

APPENDICES

APPENDIX 1.1

Information regarding Children with Disabilities

Instructions:

The information obtained will be used strictly for academic purposes. Your answers will be kept in confidence.

1. Name of the School:.....
2. Address:
3. Locality:
4. Total number of Children with Disabilities
studying in this school:.....
5. Eligible CwD to be enrolled.....

Sl. No		CwD: 1	CwD: 2	CwD:3	CwD:4
1	Name of the Children with disabilities				
2	Age of the CwD				
3	Gender of the CwD				
4	Type of disability				
5	Reason for disability (accidental/from birth)				
6	Level of disability				
7	A year and the class in which the CwD took admission				
8	Standard in which the CwD is presently studying:				
9	Eligible CwD to be enrolled				

APPENDIX 2.1

Semi-structured Interview Schedule for Head Master/Mistress

Following semi-structured interview questions were asked with Head Master/Mistress regarding problems faced while implementing the policies and provisions of children with disabilities.

1. What problems do you face with regard to the CwDs access to education
 - ☐ Is the resource room located at the accessible distance
 - ☐ Is the resource room well equipped with teaching aids catering to the needs of all kinds of disabilities
 - ☐ difficulties in providing home-based education related to finances, visit of a special teacher, curriculum development etc.,
 - ☐ any other problems that you wish to share
2. What problems do you face in developing school infrastructure disabled-friendly.
 - ☐ Do you get funds on time from the government for building ramps
 - ☐ Is the toilets constructed for children with disabilities is disabled friendly
 - ☐ Is the rooms at school equipped with braille script and signboards.
 - ☐ Is there any other problems that you face related to infrastructure
3. What problems do you face in conducting inclusive education training programmes
 - ☐ Is the duration of inclusive education training programmes sufficient to teachers to equip them to teach the children with disabilities in the inclusive classroom
 - ☐ Do the inclusive education programmes cater to the needs of all kinds of disabilities
 - ☐ Is the fund Allocated for conducting an inclusive education programme is sufficient
 - ☐ Do you face any problem in finding resource persons having specialization in a different type of disabilities for the inclusive education training programme
 - ☐ Do you wish to share any other problems related to the inclusive education training programme
4. What problems do you face in providing scholarships?
 - ☐ Do the children with disabilities get the scholarship regularly and timely
 - ☐ Is the amount received as scholarship for CwD sufficient to fulfil the basic needs
 - ☐ Any other problems that you wish to share regarding the scholarship.
5. What problems do you face in providing escort and transport facilities?
 - ☐ Do the CwD get escort facilities regularly and timely
 - ☐ Do the CwD get transport facilities regularly and timely
 - ☐ Is the amount received as escort and transport facilities is sufficient
 - ☐ Is there any other problems that you wish to share

6. What problems do you face in providing aids and appliances?
 - ☐ Do the CwD receive the aids and appliances regularly on time at the beginning of the academic year
 - ☐ Is the aids and appliances received are in good working conditions
 - ☐ Is the replacement of defect aids and appliances been done with new ones immediately
 - ☐ Any other problem that you wish to mention
7. What problems do you face in providing books and uniforms?
 - ☐ Is the books and uniforms received is in good condition.
 - ☐ Do the CwD get books and uniforms regularly and timely
 - ☐ Any other problem that you wish to mention
8. What problems do you face in conducting medical camps
 - ☐ Do the medical camps did regularly and timely with the help of expert doctors
 - ☐ What problems did you face when the medical camp was conducted away from school.
 - ☐ Any other problem that you wish to mention
9. What problems do you face with BRCC, BRP, CRP, BIERT and parents of children with disabilities with regard to
 - ☐ accession to education – resource room, home-based education, regular classroom.
 - ☐ disabled-friendly infrastructure
 - ☐ inclusive education programmes.
 - ☐ scholarships, escort and transport facilities, aids & appliances, books and uniforms.
 - ☐ medical camps.

APPENDIX 2.2

Semi-structured Interview Schedule for Block Resource Centre Coordinator

Following semi-structured interview questions were asked with Block Resource Centre Coordinator regarding problems faced while implementing the policies and provisions of children with disabilities.

1. What problems do you face related to the accession of education
 - ☐ Is the resource room located at the accessible distance
 - ☐ Is the resource room well equipped with teaching aids catering to the needs of all kinds of disabilities
 - ☐ difficulties in providing home-based education related to finances, visit of a special teacher, curriculum development etc.,
 - ☐ any other problems that you wish to share
2. What problems do you face in developing school infrastructure disabled-friendly.
 - ☐ Do you get funds on time from the government for building ramps
 - ☐ Is the toilets constructed for children with disabilities is disabled friendly
 - ☐ Is the rooms at school equipped with braille script and signboards.
 - ☐ Is there any other problems that you face related to infrastructure
3. What problems do you face in conducting inclusive education training programmes
 - ☐ Is the duration of inclusive education training programmes sufficient to teachers to equip them to teach the children with disabilities in the inclusive classroom
 - ☐ Do the inclusive education programmes cater to the needs of all kinds of disabilities
 - ☐ Is the fund Allocated for conducting an inclusive education programme is sufficient
 - ☐ Do you face any problem in finding resource persons having specialization in a different type of disabilities for the inclusive education training programme
 - ☐ Do you wish to share any other problems related to the inclusive education training programme
4. What problems do you face in providing scholarships?
 - ☐ Do the children with disabilities get the scholarship regularly and timely
 - ☐ Is the amount received as scholarship for CwD sufficient to fulfil the basic needs
 - ☐ Any other problems that you wish to share regarding the scholarship.
5. What problems do you face in providing escort and transport facilities?
 - ☐ Do the CwD get escort facilities regularly and timely
 - ☐ Do the CwD get transport facilities regularly and timely
 - ☐ Is the amount received as escort and transport facilities is sufficient
 - ☐ Is there any other problems that you wish to share.

6. What problems do you face in providing aids and appliances?
 - ☐ Do the CwD receive the aids and appliances regularly on time at the beginning of the academic year
 - ☐ Is the aids and appliances received are in good working conditions
 - ☐ Is the replacement of defect aids and appliances been done with new ones immediately
 - ☐ Any other problem that you wish to mention
7. What problems do you face in providing books and uniforms?
 - ☐ Is the books and uniforms received is in good condition.
 - ☐ Do the CwD get books and uniforms regularly and timely
 - ☐ Any other problem that you wish to mention
8. What problems do you face in conducting medical camps
 - ☐ Do the medical camps did regularly and timely with the help of expert doctors
 - ☐ What problems did you face when the medical camp was conducted away from school.
 - ☐ Any other problem that you wish to mention
9. What problems do you face with HM, BRP, CRP, BIERT and parents of children with disabilities with regard to
 - ☐ accession to education – resource room, home-based education, regular classroom.
 - ☐ disabled-friendly infrastructure
 - ☐ inclusive education programmes.
 - ☐ scholarships, escort and transport facilities, aids & appliances, books and uniforms.
 - ☐ medical camps.

APPENDIX 2.3

Semi-structured Interview Schedule for Block Resource Persons

Following semi-structured interview questions were asked with Block Resource Persons regarding problems faced while implementing the policies and provisions of children with disabilities.

1. What problems do you face related to the accession of education
 - ☐ Is the resource room located at the accessible distance
 - ☐ Is the resource room well equipped with teaching aids catering to the needs of all kinds of disabilities
 - ☐ difficulties in providing home-based education related to finances, visit of a special teacher, curriculum development etc.,
 - ☐ any other problems that you wish to share
2. What problems do you face in developing school infrastructure disabled-friendly.
 - ☐ Do you get funds on time from the government for building ramps
 - ☐ Is the toilets constructed for children with disabilities is disabled friendly
 - ☐ Is the rooms at school equipped with braille script and signboards.
 - ☐ Is there any other problems that you face related to infrastructure
3. What problems do you face in conducting inclusive education training programmes
 - ☐ Is the duration of inclusive education training programmes sufficient to teachers to equip them to teach the children with disabilities in the inclusive classroom
 - ☐ Do the inclusive education programmes cater to the needs of all kinds of disabilities
 - ☐ Is the fund Allocated for conducting an inclusive education programme is sufficient
 - ☐ Do you face any problem in finding resource persons having specialization in a different type of disabilities for the inclusive education training programme
 - ☐ Do you wish to share any other problems related to the inclusive education training programme
4. What problems do you face in providing scholarships?
 - ☐ Do the children with disabilities get the scholarship regularly and timely
 - ☐ Is the amount received as scholarship for CwD sufficient to fulfil the basic needs
 - ☐ Any other problems that you wish to share regarding the scholarship.
5. What problems do you face in providing escort and transport facilities?
 - ☐ Do the CwD get escort facilities regularly and timely
 - ☐ Do the CwD get transport facilities regularly and timely
 - ☐ Is the amount received as escort and transport facilities is sufficient
 - ☐ Is there any other problems that you wish to share.

6. What problems do you face in providing aids and appliances?
- ☐ Do the CwD receive the aids and appliances regularly on time at the beginning of the academic year
 - ☐ Is the aids and appliances received are in good working conditions
 - ☐ Is the replacement of defect aids and appliances been done with new ones immediately
 - ☐ Any other problem that you wish to mention
7. What problems do you face in providing books and uniforms?
- ☐ Is the books and uniforms received is in good condition.
 - ☐ Do the CwD get books and uniforms regularly and timely
 - ☐ Any other problem that you wish to mention
8. What problems do you face in conducting medical camps
- ☐ Do the medical camps did regularly and timely with the help of expert doctors
 - ☐ What problems did you face when the medical camp was conducted away from school.
 - ☐ Any other problem that you wish to mention
9. What problems do you face with HM, BRCC, CRP, BIER and parents of children with disabilities with regard to
- ☐ accession to education – resource room, home-based education, regular classroom.
 - ☐ disabled-friendly infrastructure
 - ☐ inclusive education programmes.
 - ☐ scholarships, escort and transport facilities, aids & appliances, books and uniforms.
 - ☐ medical camps.

APPENDIX 2.4

Semi-structured Interview Schedule for Cluster Resource Persons

Following semi structured interview questions were asked with Cluster Resource Persons regarding problems faced while implementing the policies and provisions of children with disabilities.

1. What problems do you face related to the accession of education
 - ☐ Is the resource room located at the accessible distance
 - ☐ Is the resource room well equipped with teaching aids catering to the needs of all kinds of disabilities
 - ☐ difficulties in providing home-based education related to finances, visit of a special teacher, curriculum development etc.,
 - ☐ any other problems that you wish to share
2. What problems do you face in developing school infrastructure disabled-friendly.
 - ☐ Do you get funds on time from the government for building ramps
 - ☐ Is the toilets constructed for children with disabilities is disabled friendly
 - ☐ Is the rooms at school equipped with braille script and signboards.
 - ☐ Is there any other problems that you face related to infrastructure
3. What problems do you face in conducting inclusive education training programmes
 - ☐ Is the duration of inclusive education training programmes sufficient to teachers to equip them to teach the children with disabilities in the inclusive classroom
 - ☐ Do the inclusive education programmes cater to the needs of all kinds of disabilities
 - ☐ Is the fund Allocated for conducting an inclusive education programme is sufficient
 - ☐ Do you face any problem in finding resource persons having specialization in a different type of disabilities for the inclusive education training programme
 - ☐ Do you wish to share any other problems related to the inclusive education training programme
4. What problems do you face in providing scholarships?
 - ☐ Do the children with disabilities get the scholarship regularly and timely
 - ☐ Is the amount received as scholarship for CwD sufficient to fulfil the basic needs
 - ☐ Any other problems that you wish to share regarding the scholarship.
5. What problems do you face in providing escort and transport facilities?
 - ☐ Do the CwD get escort facilities regularly and timely
 - ☐ Do the CwD get transport facilities regularly and timely
 - ☐ Is the amount received as escort and transport facilities is sufficient
 - ☐ Is there any other problems that you wish to share.

6. What problems do you face in providing aids and appliances?
 - ☐ Do the CwD receive the aids and appliances regularly on time at the beginning of the academic year
 - ☐ Is the aids and appliances received are in good working conditions
 - ☐ Is the replacement of defect aids and appliances been done with new ones immediately
 - ☐ Any other problem that you wish to mention
7. What problems do you face in providing books and uniforms?
 - ☐ Is the books and uniforms received is in good condition.
 - ☐ Do the CwD get books and uniforms regularly and timely
 - ☐ Any other problem that you wish to mention
8. What problems do you face in conducting medical camps
 - ☐ Do the medical camps did regularly and timely with the help of expert doctors
 - ☐ What problems did you face when the medical camp was conducted away from school.
 - ☐ Any other problem that you wish to mention
9. What problems do you face with HM, BRCC, BRP, BIERT and parents of children with disabilities with regard to
 - ☐ accession to education – resource room, home based education, regular classroom.
 - ☐ disabled-friendly infrastructure
 - ☐ inclusive education programmes.
 - ☐ scholarships, escort and transport facilities, aids & appliances, books and uniforms.
 - ☐ medical camps.

APPENDIX 2.5

Semi-structured Interview Schedule for Block Inclusive Education Resource Teachers

Following semi structured interview questions were asked with Block Inclusive Education Resource Teachers regarding problems faced while implementing the policies and provisions of children with disabilities.

1. What problems do you face related to the accession of education
 - ☐ Is the resource room located at the accessible distance
 - ☐ Is the resource room well equipped with teaching aids catering to the needs of all kinds of disabilities
 - ☐ difficulties in providing home-based education related to finances, visit of a special teacher, curriculum development etc.,
 - ☐ any other problems that you wish to share
2. What problems do you face in developing school infrastructure disabled-friendly.
 - ☐ Do you get funds on time from the government for building ramps
 - ☐ Is the toilets constructed for children with disabilities is disabled friendly
 - ☐ Is the rooms at school equipped with braille script and signboards.
 - ☐ Is there any other problems that you face related to infrastructure
3. What problems do you face in conducting inclusive education training programmes
 - ☐ Is the duration of inclusive education training programmes sufficient to teachers to equip them to teach the children with disabilities in the inclusive classroom
 - ☐ Do the inclusive education programmes cater to the needs of all kinds of disabilities
 - ☐ Is the fund Allocated for conducting an inclusive education programme is sufficient
 - ☐ Do you face any problem in finding resource persons having specialization in a different type of disabilities for the inclusive education training programme
 - ☐ Do you wish to share any other problems related to the inclusive education training programme
4. What problems do you face in providing scholarships?
 - ☐ Do the children with disabilities get the scholarship regularly and timely
 - ☐ Is the amount received as scholarship for CwD sufficient to fulfil the basic needs
 - ☐ Any other problems that you wish to share regarding the scholarship.
5. What problems do you face in providing escort and transport facilities?
 - ☐ Do the CwD get escort facilities regularly and timely
 - ☐ Do the CwD get transport facilities regularly and timely
 - ☐ Is the amount received as escort and transport facilities is sufficient
 - ☐ Is there any other problems that you wish to share.

6. What problems do you face in providing aids and appliances?
 - ☐ Do the CwD receive the aids and appliances regularly on time at the beginning of the academic year
 - ☐ Is the aids and appliances received are in good working conditions
 - ☐ Is the replacement of defect aids and appliances been done with new ones immediately
 - ☐ Any other problem that you wish to mention
7. What problems do you face in providing books and uniforms?
 - ☐ Is the books and uniforms received is in good condition.
 - ☐ Do the CwD get books and uniforms regularly and timely
 - ☐ Any other problem that you wish to mention
8. What problems do you face in conducting medical camps
 - ☐ Do the medical camps did regularly and timely with the help of expert doctors
 - ☐ What problems did you face when the medical camp was conducted away from school.
 - ☐ Any other problem that you wish to mention
9. What problems do you face with HM, BRCC, BRP, CRP and parents of children with disabilities with regard to
 - ☐ accession to education – resource room, home-based education, regular classroom.
 - ☐ disabled-friendly infrastructure
 - ☐ inclusive education programmes.
 - ☐ scholarships, escort and transport facilities, aids & appliances, books and uniforms.
 - ☐ medical camps.

APPENDIX 2.6

Semi-structured Interview Schedule for Parents of Children with Disabilities

Following semi-structured interview questions were asked with Parents of Children with Disabilities regarding problems faced while implementing the policies and provisions of children with disabilities.

1. What problems do you face while accruing benefits from medical camps
 - ☐ Difficulties while attending medical camp when conducted far away places from school
 - ☐ Do the medical camps are done regularly and timely with the help of expert doctors
 - ☐ Do the doctors treat the CwD with care and concern
 - ☐ Any other problem that you wish to mention
2. What problems do you face in accruing scholarship benefits from the government?
 - ☐ Do the children with disabilities get the scholarship regularly and timely
 - ☐ Is the amount received as scholarship for CwD sufficient to fulfill the basic needs
 - ☐ Any other problems that you wish to share regarding the scholarship.
3. What problems do you face in accruing escort and transport facilities?
 - ☐ Do the CwD get escort facilities regularly and timely
 - ☐ Do the CwD get transport facilities regularly and timely
 - ☐ Is the amount received as escort and transport facilities is sufficient
 - ☐ Is there any other problems that you wish to share.
4. What problems do you face in accruing aids and appliances from government?
 - ☐ Do the CwD receive the aids and appliances regularly on time in the beginning of the academic year
 - ☐ Is the aids and appliances received are in good working conditions
 - ☐ Is the replacement of defect aids and appliances been done with new ones immediately
 - ☐ Any other problem that you wish to mention
5. What problems do you face in accruing books and uniforms benefits?
 - ☐ Is the books and uniforms received is in good condition.
 - ☐ Do the CwD get books and uniforms regularly and timely
 - ☐ Any other problem that you wish to mention

6. What are the problems you face and the benefits received from attending the training programme related to inclusive education
- ☐ Difficulties faced while attending training programme when conducted at far away place.
 - ☐ Facilities provided at the training centre
 - ☐ Any other problems faced or benefits received related to training programme.
7. What problems do you face with HM, BIERT while accruing benefits with regard to
- ☐ medical camps.
 - ☐ scholarships, escort and transport facilities, aids & appliances, books and uniforms.

APPENDIX 3.1

Opinionnaire of policies and provisions related to Inclusive Education

[Put a tick mark in the box whichever you feel appropriate]

Item No.	Statements	Strongly Agree	Agree	Un-Decided	Disagree	Strongly Disagree
Resource Room						
1	The resource room is well equipped with good working conditioned aids and appliances for all kinds of disabilities.					
2	The resource room has necessary aids and appliances to teach social sciences for children with disabilities.					
3	The resource room contains sufficient mathematical teaching aids for children with disabilities.					
4	Appropriate teaching aids related to science are found in a resource room for all kinds of disabilities.					
5	The resource room has an adequate language development system for children with disabilities.					
6	Children with mild disabilities learn well without the help of a resource room.					
7	Children with moderate disabilities require the help of a resource room to learn better.					
Opinion of Teachers towards children with disabilities in an inclusive classroom						
8	The children with severe disabilities can also be educated along with normal children in the general classroom.					
9	The appropriate environment for children with severe disabilities is home-based education.					
10	Home-based education should be given by BIERT alone.					
11	BIERT should plan the curriculum for Home-Based Education according to the Individualized Education Plan.					

12	Children with mild and moderate disabilities should be accommodated in a normal classroom.					
13	It is a burden on general teachers to teach children with disabilities in the general classroom.					
14	Children with disabilities are isolated in the classroom by peer groups.					
15	BIERT provides appropriate suggestions to teachers regarding curriculum planning and teaching-learning of children with disabilities.					
16	Guidance given by BIER is sufficient in handling the children with disabilities in the regular classroom.					
School Infrastructure						
17	The school is equipped with a disabled-friendly environment.					
18	The toilets for children with disabilities are disabled-friendly.					
19	Ramps constructed in school for children with disabilities.					
20	Drinking water facilities are provided at the reach of children with disabilities.					
Inclusive Education Training Programme						
21	The school is equipped with a disabled-friendly environment.					
22	The toilets for children with disabilities are disabled-friendly.					
23	Ramps constructed in school for children with disabilities.					
24	Drinking water facilities are provided at the reach of children with disabilities.					
Scholarships						
25	Scholarships provided is sufficient in meeting the needs of children with disabilities.					
26	Scholarship reaches the children with disabilities at the right time and at the beginning of the academic year.					
27	The specified amount reaches the children with disabilities without any deductions from the authorities.					

Escort and Transport Facilities						
28	Children with disabilities avail of escort facilities provided by the government.					
29	The amount is given for children with disabilities as escort facilities is sufficient.					
30	Children with disabilities avail the transport facilities provided by Government.					
31	The amount given to children with disabilities for transportation is sufficient.					
Aids & Appliances						
32	Children with disabilities receive the aids and appliances at right time.					
33	Good quality working conditioned aids and appliances are provided for children with disabilities.					
34	Replacement of aids and appliances has been done immediately when repaired for children with disabilities.					
Books and Uniforms						
35	Children with disabilities receive the books on time at the beginning of the academic year.					
36	The quality of the print and material is in good condition for children with disabilities.					
37	Language and content presented in books are easy to understand by children with disabilities.					
38	Children with disabilities receive the uniforms on time.					
Medical Camp						
39	Medical camps are being conducted regularly.					
40	Medical camps are being conducted by expert doctors with disabilities specialization.					

APPENDIX 4.1

LIST OF PLATES

Plate_1: The investigator collecting information from HM regarding enrollment and retention details of Children with Disabilities



Plate 4.2: The investigator conducting interview of Head Mistress



Plate 4.3: Teachers filling Opinionnaire distributed by investigator



Plate 4.4: The investigator attending the medical camp for children with disabilities



Plate 4.5: The investigator conducting semi-structured interview one of the parent of children with locomotor disabilities of profound level.



APPENDIX 5.1

Permission letter for Data Collection from Research Supervisor



Department of Education [CASE and IASE]
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara: 390 002, Phone No: 0265 2795516

Date: 12.6.2017

To

Sub: Request to give permission to collect data for Ph.D. work

Respected Sir/Madam,


I Mr. Naveen Kumar M, a student of the Department of Education, [CASE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, doing Doctoral work under the guidance of Prof. R.C. Patel on subject entitled "**A Study of Children with Disabilities in Inclusive Education in the Elementary schools of Bangalore Urban and Rural Districts**". Teachers, Head Master, Administrators, parents of CwD are selected as sample for the study. I request to give permission to collect the data in this regard. The data will be kept confidential and will be used only for research purpose.


Your co-operation in this regard will be highly appreciated.

Yours sincerely,

Naveen Kumar M

Mr. Naveen Kumar M


Guide
Prof R. C. Patel


Prof. R. C. Patel
Head, Department of Education [CASE]
Dean, Faculty of Education and Psychology
Dean
Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara.

APPENDIX 6.1

Permission letter from BRCC – Bangalore North District

ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ ರಾಜಾಜಿನಗರ ಉತ್ತರ ವಲಯ-1
ಬೆಂಗಳೂರು -10

ಸಂಖ್ಯೆ:ಸಿ4.ಅನುಮತಿ. 17/2017-18

ದಿನಾಂಕ: 20.06.2017

ಜ್ಞಾಪನ

ವಿಷಯ: ಮಹಾರಾಜ ಸಯ್ಯಾಜಿ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವಿದ್ಯಾರ್ಥಿಯಾದ ಶ್ರೀ ನವೀನ್
ಕುಮಾರ್.ಎಂ.ರವರಿಗೆ ಸರ್ಕಾರಿ ಹಿ.ಪ್ರಾ.ಶಾಲೆಗಳ ವಿದ್ಯಾರ್ಥಿಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ
ಸಂಗ್ರಹಿಸಲು ಅನುಮತಿ ನೀಡುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: ಪ್ರೊ.ಆರ್.ಸಿ. ಪಟೇಲ್, ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್, ಮಹಾರಾಜ
ಸಯ್ಯಾಜಿರಾವ್ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬರೋಡ. ಇವರ ಮನವಿ ಪತ್ರ ದಿನಾಂಕ 12/06/2017

ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಶ್ರೀ ನವೀನ್ ಕುಮಾರ್.ಎಂ. ಇವರು ಮಹಾರಾಜ ಸಯ್ಯಾಜಿರಾವ್
ವಿಶ್ವವಿದ್ಯಾಲಯ ಬರೋಡ ಇಲ್ಲಿಯ ಎಜುಕೇಷನ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್‌ನಲ್ಲಿ ಪಿ.ಹೆಚ್.ಡಿ. ವಿದ್ಯಾರ್ಥಿಯಾಗಿದ್ದು,
ಸ್ವದೇಶಿಯರಾಗಿ ಈ ವಲಯದ ಸರ್ಕಾರಿ ಹಿ.ಪ್ರಾ.ಶಾಲೆಗಳ ಮಕ್ಕಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ಅನುಮತಿ
ನೀಡುವಂತೆ ಉಲ್ಲೇಖಿತಪತ್ರದಲ್ಲಿ ಕೋರಿರುತ್ತಾರೆ. ಈ ಸಂಬಂಧ ಶಾಲಾ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಗಳಿಗೆ ಯಾವುದೇ
ರೀತಿಯ ತೊಂದರೆಯಾಗದಂತೆ ಸಂಬಂಧಿಸಿದ ಶಾಲಾ ಮುಖ್ಯ ಶಿಕ್ಷಕರು ತಿಳಿಸುವ ಅವಧಿಯಲ್ಲಿ ಮಾಹಿತಿಯನ್ನು
ಪಡೆಯಲು ಅನುಮತಿಯನ್ನು ನೀಡಿದ್ದು, ಅದರಂತೆ ಸೂಕ್ತ ಕ್ರಮ ಕೈಗೊಳ್ಳಲು ಈ ವಲಯದ ಎಲ್ಲಾ ಪ್ರಾಥಮಿಕ
ಶಾಲೆಗಳ ಮುಖ್ಯ ಶಿಕ್ಷಕರುಗಳಿಗೆ ಸೂಚಿಸಿದೆ.

ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು

ಗೆ,

1. ಎಲ್ಲಾ ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಮುಖ್ಯ ಶಿಕ್ಷಕರಿಗೆ ಮುಂದಿನ ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ.
2. ಪ್ರೊ.ಆರ್.ಸಿ. ಪಟೇಲ್, ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್, ಮಹಾರಾಜ
ಸಯ್ಯಾಜಿರಾವ್ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬರೋಡ.
3. ಕಛೇರಿ ಪ್ರತಿ.

APPENDIX 6.2

Permission letter from BRCC – Bangalore South District

ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ ರಾಜಾಜಿನಗರ ದಕ್ಷಿಣ ವಲಯ - 2

ಬೆಂಗಳೂರು - 53

ಸಂಖ್ಯೆ:

ದಿನಾಂಕ:04.12.2017

ಜ್ಞಾಪನ

ವಿಷಯ: ಮಹಾರಾಜ ಸಯ್ಯಾಜಿರಾವ್ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವಿದ್ಯಾರ್ಥಿಯಾದ ಶ್ರೀ ನವೀನ್ ಕುಮಾರ್.ಎಂ. ರವರಿಗೆ ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ವಿದ್ಯಾರ್ಥಿಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ಅನುಮತಿ ನೀಡುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: ಪ್ರೊ.ಆರ್.ಸಿ. ಪಟೇಲ್, ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್, ಮಹಾರಾಜ ಸಯ್ಯಾಜಿರಾವ್ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬರೋದ.ಇವರ ಮನವಿ ಪತ್ರ ದಿನಾಂಕ 12/06/2017

ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಶ್ರೀ ನವೀನ್ ಕುಮಾರ್.ಎಂ. ಇವರು ಮಹಾರಾಜ ಸಯ್ಯಾಜಿರಾವ್ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬರೋದ ಇಲ್ಲಿಯ ಎಜುಕೇಷನ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ನಲ್ಲಿ ಪಿ.ಹೆಚ್.ಡಿ. ವಿದ್ಯಾರ್ಥಿಯಾಗಿದ್ದು, ಸದರಿಯವರಿಗೆ ಈ ವಲಯದ ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ಮಕ್ಕಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ಅನುಮತಿ ನೀಡುವಂತೆ ಉಲ್ಲೇಖಿತಪತ್ರದಲ್ಲಿ ಕೋರಿರುತ್ತಾರೆ. ಈ ಸಂಬಂಧ ಶಾಲಾ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಗಳಿಗೆ ಯಾವುದೇ ರೀತಿಯ ತೊಂದರೆಯಾಗದಂತೆ ಸಂಬಂಧಿಸಿದ ಶಾಲಾ ಮುಖ್ಯ ಶಿಕ್ಷಕರು ತಿಳಿಸುವ ಅವಧಿಯಲ್ಲಿ ಮಾಹಿತಿಯನ್ನು ಪಡೆಯಲು ಅನುಮತಿಯನ್ನು ನೀಡಿದ್ದು, ಅದರಂತೆ ಸೂಕ್ತ ಕ್ರಮ ಕೈಗೊಳ್ಳಲು ಈ ವಲಯದ ಎಲ್ಲಾ ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ಮುಖ್ಯ ಶಿಕ್ಷಕರುಗಳಿಗೆ ಸೂಚಿಸಿದೆ.


ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು

ಗೆ,

1. ಎಲ್ಲಾ ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರಿಗೆ ಮುಂದಿನ ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ.
2. ಪ್ರೊ.ಆರ್.ಸಿ. ಪಟೇಲ್, ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್, ಮಹಾರಾಜ ಸಯ್ಯಾಜಿರಾವ್ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬರೋದ.
3. ಕಛೇರಿ ಪ್ರತಿ.

APPENDIX 6.3

Permission letter from BRCC – Bangalore South District

ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಾರ್ಯಾಲಯ, ದೊಡ್ಡಬಳ್ಳಾಪುರ ತಾ. ಬೆಂಗಳೂರು ಗ್ರಾಮಾಂತರ ಜಿಲ್ಲೆ

ಸಂಖ್ಯೆ: ಅ1.ಶಾಲಾ.ಗೌ.ಮಾಹಿತಿ 01/2017-18

ದಿನಾಂಕ:18/09/2017

ಗೆ,

ನವೀನ್ ಕುಮಾರ್.ಎನ್

ನಂ.10, 5ನೇ ಅಡ್ಡರಸ್ತೆ, 7ನೇ ಮುಖ್ಯ ರಸ್ತೆ

ಶ್ರೀ ರಾಮಪುರ

ಬೆಂಗಳೂರು.

ವಿಷಯ: ಪಿಹೆಚ್‌ಡಿ ಕಾರ್ಯದ ನಿಮಿತ್ತ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ಅನುಮತಿ ನೀಡುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: ತಮ್ಮ ಮನವಿ ದಿನಾಂಕ: 11-09-2017

----*--*

ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಿಹೆಚ್‌ಡಿ ಕಾರ್ಯದ ನಿಮಿತ್ತ ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಹರನ್ನು ಮಾಡುತ್ತಿರುವ ಅಂಗವಿಕಲ ವಿದ್ಯಾರ್ಥಿಗಳ ಶಿಕ್ಷಣದ ಕುರಿತು ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ಹಾಗೂ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಗೌಪ್ಯವಾಗಿಟ್ಟುಕೊಂಡು ಸಂಶೋಧನಾ ಕಾರ್ಯಕ್ಕಾಗಿ ಮಾತ್ರ ಉಪಯೋಗಿಸಿಕೊಳ್ಳುವುದಾಗಿ ಮಾತ್ರ ತಿಳಿಸುತ್ತಾ ಕಾರ್ಯಾಲಯದಿಂದ ಅನುಮತಿ ನೀಡಲು ಉಲ್ಲೇಖಿತ ಪತ್ರದಲ್ಲಿ ಕೋರಿರುತ್ತೀರಿ.

ಸದರಿ ಕೋರಿರುವ ಮಾಹಿತಿಯು ಪಿಹೆಚ್‌ಡಿಯ ಸಂಶೋಧನಾ ಕಾರ್ಯಕ್ಕಾಗಿ ಸಂಗ್ರಹಿಸುವ ಮಾಹಿತಿಯಾಗಿರುವುದರಿಂದ, ಶಾಲೆಗಳಲ್ಲಿ ಮಕ್ಕಳ ಶೈಕ್ಷಣಿಕ ವಿದ್ಯಾರ್ಹತೆಗೆ ಹಾಗೂ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಂದರೆಯಾಗದಂತೆ, ಇಲಾಖೆಗೆಯಾಗಲೀ, ಶಾಲೆಗಳಾಗಲೀ ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಹೆಸರಿಗಾಗಲೀ ಯಾವುದೇ ಚ್ಯುತಿ ಬಾರದಂತೆ ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ಹಾಗೂ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಗೌಪ್ಯವಾಗಿಟ್ಟುಕೊಂಡು ಸಂಶೋಧನಾ ಕಾರ್ಯಕ್ಕಾಗಿ ಮಾತ್ರ ಉಪಯೋಗಿಸಿಕೊಳ್ಳುವ ಷರತ್ತಿಗೊಳಪಟ್ಟು ಅನುಮತಿ ನೀಡಿದೆ.

ಶಿಕ್ಷಣಾಧಿಕಾರಿ
ದೊಡ್ಡಬಳ್ಳಾಪುರ ತಾ.ಬಿ.ಒ.ಒ.
ಬೆಂಗಳೂರು ಗ್ರಾಮಾಂತರ ಜಿಲ್ಲೆ

ಪ್ರತಿಯನ್ನು:

1. ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ಎಲ್ಲಾ ಮುಖ್ಯಶಿಕ್ಷಕರುಗಳಿಗೆ ಮಾಹಿತಿಗಾಗಿ
2. ಕಛೇರಿ ಪ್ರತಿ

APPENDIX 7.1.

Ph. D. Registration Certificate



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

CERTIFICATE

Date of Registration: **11/03/2014**

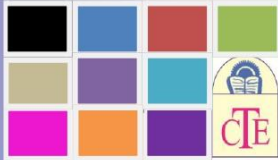
Registration No.: **FoEdu./3/ 199**

Certified that **Naveen Kumar M** has registered the name as a post-graduate student of this University for the Degree of Ph.D. under the guidance of **Prof. R. C. Patel**, in Department of **Education** in the Faculty of **Education and Psychology**.

The title of the thesis is "**A Study of Children With Disabilities in Inclusive Education in the Elementary Schools of Bangalore Urban and Rural Districts**".

VADODARA
DATE: 18-03-2014


DY. REGISTRAR
(Academic)



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Opinion of Pre-service Student Teachers towards Children with Disabilities in Inclusive Classroom

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Abstract

The Constitution of India has guaranteed free and compulsory education for all children irrespective of abilities and disabilities. India is committed to provide Inclusive Education for children with disabilities in an appropriate environment. Successful implementation of Inclusive Education depends upon various stakeholders like Administrators, Parents of Children with Disabilities and Teachers. NCTE, in collaboration with RCI, developed a curriculum on Inclusive Education and made it a part of the general teacher education programme. Now, it is the responsibility of teacher education institution to enrich the pre-service student teachers with the knowledge of Inclusive Education and its importance in contemporary society. So, the researcher aimed to explore the opinion of Pre-service student teachers towards children with disabilities in an Inclusive Classroom. A descriptive survey method and purposive sampling technique were employed. The data were analyzed qualitatively by using frequency and percentage. The study revealed that student teachers from government management had more favourable opinions towards inclusive classroom environment settings than student teachers from aided and private management.

Keywords: Opinion of Pre-service student teachers, Inclusive Classroom.

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Introduction

According to the Right to Education (2009) Act, Every child has a right to get elementary education in an appropriate environment. It is the primary duty of the teachers to provide quality education to all students, including the child with a disability. It is the responsibility of the Teacher Education Institutions to train and equip the pre-service student teachers with all necessary skills to teach children with or without disabilities in an inclusive classroom. The Education Commission (1964-66) pointed out that teachers' professional preparation is crucial for the qualitative improvement of education. Also, National Education Policy (2020) opined that teacher education is vital in creating a school teachers that will shape the next generation. Developing the next generation in the true spirit of inclusiveness in school and in society depends upon the pre-service student teachers as they are going to become a school teachers. Therefore pre-service student teachers' opinion towards the child with or without disabilities plays a vital role in providing quality education to all children.

Need and Significance of the Study

According to the Ministry of Empowerment of Person with Disabilities (Divyangjan) Annual Report (2018-19), India is committed to the principles laid down in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and it is reflected in the Sustainable Development Goals which stresses upon disability-inclusive approach. Accordingly, the Department has brought a national law in agreement with several provisions of the UNCRPD, namely The Rights of Persons with Disabilities Act, 2016.

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Educational Status of Children with disabilities

According to Census (2011), there were 2.68 Crore persons with disabilities in India (constitute 2.21% of the total population). Out of the total population of persons with disabilities, about 1.50 crore were male, and 1.18 crore were female. These include visual, hearing, speech and locomotor disabilities, mental illness, mental retardation (intellectual disabilities), multiple disabilities and other disabilities.

From the table_1, it can be observed that, Out of 1,46,18,313 (100 percent), only 19.42 per cent received education below secondary level and very few i.e., 8.52 per cent reached graduate and above graduate level among which 5.74 per cent are male and 2.78 per cent are female. One of the reason for sharp decrease in number could be due to lack of support services as per the disability of the child. Banerjee and Daily (1995) suggest that using appropriate practices and methods according to child's need, Children with disabilities could be educated effectively in regular schools.

Table_1: Educational Status of Persons with Disabilities

Educational Level	Persons	Males	Females
Literate	1,46,18,353	9,34,835	52,70,000
Illiterate	1,21,96,641	56,40,240	65,56,401
Literate but below Primary	28,40,345	17,06,441	11,33,904
Primary but below middle	35,54,858	21,95,933	13,58,925
Middle but below Matric/Secondary	24,48,070	16,16,539	8,31,531
Matric/Secondary but below Graduate	34,48,650	23,30,080	11,18,570
Graduate and above	12,46,857	8,39,702	4,07,155
Total	2,68,14,994	1,49,88,593	1,18,26,401

Source: Annual report 2018-19, Ministry of Empowerment of Person with Disabilities

Intending to create a barrier-free environment, the Department continued its efforts in providing aids and appliances to persons with disabilities. On the one hand and the other, it constructed public buildings, transportation and ICT accessible.

Various Policies on Education stressed the importance of education and the role of teachers in providing quality education. National Policy on Education (1986-92) recognizes that teachers should be given the freedom to innovate, develop suitable methods of communication and activities relevant to the needs, capabilities and concerns of the community (NCERT Position Paper, 2006). It is the primary responsibility of the teachers to design a curriculum according to the needs of all children. But most of the time, teachers fail to understand the academic problems of children with disabilities as mentioned in the National Curriculum Framework

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for Teacher Education (2009), "Neither does the teacher understand their needs nor what s/he can do to make learning possible for them".

According to NCTE (2009), a teacher education curriculum framework needs to align with the curriculum framework for school education. Therefore, NCTE has collaborated with the Rehabilitation Council of India in 2002 and in 2005 to develop a curriculum on Inclusive Education and make it a part of the general teacher education programme.

A literature review revealed that stakeholders possess diverse belief, opinions, attitudes and perceptions towards Inclusive Education. The sample of the studies were teachers, teacher educators and student teachers. Rosanne Field (2015) study revealed that the teachers' perception is positive towards Inclusive Education. Grieve (2009) study found that the teachers felt that the inclusion of students with social, emotional and behavioural difficulties was detrimental to the education of others in all circumstances. Mngoand Mngo, (2018) study revealed that even though the teachers were very supportive of the benefits of inclusion, they would still prefer to have separate schools or classrooms for students with disabilities or special education needs. Sharma et al. (2017) study revealed a need for pre-service and in-service teacher training reforms to infuse technological ideas in the classroom. Nakro (2019) study showed that most student teachers hold a positive attitude towards inclusive education, whereas seventeen per cent had a negative attitude towards inclusive education. Dash (2019) study revealed that most prospective teacher educators have a moderately favourable attitude towards inclusive education. Male future teacher educators' attitude towards inclusive education is higher than the female prospective teacher educators'. Kumar (2016) study revealed that female teachers at the university level hold more positive attitudes than male teachers at school.

The opinion of student-teacher plays a very significant role in fulfilling the vision of inclusion. In this regard, some research questions were raised to the attitude of pre-service student teachers towards children with disabilities in an Inclusive Classroom.

Research Questions

1. How gender plays a crucial role in developing the opinion of pre-service student teachers towards children with disabilities in Inclusive Education?
2. How institutional management influence pre-service student teachers opinion about children with disabilities in Inclusive Education?

Statement of the Problem

Opinion of Pre-service student teachers towards Children with Disabilities in Inclusive Classroom

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Objectives of the Study

1. To study the opinion of pre-service student teachers towards children with disabilities in Inclusive Classroom concerning
 - a. Gender
 - b. Type of management, i.e., Government, Government Aided and Private.

Explanation of the Terms

Pre-service student teachers: The students who pursued Bachelor of Education in Teacher Education Institution in Bidar District, State of Karnataka.

Inclusive Classroom: Students with and without disability learn together in a common classroom. The teaching and learning are suitably modified to meet the learning needs of different types of students with disabilities.

Delimitation of the Study

The study was delimited to the selected Teacher Education Institutions in Bidar District, State of Karnataka.

Methodology of the Study

The present study adopted the descriptive survey method.

Sample

The investigator adopted the purposive sampling technique. Three teacher education institutions were selected from different management, i.e., government, government-aided and private institutions. In addition, pre-service students' teachers who had completed an internship in one of the schools where children with disabilities took admission were selected as a sample for the present study.

Table_2: Description of the Sample of the study

Sr. No	Teacher Education Institution	Number of Student Teachers		
		Male	Female	Total
1	Government Institution	40	25	65
2	Government-Aided Institution	33	62	95
3	Private Institution	28	44	72
Total		101	131	232

Tools and Techniques of the Study

The researcher prepared an Opinionnaire based on the RPD (Rights of Persons with Disabilities) Act 2016; children with disabilities have been classified into different categories based on the nature of the disability. Categories are as follows: children with physical disability, children with visual impairment, children with hearing impairment, children with

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speech and language disability, children having an intellectual disability, children having blood disorder, children with multiple disabilities. In addition, there were 14 closed-ended questions in the Opinionnaire.

Data Collection

The investigator collected the data of Bachelor of Education (B. Ed) in Government, government-aided and private institutions in Bidar, Karnataka.

Data Analysis

The investigator analyzed the data qualitatively using frequency and percentage.

Table_3: Problems of Children with severe locomotor disability

<i>Item no: 1. The child with severe locomotor disability do not have a problem in getting an education along with normal children in the general classroom</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34 (85)	6(15)	24(96)	1(04)
Government Aided	27(82)	6(18)	57(92)	5(08)
Private	19(68)	9(32)	33(75)	11(25)

As shown in Table 3, it was observed that concerning item No: 1. Out of 232 student teachers, 80 (79.21 percent) male and 114 (87.02 percent) female student teachers responded that the child with a severe locomotor disability does not have problems getting an education along with normal children in the general classroom. Whereas 21 (20.79 percent) male and 17 (12.98 percent) female student teachers responded that the child with severe locomotor disability face problem in getting an education along with normal children in the general classroom. So it can be concluded that most female student teachers from Government institution responded that a child with a severe locomotor disability do not have problem in getting education along with normal children in the general classroom.

Table_4: Response of Peer group with a child with leprosy cured disability

<i>Item no: 2. Peer group make fun of the child with leprosy fixed disability in inclusive school</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	11(27)	29(73)	10(40)	15(60)
Government Aided	15(45)	18(55)	24(39)	38(61)
Private	14(50)	14(50)	24(55)	20(45)

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As shown in Table 4, it was observed that concerning item No: 2. Out of 232 student teachers, 40(39.60 percent) male and 58 (44.27 percent) female student teachers responded that the peer group make fun of the child with leprosy cured disability in inclusive school whereas 61 (60.39 percent) male and 73 (55.72 percent) female student teachers responded that the peer group do not make fun of the child with leprosy cured disability in an inclusive school. So it can be concluded that the majority of the male student teachers from Government institution responded that peer group do not make fun of the child with leprosy cured disability in an inclusive school.

Table_5: Problems of children with Cerebral Palsy in learning academic subjects

<i>Item no: 3. The children with cerebral Palsy of mild and moderate level do not face any problem in learning academic subjects</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34(85)	6(15)	22(88)	3(12)
Government Aided	30(91)	3(09)	58(94)	4(06)
Private	19(68)	9(32)	32(73)	12(27)

As shown in Table 5, it was observed that about item No: 3. Out of 232 student teachers, 83 (82.18 percent) male and 112 (85.5 percent) female student teachers responded that the children with cerebral Palsy of mild and moderate level do not face any problem in learning academic subjects, whereas 18 (17.82 percent) male and 19 (14.5 percent) female student teachers responded that the children with cerebral Palsy of mild and moderate level face problem in learning academic subjects. So it can be concluded that most female student teachers from Government Aided institution responded that children with cerebral Palsy of mild and moderate level do not face any problem in learning academic subjects.

Table_6: Acceptance of child having dwarf physique by Peer groups

<i>Item no: 4. The child having dwarf physique has been accepted by the peer groups in all curricular and co-curricular activities</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	38(95)	2(05)	23(92)	2(08)
Government Aided	30(91)	3(09)	60(97)	2(03)
Private	26(93)	2(07)	40(91)	4(09)

As shown in Table 6, it was observed that about item No: 4. Out of 232 student teachers, 94 (93.07 percent) male and 123 (93.89 percent) female student teachers responded that the child having dwarf physique has been accepted by the peer groups in all curricular and co-

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curricular activities, whereas 7 (6.93 percent) male and 8 (6.11 percent) female student teachers responded that the child having dwarf physique has not been accepted by the peer groups in all curricular and co-curricular activities. So it can be concluded that the majority of the female student teachers from Government Aided institution, responded that the child having a dwarf physique has been accepted by the peer groups in all curricular and co-curricular activities.

Table_7: Peer groups attitude towards acid attack victim child.

<i>Item no: 5. Peer group mingle with acid attack victim child in all the teaching-learning activities of the school, especially in a group activity, without any hesitation</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34(85)	6(15)	23(92)	2(08)
Government Aided	29(88)	4(12)	53(85)	9(15)
Private	13(46)	15(54)	27(61)	17(39)

As shown in Table 7, it was observed that concerning item No: 5. Out of 232 student teachers, 76 (75.25 percent) male and 103(78.62 percent) female student teachers responded that the peer group mingle with acid attack victim child in all the teaching-learning activities of the school, especially in group activity without any hesitation whereas 25 (24.75 percent) male and 28(21.37 percent) female student teachers responded that the peer group do not mingle with acid attack victim child in any of the teaching-learning activities of the school, especially in a group activity. So it can be concluded that the majority of the female student teachers from Government institution responded that the peer group mingle with acid attack victim child in all the teaching-learning activities of the school.

Table_8: learning problems with a child having low vision

<i>Item no: 6. The child having low vision do not have any problem in learning academic subjects in the inclusive classroom</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	32(80)	8(20)	21(84)	4(16)
Government Aided	25(76)	8(24)	49(79)	13(21)
Private	18(64)	10(36)	30(68)	14(32)

As shown in Table 8, it was observed that about item No: 6. Out of 232 student teachers, 75 (74.26 percent) male and 100 (76.34 percent) female student teachers responded that the child having low vision do not have any problem in learning academic subjects in the inclusive classroom, whereas 26 (25.74 percent) male and 31 (23.66 percent) female student teachers

EduInspire-An International E-Journal (Peer Reviewed)

responded that the child is having low vision face problem in learning academic subjects in an inclusive classroom. So it can be concluded that most female student teachers from Government institution responded that child having low vision do not have any problem learning academic subjects in inclusive classrooms.

Table_9: Appropriate school for a child with hearing impairment

<i>Item no: 7. The child with hearing impairment of moderate level should be sent to a special school</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	7(18)	33(82)	3(12)	22(88)
Government Aided	8(24)	25(76)	12(19)	50(81)
Private	18(64)	10(36)	21(48)	23(52)

As shown in Table 9, it was observed that with regard to item No: 7. Out of 232 student teachers, 33 (32.67 percent) male and 36 (27.48 percent) female student teachers responded that the child with hearing impairment of moderate level should be sent to special school whereas 68 (67.33 percent) male and 95(72.52 percent) female student teachers responded that the child with hearing impairment of moderate level should not be sent to a special school. So it can be concluded that the majority of the female student teachers from Government Institution responded that child with hearing impairment of moderate level should not be sent to a special school as they can be educated in public school.

Table_10: Difficulties of a child with speech and language disability

<i>Item no: 8. The child with speech and language disability get education in inclusive school without any difficulty</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34(85)	6(15)	22(88)	3(12)
Government Aided	25(76)	8(24)	50(81)	12(19)
Private	12(43)	16(57)	21(48)	23(52)

As shown in Table 10, it was observed that with regard to item No: 8. Out of 232 student teachers, 71 (70.3 percent) male and 93 (70.99 percent) female student teachers responded that the child with speech and language disability get education in inclusive school without any difficulty, whereas 30 (29.7 percent) male and 38 (29.01 percent) female student teachers responded that the child with speech and language disability face difficulty in getting an education from inclusive school. So it can be concluded that most female student teachers

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from Government Institution responded that child with speech and language disability get education in inclusive school without any difficulty.

Table_11: Appropriate learning environment for a child with learning disabilities

<i>Item no: 9. The child with learning disabilities can be educated only in special schools</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	5(12)	35(88)	4(16)	21(84)
Government Aided	11(33)	22(67)	17(27)	45(73)
Private	18(64)	10(36)	25(57)	19(43)

As shown in Table 11, it was observed that with regard to item No: 9. Out of 232 student teachers, 34 (33.66 percent) male, and 46 (35.11 percent) female student teachers responded that the child with learning disabilities could be educated only in special schools, whereas 67 (66.34 percent) male and 85 (64.88 percent) female student teachers responded that the child with learning disabilities could be educated not only in special schools but also general school. So it can be concluded that majority of the male student teachers from Government Institution responded that child with learning disabilities can be educated not only in special schools but also in general school.

Table_12: Behavior of child with autism spectrum towards Peer groups

<i>Item no: 10. The child with autism spectrum disorder creates nuisance in the classroom by disturbing the peer groups during the teaching-learning process.</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	18(45)	22(55)	10(40)	15(60)
Government Aided	19(58)	14(42)	27(44)	35(56)
Private	18(64)	10(36)	27(61)	17(39)

As shown in Table 12, it was observed that with regard to item No: 10. Out of 232 student teachers, 55 (54.46 percent) male and 64 (48.85 percent) female student teachers responded that the child with autism spectrum disorder create nuisance in the classroom by disturbing the peer groups during the teaching-learning process, whereas 46 (45.54 percent) male and 67 (51.14 percent) female student teachers responded that the child with autism spectrum disorder does not create nuisance in the classroom by disturbing the peer groups during the teaching-learning process. So it can be concluded that most of the male student teachers from Private Institution responded that child with autism spectrum disorder create nuisance in the classroom by disturbing the peer groups during the teaching-learning process.

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Table_13: facilities available for a child having haemophilia in school

<i>Item no: 11. The general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	31(78)	9(22)	19(76)	6(24)
Government Aided	23(70)	10(30)	44(71)	18(29)
Private	20(71)	8(29)	30(68)	14(32)

As shown in Table 13, it was observed that with regard to item No: 11. Out of 232 student teachers, 74 (73.27 percent) male and 93 (70.99 percent) female student teachers responded that the general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency, whereas 27 (26.73 percent) male and 38 (29.01 percent) female student teachers responded that the public school is equipped with adequate facilities to deal with a child having haemophilia at the time of emergency. So it can be concluded that majority of the male student teachers from Government Institution responded that general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency.

Table_14: Relationship of Peer group with a child with thalassemia

<i>Item no: 12. The child with thalassemia remain isolated in the school as their peer group do not accept them</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	5(12)	35(88)	9(36)	16(64)
Government Aided	6(18)	27(82)	10(16)	52(84)
Private	5(18)	23(82)	6(14)	38(86)

As shown in Table 14, it was observed that with regard to item No: 12. Out of 232 student teachers, 16 (15.84 percent) male and 25 (19.08 percent) female student teachers responded that the child with thalassemia remain isolated in the school as their peer group do not accept them whereas 85 (84.16 percent) male and 106 (80.91 percent) female student teachers responded that the child with thalassemia does not remain isolated in the school as their peer group accept and remain friends with them. So it can be concluded that most of the male student teachers from Government Institution responded that child with thalassemia does not remain isolated in the school as their peer group accepts and remain friendly with them.

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Table_15: Provision for the child having sickle cell disease

<i>Item no: 13. Government should take measure to educate child having sickle cell disease in a segregated setting</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	5(13)	35(87)	4(16)	21(84)
Government Aided	6(18)	27(82)	15(24)	47(76)
Private	12(43)	16(57)	18(41)	26(59)

As shown in Table 15, it was observed that with regard to item No: 13. Out of 232 student teachers, 23 (22.77 percent) male and 37 (28.24 percent) female student teachers responded that the Government should take measure to educate child having sickle cell disease in a segregated setting, whereas 78 (77.22 percent) male and 94 (71.76 percent) female student teachers responded that a government doesn't need to take measure to educate child having sickle cell disease in the segregated setting as the child can study in general school without any problem. So it can be concluded that the majority of the male student teachers from Government Institution responded that a government didn't have to take measure to educate child having sickle cell disease in segregated settings as the child can study in general school without any problem.

Table_16: Appropriate learning environment for a child with multiple disabilities

<i>Item no: 14. The appropriate learning environment for a child with multiple disabilities is a particular school.</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	18(45)	22(55)	9(36)	16(64)
Government Aided	23(70)	10(30)	39(63)	23(37)
Private	19(68)	9(32)	32(73)	12(27)

As shown in Table 16, it was observed that with regard to item No: 14. Out of 232 student teachers, 60 (59.40 per cent) male and 80 (61.06 per cent) female student teachers responded that the appropriate learning environment for a child with multiple disabilities is a particular school, whereas 41 (40.60 per cent) male and 51 (38.93 per cent) female student teachers responded that appropriate learning environment for a child with multiple disabilities is not only a particular school, the child can also be educated in public school. So it can be concluded that most female student teachers from private institutions responded that an appropriate learning environment for a child with multiple disabilities is a special school.

Major Findings of the Study

1. Most female student teachers from Government institution possess positive opinion toward child with a severe locomotor disability and consider that they do not have any problem in getting education along with normal children in the general classroom.
2. Majority of the male student teachers from Government institution opined that peer group do not make fun of the child with leprosy cured disability in an inclusive school.
3. Most female student teachers from Government Aided institution considers that the children with cerebral Palsy having mild and moderate conditions do not face any problem in learning academic subjects.
4. Majority of the female student teachers from Government Aided institution opined that child having a dwarf physique has been accepted by the peer groups in all curricular and co-curricular activities.
5. Most female student teachers from Government institution have opinion that peer group mingle with acid attack victim child in all the teaching-learning activities of the school.
6. Most female student teachers from Government institution have positive opinion towards child having low vision. They consider that the child do not have any problem learning academic subjects in inclusive classrooms.
7. Majority of the female student teachers from Government Institution opined that the child with hearing impairment of moderate level should not be sent to a special school as they can be educated in public school.
8. Most female student teachers from Government Institution consider that child with speech and language disability get education in inclusive school without any difficulty.
9. Majority of the male student teachers from Government Institution consider that the child with learning disabilities can be educated not only in special school but also in general school.
10. Most male student teachers from Private Institution are of the opinion that child with autism spectrum disorder create nuisance in the classroom by disturbing the peer groups during the teaching-learning process.
11. Majority of the male student teachers from Government Institution opined that general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency.
12. Majority of the male student teachers from Government Institution opined that child with thalassemia does not remain isolated in the school as their peer group accepts and remains friendly with them.

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13. Majority of the male student teachers from Government Institution consider that a government didn't have to take measure to educate child having sickle cell disease in segregated settings as the child can study in general school without any problem.
14. Most female student teachers from private institutions are of the opinion that an appropriate learning environment for a child with multiple disabilities is a special school.

Conclusion

Student teachers from Government management possessed more favourable opinion towards inclusive education than the student teachers from aided and private administration. Female student teachers had favourable opinion towards inclusive education than male student teachers. Most student teachers have a favourable opinion towards children having mild & moderate level of disability, at B.Ed. Level, more stress should be given to practical aspects of inclusive education along with the theoretical part where the student teachers get the opportunity to interact with all kinds of a child with a disability, which helps develop a positive attitude towards children with disabilities.

Discussion

Every individual is different from the others in terms of thinking, attitude, behavior, developing opinion towards things around and so on. Likewise the teachers too had different opinion towards the children with disabilities, some had favourable opinion and some had less favourable opinion towards them. The present study findings revealed that the majority of the female student teachers possessed positive opinion towards children with various type of disability. Similar kind of results can be seen from the study conducted by Kumar (2016) which opined that female teachers hold more positive attitudes towards children with disabilities.

Male student teachers possessed favourable opinion than female student teachers towards certain type of children with disabilities such as child with leprosy cured disability, a child with learning disabilities, a child with thalassemia, a child with sickle cell disease getting education in inclusive setting. Similar kind of results can be seen from the study conducted by Dash (2019) which opined that Male future teacher educators' attitude towards inclusive education is higher than the female prospective teacher educators'.

Female student teachers and male student teachers hold less favourable opinion towards certain type of disability. Male student teachers consider that behavioural disorder child like child with autism spectrum disorder is challenging to manage as they create nuisance in classroom. Similar kind of results can be seen from the study conducted by Grieve (2009)

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which found that the teachers felt that the inclusion of students with behavioural difficulties was detrimental to the education of others in all circumstances. Also, Female students teachers possessed less favourable opinion towards child with multiple disability. The less favourable opinion of both male and female student teachers can be gradually changed as suggested by the findings of Sharma et al. (2017). Emphasizes on need for pre-service and in-service teacher training reforms to infuse technological ideas in the classroom and Banerjee & Daily (1994) study suggest that best practices and methods should be used for children with disabilities according to the child's need.

There are important areas which influence the success of inclusive education such as Infrastructural change, curricular modification, support services, role of administrators, teachers and parents of children with disabilities in implementing the policies and provision. Among all, the impact of teachers on the children with disabilities is strong and deep. With all the consideration & Observation from above discussion, we can arrive at a point that one of the main pillar for success of inclusive education depends on the opinion of teachers towards children with disabilities in inclusive classroom.

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