) disagree and 10 (2.82 per cent) strongly disagree that the specified amount reach the children with disabilities without any deductions from the authorities. 65 (18.36 per cent) neither agree nor disagree that the specified amount reach the children with disabilities without any deductions from the authorities. We can conclude that a specified amount reach the children with disabilities without any deductions from the authorities.

4.2.4.6 Escort and Transport facilities for children with disabilities

Table_4.28: Escort and Transport facilities

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|--|----------------|----------------|----------------|----------------|-------------------|
| 1 | Children with disabilities avail of escort facilities provided by the government. | 16 (4.52) | 194 (54.8) | 72 (20.34) | 52 (14.69) | 20 (5.65) |
| 2 | The amount provided for children with disabilities, as escort facilities are sufficient. | 13 (3.67) | 39 (11.02) | 150 (42.37) | 128 (36.16) | 24 (6.78) |
| 3 | Children with disabilities avail the transport facilities provided by Government. | 33 (9.32) | 174 (49.15) | 64 (18.08) | 64 (18.08) | 19 (5.37) |
| 4 | The amount given to children with disabilities for transportation is sufficient. | 16 (4.52) | 35 (9.89) | 153 (43.22) | 124 (35.03) | 26 (7.34) |

- ❑ From the table_ 4.28, it was observed that with regard to the item no 1, out of 354 general teachers, 16 (4.52 per cent) strongly agree and 194 (54.8 per cent) agree that the children with disabilities avail escort facilities provided by the government whereas 52 (14.69 per cent) disagree and 20 (5.65 per cent) strongly disagree that the children with disabilities avail escort facilities provided by the government. 72 (20.34 per cent) teachers neither agree nor disagree that the children with disabilities avail escort facilities provided by the government. We can conclude that children with disabilities avail escort facilities provided by the government.
- ❑ From the table_ 4.28, it was observed that with regard to the item no 2, out of 354 general teachers, 13 (3.67 per cent) strongly agree and 39 (11.02 per cent) agree that the amount given for children with disabilities as escort facilities are sufficient whereas 128 (36.16 per cent) disagree and 24 (6.78 per cent) strongly disagree that the amount given for children with disabilities as escort facilities are sufficient. 150 (42.37 per cent) neither agree nor disagree that the amount given for children with disabilities as escort facilities are sufficient. We can conclude that amount given for children with disabilities as escort facilities were not sufficient.
- ❑ From the table_ 4.28, it was observed that with regard to the item no 3, out of 354 general teachers, 33 (9.32 per cent) strongly agree and 174 (49.15 per cent) agree that the children with disabilities avail the transport facilities provided by Government whereas 64 (18.08 per cent) disagree and 19 (5.37 per cent) strongly disagree that the children with disabilities avail the transport facilities provided by Government. 64 (18.08 per cent) neither agree nor disagree that the children with disabilities avail the transport facilities provided by Government. We can conclude that children with disabilities avail the transport facilities provided by Government.
- ❑ From the table_ 4.28, it was observed that with regard to the item no 4, out of 354 general teachers, 16 (4.52 per cent) strongly agree and 35 (9.89 per cent) agree that the amount given to children with disabilities for transportation is sufficient whereas 124 (35.03 per cent) disagree and 26 (7.34 per cent) strongly disagree that the amount given to children with disabilities for transportation is sufficient. 153 (43.22 per cent) teachers neither agree nor disagree that the amount given to children with disabilities for transportation is sufficient. We can conclude

that amount given to children with disabilities for transportation was not sufficient.

4.2.4.7 Aids and Appliances for children with disabilities

Table_4.29: Aids and Appliances

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|--|----------------|----------------|---------------|----------------|-------------------|
| 1 | Children with disabilities receive the aids and appliances at right time. | 32 (9.04) | 116 (32.77) | 80 (22.6) | 94 (26.55) | 32 (9.04) |
| 2 | Good quality working conditioned aids and appliances are provided for children with disabilities. | 19 (5.37) | 138 (38.98) | 71 (20.06) | 107 (30.22) | 19 (5.37) |
| 3 | Replacement of aids and appliances has been done immediately when repaired for children with disabilities. | 15 (4.24) | 77 (21.75) | 84 (23.73) | 147 (41.52) | 31 (8.76) |

- From the table_ 4.29, it was observed that with regard to the item no 1, out of 354 general teachers, 32 (9.04 per cent) strongly agree and 116 (32.77 per cent) agree that the children with disabilities receive the aids and appliances at right time whereas 94 (26.55 per cent) disagree and 32 (9.04 per cent) strongly disagree that the children with disabilities receive the aids and appliances at right time. 80 (22.6 per cent) neither agree nor disagree that the children with disabilities receive the aids and appliances at right time. We can conclude that children with disabilities receive the aids and appliances at right time.
- From the table_ 4.29, it was observed that with regard to the item no 2, out of 354 general teachers, 19 (5.37 per cent) strongly agree and 138 (38.98 per cent) agree that good quality working conditioned aids and appliances are provided for children with disabilities whereas 107 (30.22 per cent) disagree and 19 (5.37 per cent) strongly disagree that the good quality working conditioned aids and appliances are provided for children with disabilities. 71 (20.06 per cent) neither agree nor disagree that good quality working conditioned aids and appliances are provided for children with disabilities. We can conclude that good quality working conditioned aids and appliances were provided for children with disabilities.
- From the table_ 4.29, it was observed that with regard to the item no 3, out of 354 general teachers, 15 (4.24 per cent) strongly agree and 77 (21.75 per cent) agree

that the replacement of aids and appliances has been done immediately when repaired for children with disabilities whereas 147 (41.52 per cent) disagree and 31 (8.76 per cent) strongly disagree that the replacement of aids and appliances has been done immediately when repaired for children with disabilities. 84 (23.73 per cent) neither agree nor disagree that the replacement of aids and appliances has been done immediately when repaired for children with disabilities. We can conclude that the replacement of aids and appliances had not been done immediately when repaired for children with disabilities

4.2.4.8 Books and Uniforms for Children with Disabilities

Table_4.30: Books and Uniforms

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|---|----------------|----------------|----------------|---------------|-------------------|
| 1 | Children with disabilities receive the books on time at the beginning of the academic year. | 39 (11.02) | 188 (53.11) | 62 (17.51) | 47 (13.28) | 18 (5.08) |
| 2 | The quality of the print and material is in good condition for children with disabilities. | 9 (2.54) | 160 (45.2) | 95 (26.84) | 74 (20.9) | 16 (4.52) |
| 3 | Language and content presented in books are easy to understand by children with disabilities. | 23 (6.5) | 109 (30.79) | 115 (32.48) | 99 (27.97) | 8 (2.26) |
| 4 | Children with disabilities receive the uniforms on time. | 57 (16.1) | 246 (69.49) | 26 (7.34) | 25 (7.06) | 0 |

- From the table_ 4.30, it was observed that with regard to the item no 1, out of 354 general teachers, 39 (11.02 per cent) strongly agree and 188 (53.11 per cent) agree that the children with disabilities receive the books on time at the beginning of the academic year whereas 47 (13.28 per cent) disagree and 18 (5.08 per cent) strongly disagree that the children with disabilities receive the books on time at the beginning of the academic year. 62 (17.51 per cent) neither agree nor disagree that the children with disabilities receive the books on time at the beginning of the academic year. We can conclude that the children with disabilities received the books on time at the beginning of the academic year.
- From the table_ 4.30, it was observed that with regard to the item no 2, out of 354 general teachers, 9 (2.54 per cent) strongly agree and 160 (45.2 per cent) agree that the quality of the print and material is in good condition for children with

disabilities whereas 74 (20.9 per cent) disagree and 16 (4.52 per cent) strongly disagree that the quality of the print and material is in good condition for children with disabilities. 95 (26.84 per cent) neither agree nor disagree that the quality of the print and material is in good condition for children with disabilities. We can conclude that the quality of the print and material is in good condition for children with disabilities.

- From the table_ 4.30, it was observed that with regard to the item no 3, out of 354 general teachers, 23 (6.5 per cent) strongly agree and 109 (30.79 per cent) agree that the language and content presented in books are easy to understand by the children with disabilities whereas 99 (27.97 per cent) disagree and 8 (2.26 per cent) strongly disagree that the language and content presented in books are easy to understand by the children with disabilities. 115 (32.48 per cent) neither agree nor disagree that the language and content presented in books are easy to understand by children with disabilities. We can conclude that the language and content presented in books were easy to understand by the children with disabilities.
- From the table_ 4.30, it was observed that with regard to the item no 4, out of 354 general teachers, 57 (16.1 per cent) strongly agree and 246 (69.49 per cent) agree that the children with disabilities receive the uniforms on time whereas 25 (7.06 per cent) disagree that the children with disabilities receive the uniforms on time. 26 (7.34 per cent) neither agree nor disagree that the children with disabilities receive the uniforms on time. We can conclude that children with disabilities receive uniforms on time.

4.2.4.9 Medical camp for children with disabilities

Table_4.31: Medical camp

| Sl No. | Statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------|---|----------------|----------------|---------------|---------------|-------------------|
| 1 | Medical camps are being conducted regularly. | 16 (4.52) | 222 (62.71) | 86 (24.29) | 21 (5.93) | 9 (2.54) |
| 2 | Medical camps are being conducted by expert doctors with disabilities specialization. | 17 (4.8) | 226 (63.84) | 38 (10.73) | 55 (15.54) | 18 (5.08) |

- From the table_4.31, it was observed that with regard to the item no 1, out of 354 general teachers, 16 (4.52 per cent) strongly agree and 222 (62.71 per cent) agree

that the medical camps are being conducted regularly whereas 21 (5.93 per cent) disagree and 9 (2.54 per cent) strongly disagree that the medical camps are being conducted regularly. 86 (24.29 per cent) neither agree nor disagree that the medical camps are being conducted regularly. We can conclude that the medical camps are being conducted regularly.

- ❑ From the table_4.31, it was observed that with regard to the item no 2, out of 354 general teachers, 17 (4.8 per cent) strongly agree and 226 (63.84 per cent) agree that the medical camps are being conducted by expert doctors with disabilities specialization whereas 55 (15.54 per cent) disagree and 18 (5.08 per cent) strongly disagree that the medical camps are being conducted by expert doctors with disabilities specialization. 38 (10.73 per cent) neither agree nor disagree that the medical camps are being conducted by expert doctors with disabilities specialization. We can conclude that medical camps are being conducted by expert doctors with disabilities specialization.

4.2.5 Objective Five: To study the opinion of Parents of Children with Disabilities towards the policies and programmes for Children with Disabilities in Inclusive Education with respect to

- ❑ **Benefits received**
- ❑ **Problems faced**

Collected data from parents of children with disabilities with the help of semi-structured interviews was analyzed and presented below:

4.2.5.1 Benefits received for Children with disabilities

4.2.5.1.1 Medical Checkup

Twelve (24 percent) parents of children with disabilities told that medical camps were conducted in the school itself so it was easy to attend. Fifteen (30 percent) parents of children with disabilities told that doctors were very cooperative and supporting staff was very helpful while attending medical camp. Eight (16 percent) parents of children with mental disabilities told that doctors treated the child with caring.

4.2.5.1.2 Books & uniform

Thirty-Eight (76 per cent) parents of children with disabilities told that they received the books and uniforms at the beginning of the academic year and the quality of uniforms and textbooks was good.

4.2.5.1.3 Aids & appliances

Thirty-six (72 per cent) parents of children with disabilities told that aids & appliances were distributed at the beginning of the academic year after conducting the medical camp. Eight (16 per cent) parents of children with VI told that they got spectacles for the child. Seven (14 per cent) parents of a child with HI told that they got hearing aids. Eight (16 per cent) parents of children with locomotor disabilities told that they got wheel chair and crutches.

4.2.5.1.4 Scholarship

Twenty-two (44 per cent) parents of children with disabilities told that they received scholarship amount between Rupees 500 to 1000 based on the standard and level of disability.

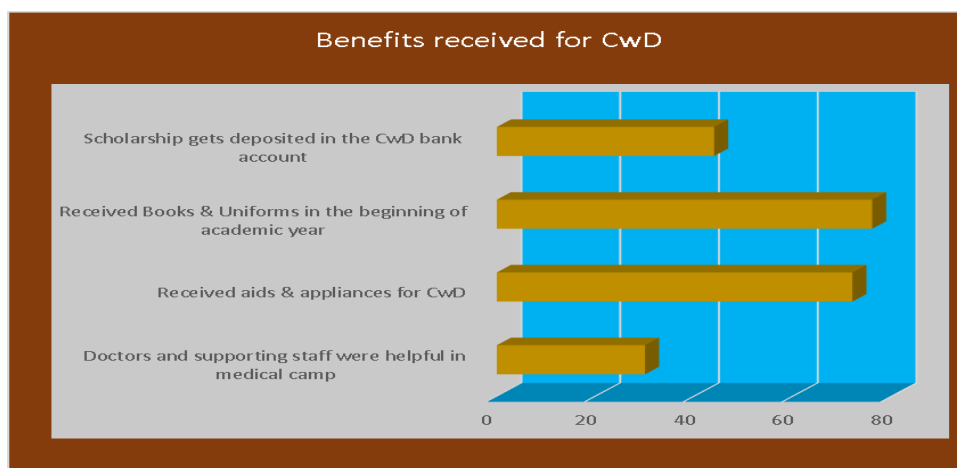
4.2.5.1.5 Transport & Escort facilities

Four (8 per cent) parents of children with disabilities told that they received transport & Escort facilities of rupees 500 yearly once.

4.2.5.1.6 Training

Four (8 per cent) parents of children with disabilities told that they received a training programme to look after the child with mental retardation at home.

Graph_4.36: Various Benefits received by Parents of children with disabilities



4.2.5.2 Problems faced while accruing benefits

4.2.5.2.1 Medical Checkup

Thirty-eight (76 per cent) parents of children with disabilities told medical camp were conducted at faraway school; it should be conducted at least for three days instead of one day, if we could not attend on first day, we will attend on third day. Forty-one (82 per cent) parents of children with disabilities told that they lost one day salary for attending medical camp so government should give TA and DA for attending medical camp, as we are economically poor; we had sacrificed one-day salary and attended the medical camp. Thirty-five (70 per cent) parents of children with disabilities told that there was no proper cooperation from the doctors or supporting staff while attending medical camp. They do not speak politely. They speak rudely. Twenty-seven (54 per cent) parents of children with disabilities told that government should designate one hospital as disability specialty hospital and provide us the provision to attend medical camp throughout the year.

4.2.5.2.2 Books & uniform

Twelve (24 per cent) parents of children with disabilities told that sometimes books and uniforms gets delayed by one or two months. Twenty-eight (56 per cent) parents of children with disabilities told it would be better if government provides one extra set of uniform for child with Mental retardation, Cerebral Palsy and locomotor disability. Eleven (22 per cent) parents of children with disabilities told that common textbook were given for all children. Government should take measures to frame textbooks according to the type and level of disability of the child.

4.2.5.2.3 Aids & appliances

Fourteen (28 per cent) parents of children with disabilities told that the aids & appliances were delayed for one to two months and they received faulty aids & appliances. They told that government should take measure to provide aids & appliances to children with disabilities on time and they should establish one disability manufacturing aids & appliances institute so that they can get visit throughout the year if there is any problem.

4.2.5.2.4 Scholarship

Twenty-eight (56 per cent) parents of children with disabilities` told that the scholarship amount of Rs.500 given is very less, could not fulfill even the basic needs of the child. Government should take measures to increase the scholarship amount based on the expenditure of the children with disabilities and it was credited directly to the child's account in the beginning of the academic year.

4.2.5.2.5 Transport & Escort facilities

Forty-six (92 per cent) parents of children with disabilities told that they did not know anything regarding escort and transport facilities, they only receive scholarship. Seven (14 per cent) parents of children with disabilities told that escort and transport facilities is given only to child with severe disabilities having MR,PH,CP who could not come to school on their own.

4.2.5.2.6 Training

Forty-six (92 per cent) parents of children with disabilities told that they work as daily wage laborers; they do not get leave from work so they could not attend the IE training programme. They also said that if government provide TA and DA then they could attend the programme.

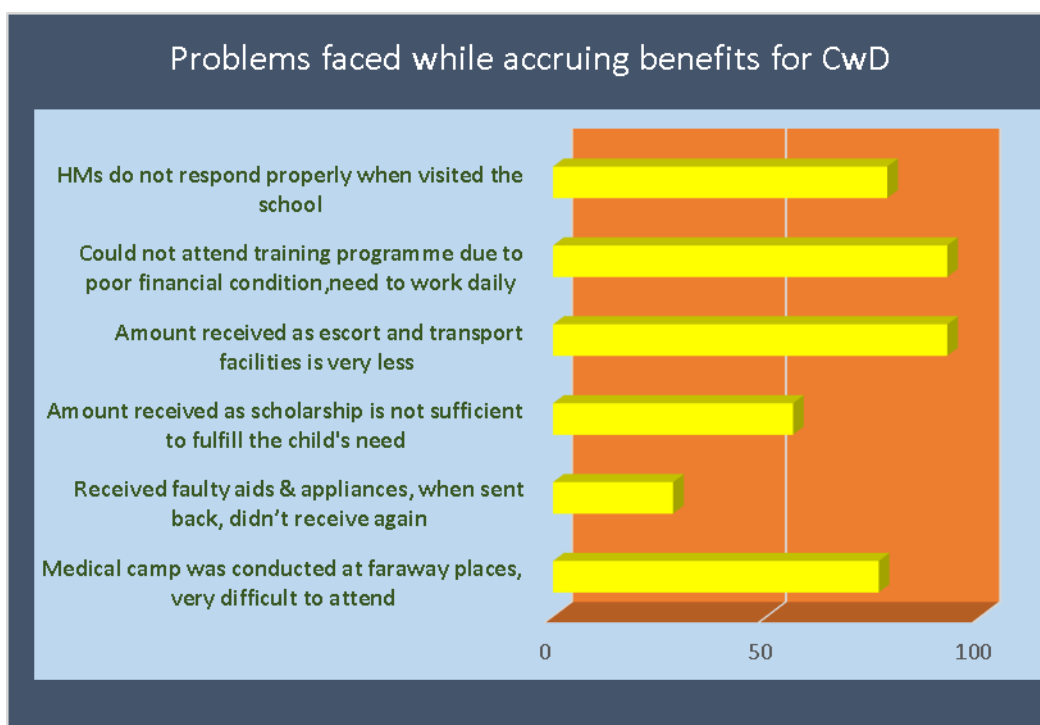
4.2.5.2.7 Problems with HM

Thirty nine (78 per cent) parents of children with disabilities told that HM do not cooperate with them, they remain busy always with their academic work, they do take care about normal children and they do not bother or take care about children with disabilities nor their problems. They do not speak properly when visited the school. Government should monitor the activities of HM towards children with disabilities and appoint HM who have special B. Ed. for effective implementation of schemes & provisions of children with disabilities.

4.2.5.2.8 Problems with BIERT

Forty-two (84 per cent) parents of children with disabilities told that they do not know about the BIERT as they only meet the HM when they visit the school. Whereas Eight (16 per cent) parents of children with disabilities told that they met BIERT when visited resource center, during medical camp, distribution of medical camp and distribution of aids & appliances. They were not cooperative.

Graph_4.37: Various problems faced by parents of children with disabilities while accruing benefits for children with disabilities



This chapter deals data analysis and interpretation, the subsequent chapter presents major findings, discussion on findings and suggestions.