

**A STUDY OF CHILDREN WITH DISABILITIES IN INCLUSIVE
EDUCATION IN THE ELEMENTARY SCHOOLS OF
BANGALORE URBAN AND RURAL DISTRICTS**

Abstract

of

A

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ABSTRACT

A Study of Children with Disabilities in Inclusive in the Elementary Schools of Bangalore Urban and Rural Districts

1.1 Introduction

National Education Policy (2020) emphasizes that education is fundamental and needful for achieving the overall development of an individual in different areas, i.e., economically, socially, psychologically, which helps to create an equitable and just society and promote national development. India is committed to providing universal access to quality education to all children, which is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice, Equality, scientific advancement, national integration, and cultural preservation. To provide quality education to all children, the Government of India passed a landmark Act, Right to Education (2009), which guarantees free and compulsory elementary education for children aged 6 to 14 years in an appropriate environment. Even the international community adopted education as a human right. The same is reflected in the Sustainable Development Goal (SDG4), Universal Declaration of Human Rights (1948) and it is one of the missions of UNESCO. By the influence of National and International bodies' commitment towards Education, Government has taken the responsibility to provide quality education for all children irrespective of ability and disability. Children with disabilities are the most neglected section among the disadvantaged groups in society. As education is the powerful means to uplift an individual's social and economic status, there is an urgency to provide quality education for all children with disabilities. As NPE (2020) rightly pointed out, high-quality universal education is the best way forward for developing and maximizing our country's talents and resources for the good of the individual, society, government and world. It is crucial to know the concept, meaning, legislations of disability and road map of educational transition from special education to inclusive education to understand the present status of elementary education of children with disabilities in Karnataka and India.

1.2 Concept of Disabilities in Indian Scenario

For several decades in India, People looked down on the person with disabilities as unworthy for consideration and regarded them as sub-human. Indeed, most people

believed that disabilities were just the result of past misdeeds as per the law of karma. Persons with disabilities were segregated, discriminated against, and stigmatized in all possible manners, and this has become a common practice to manage them. This behavior from the person without disabilities towards those with disabilities led them to the complete marginalization and disempowerment of a whole population group. Moreover, it had a severe impact on the person with disabilities with the internalization of such negative stereotypes in the long run. This acceptance made them inactive towards society, caused them to develop the nature of dependency, forced them to remain isolated from everybody; gradually, they became psychologically low self-esteem and a complete loss of participation in society. People looked at the person with disabilities with pity, showing sympathy but not considering them as equal fellow citizens (Addlakha, R. 2007 cited in Tarshi 2018).

1.3 Models of Disabilities

According to NCERT (2006), the two dominant paradigms on disability are individual perspective and social perspective. Within these perspectives, the four major distinguishable formulations of disability emerged, i.e., the charity model, the bio-centric model, the functional model and the human rights model.

1.4 Definition of Disability

According to the Rights of Person with Disabilities Act, 2016, the Act categorizes all types of disabilities into five groups: physical disability, Intellectual disability, mental disorder, disability caused by chronic neurological condition & blood disorder and multiple disabilities.

1.5 International Policies for Persons with disabilities

Many international developments influenced the education of children with disabilities worldwide. These documents stress equal education opportunities to all children irrespective of their ability or disability, based on a human rights perspective.

- ❑ UN Convention on the Rights of the Child (1989)
- ❑ The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)
- ❑ The UNESCO Salamanca Statement (1994)
- ❑ The Biwako Millennium Framework (2003)

- ❑ UN Convention on the Persons with Disabilities (2006)
- ❑ Unites States of America (USA)
- ❑ United Kingdom (UK)

1.6 Statutory Framework

The Ministry of Social Justice and Empowerment (2020) categorically pointed out all the important legislations, policies and provisions available for persons with disabilities. The Constitution of India has guaranteed rights for persons with disabilities so that they can live a normal and happy life like any other fellow citizen. It not only creates a sense of secure feeling but also builds inner strength to fight for their fundamental rights like any other person. It empowers them to stand equal in all public matters.

1.6.1 Constitutional Provisions

The constitution of India in its preamble specifies to secure justice, social, economic, and political, Liberty of thought, expression, belief, faith and worship, Equality of status and opportunity to all the citizens, which includes persons with disabilities.

1.6.2 Legislation for Persons with Disabilities

The Government of India enacted the following landmark legislation for the welfare & empowerment of persons with disabilities. The Department of Empowerment of Persons with disabilities was entrusted with dealing with and implementing the said Acts.

1.6.2.1 The Rehabilitation Council of India Act, 1992

The Rehabilitation Council of India was set up under the Rehabilitation Council of India Act, 1992, and the government amended the Act in the year 2000. The Council has been entrusted with the responsibility to regulate, monitor the training of rehabilitation professionals and personnel and encourage research in rehabilitation and special education.

1.6.2.2 The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999

The National Trust was a statutory body set up by an Act of Parliament of the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999. The Objectives of the National Trust were as follows:

- ❑ To enable and empower the persons with disabilities to live as independently and as fully as possible within and as close to the community to which they belong.
- ❑ To strengthen facilities to provide support to persons with disabilities to live within their own families.

1.6.2.3 The Rights of Persons with Disabilities Act, 2016 (RPwD Act, 2016)

- ❑ The government enacted the Rights of Persons with Disabilities Act, 2016, as passed in December 2016.
- ❑ As per the Act, the government should provide education for Children with disabilities by taking the following points into consideration –
- ❑ All Educational Institutions funded or recognized by the government or local authorities should provide inclusive education to the children with disabilities, admit them without discrimination, and provide them education and opportunities for sports and recreation activities equally with others.

1.6.3 Implementation of the Act for Persons with Disabilities

The government brought the Act into force on April 19, 2017; with a view of ensuring implementation of the Act, the government has taken the following actions:-

- ❑ The government notified the Rights of Persons with Disabilities Rules in June 2017. These Rules provide for accessibility standards for the built environment, passenger bus transport, and websites. It also specifies the procedure for applying and granting a certificate of disability. It provides a manner of publication of equal opportunity policy, also a way of utilization and management of National Fund, etc.,

1.7 National Policies for Education of Children with Disabilities

Various national policies on education brought out by the Government of India mentioned the education of children with disabilities. With time, the education of children with disabilities gained more momentum, especially after various national and international bodies viewed disabilities from human rights perspectives rather than charity perspectives. In this regard, the Government of India exclusively brought out the national policy for persons with disabilities in the year 2006. Various national policies are:

- ❑ National Policy of Education 1968
- ❑ National Policy of Children 1974
- ❑ National Policy of Education 1986
- ❑ Programme of Action 1992

1.8 Special Education to Inclusive Education

Education was provided to normal children from the ancient period, with the consideration that they could learn easily but very little importance was given to CwD. Gradually children with disabilities started getting attention and they have been educated in different school setups like special education, Integrated Education and Inclusive Education.

1.8.1 Special Education

Children with disabilities were being neglected for decades in India. Providing education to children with disabilities was not considered important at all. They were not regarded as equal with other children without disabilities because of various belief systems that existed during that period. As time passed, perspectives of the people towards children with disabilities changed, they too started getting an education. In earlier times, the special education programmes were heavily dependent on the voluntary initiative. Christian missionaries began schools for children with disabilities as a charitable undertaking, a kind of service to a disadvantaged group.

1.8.2 Integration Education

Education for children with disabilities at special schools separated them from society physically, psychologically, emotionally and socially. Gradually, they got a kind of feeling that they were inferior to other fellow citizens and thereby education is being given in a separate setting. To integrate them into society, right from the school level, the government brought out the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) in 1970s.

1.8.3 Inclusive Education

The MHRD (NCERT, 2006) defined Inclusive education as all learners, young people – with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with an appropriate network of support services.

1.9 Status of Person with Disabilities in India

According to the census 2011, there were 2.68 crore persons with disabilities, which was 2.21% of the total population of India. Out of the total population of persons with disabilities, about 1.50 crore are male, and 1.18 crore are female. These include persons

with visual, hearing, speech and locomotor disabilities, mental illness, mental retardation, multiple disabilities and other disabilities.

1.10 Status of Persons with Disabilities in Karnataka State

According to the Persons with Disabilities (Divyangjan) in India- A Statistical Profile: 2021, The total population of Karnataka state is 6,10,95,297, of which the disabled population is 13,24,205, which constitute around 2.17 per cent of the total population.

1.11 Rationale of the Study

Universalisation of Elementary Education (UEE) was one of the appreciated goals for national development; also, the development of every individual across the globe and efforts were being made to realise this goal. One of the difficulties in realising the goal was the non-enrollment and non-retention of Children with disabilities. It is, therefore, necessary that Children with disabilities get more extensive consideration to benefit under the UEE goal. The enrollment of children without disabilities in 2019-20 is 10,46,82,222, whereas for children with disabilities is 19,06,498. It is about 1.82 per cent, in order to reach the cent percent enrollment and retention, few questions need to be addressed why the enrollment of children with disabilities is not cent percent at elementary level? What kind of problems do the stake holders face during implementing of existing policies and provisions? The present study attempts to find answers to these questions.

Based on the census (2011), the literacy rate of the disability population in Karnataka was 1.93 per cent of the total literacy population of Karnataka and 5.38 per cent of the complete literacy disability population of India.

Current study focus upon the enrollment and retention of children with disabilities at the elementary level, problems faced by the administrators while implementing the policies and provisions available for CwD, another stakeholder, i.e., teachers opinion towards policies & provisions and problems faced by parents of CwD while accruing the benefits from the government in the State of Karnataka. A study conducted by Yeo & Moore, 2003 (cited in Saini, H 2012) reported that due to suspected underreporting and differences in the definition of disability, it is hard to discern exact numbers of the total population of persons with disabilities. Therefore, the researcher felt that it is crucial to study the enrollment of CwD in the elementary schools of Bangalore urban and rural districts to bring a comprehensive picture regarding

enrollment of children with disabilities in elementary education. Most children with disabilities are facing various problems at the elementary level in India. Regarding their issues, multiple studies have been conducted in India, but the researcher did not come across research focused on the problems faced by various administrators while implementing policies & provisions of children with disabilities in Inclusive Education in Bangalore Urban and Rural Districts. Barrett (2001) study revealed that the principal was vital in implementing inclusive practices. But what about problems faced by Head Masters, BRCC, CRCC, BIERTs while implementing inclusive education policies and provision at elementary schools is still unanswered. Therefore, it is also necessary to study the problems faced by the administrators at elementary schools while implementing inclusive education policies and provisions. Yan and Sin (2014) study revealed that teachers' attitude plays an important role to carry out inclusive education. Teachers' role is vital in implementing policies and provisions; therefore, it is equally important to study their opinion towards policies & provisions for children with disabilities. Anthony (2009) study revealed that parents of children with disabilities were not aware of actual diagnosis for their children disabilities problems, their rights & entitlements. The study further revealed that implementing inclusive education is the only way to create awareness, bring in change, and thus build an inclusive community. So it is the parents of children with disabilities who have a more crucial primary responsibility in receiving the benefits from the government for children with disabilities and help the child at every stage of life. Therefore, it is essential to study the problems faced by parents of children with disabilities while accruing the benefits from the government. Hence, in the light of the above, a researcher has been thought to undertake a study of children with disabilities at the elementary level with the focus on their enrollment and retention, policies and provisions available for children with disabilities, problems faced by administrators in implementing these policies and provisions, opinion of teachers regarding these policies and provision and difficulties faced by the parents of children with disabilities while getting these benefits emerged out of policies.

2.1 Review of Related Literature

Researcher reviewed seven studies (Wagithunu 2014; Pryde 1997; Manason 2009; Barrette 2001; Ciyer 2010; Vyas 2010 and singal et al. 2011) based on policies, practices and implementation of inclusive education, out of which two studies were

conducted in India and five in abroad. From the above studies it was observed that most of the studies were survey where educational policies, practices and its implementation in special schools and inclusive schools were observed. While others focused on attitude of regular teachers, proper supplementary aids and services for children with disabilities. The major observations were as follows:

- ❑ Special Needs Education training develops positive attitude in regular teachers.
- ❑ Supplementary aids and services helps including children with severe disabilities in regular education.
- ❑ Policies and practices play very critical role in providing educational opportunities for children with disabilities.
- ❑ Effective implementation of inclusive practices depends upon the Principal.
- ❑ Meaningful pre-service and in-service training opportunities needed to enhance skill base to work with children with disabilities.
- ❑ Disability specific instructions were not given in regular classroom.
- ❑ Awareness of the rights and entitlements of people with disabilities is needed.

There were nine studies (Kelly, et al. 2014; Maurizio, 1998; Trigiani, 2003; Chien, 2000; Shani, 2013; Kotalad, 2002; bundt, 2001; Behere, et al., 2014; Finch, 2002;) found on administrators in Inclusive Education. All the studies reviewed by the researcher were from abroad. The observations made were:

- ❑ The Problems for Adjustments and integration in mainstream education is lack of transition planning, entering too late into the special school curriculum and an over-dependency on supports.
- ❑ Principals take active roles in communication, stakeholder involvement, planning, implementation and change but take less active roles in community involvement and monitoring special education procedure.
- ❑ Principals view inclusion as least successful for seriously emotionally disturbed (SED) and severely orthopedically handicapped (OH) students.
- ❑ Educators were more positive about integrating children with social disabilities, followed by physical and finally, academic disabilities. The educators were least positive about including students with behavioral disabilities.
- ❑ The factors like lack of critical reflection, looking inclusion as add-on program led to failure of inclusive education.
- ❑ Lack of Inclusion Act and governmental support led to the failure to implement inclusive education in schools.

- ❑ Strategies taught to Principals and teachers do not help only children with disabilities but also other students.
- ❑ The successful implementation and incorporation of inclusive practices depends upon the leadership functions of district administration, principals, general education teachers, special education teachers and inclusion facilitators.
- ❑ Collaboration between the special and regular teachers to develop inclusion strategies plays important role in success of inclusive education.

There were nine studies (Korkmaz, 2011; Gokdere, 2012; Yan and SinThe , 2014; Burgess, 1997; Cox, 2000; Skoning, 1999; Jobe, 2000; white, 2012; Prakash, 2012;) on Elementary School teachers in Inclusive Education. Out of nine studies reviewed by the researcher, one was carried in India while other eight in abroad. The major observations were as follows:

- ❑ The effectiveness of inclusive education depends not only on teachers' but also the school administrators qualities.
- ❑ In-service teachers and pre-service teacher's occupational experience and the preparation levels of the individuals with special needs helps in the success of inclusive education.
- ❑ Professional development training programme should be planned based on the factors like level of experience working with students with disabilities and current stage of involvement with an inclusive program.

❑ The road blocks to inclusive education is lack of support from administrators, There were six studies (Mumthas and Shamina, 2011; Classberry, 2000; Schneider, 2005; Bhatnagar and Das, 2013; Das et al. 2013; Parasuram, 2002 ;) on Secondary School teachers in Inclusive Education. Out of six studies reviewed by the researcher, four was carried in India while other two in abroad. The major observations were as follows:

- ❑ Awareness about the concept of inclusive education in essential for teachers to teach students with disabilities.
- ❑ Training programme to teach for children with disabilities needs collaboration with other stake holders and the focus of training should be on behavior management using variety of learning techniques according to the disabilities of the child.
- ❑ Implementation of Inclusive education depends upon the kind of training provided to teachers and also access of support services in the classroom.

There were two studies (Deskmukh, 2014; Oyugi, 2011 ;) related to resource teachers in Inclusive Education. one was conducted in India and another in abroad. The observations were as follows:

- ❑ Positive perceptions and attitudes towards inclusion depends upon good knowledge about the concept Inclusion
- ❑ Access to support materials in urban areas helps in developing positive attitudes towards Inclusion.
- ❑ There is significant difference in the attitude of resource teachers for different kinds of disabilities

There were four studies (Ahsan et al., 2012; Costello & Boyle, 2013; Ramganes, 2013; Zamzami, 2005 ;) on Pre-service teacher Educators in Inclusive Education. Out of four studies reviewed by the researcher, two was carried in India and while other two in abroad. The major observations were as follows:

- ❑ Teaching-efficacy depends upon the attitudes of the teachers towards inclusive education and also on length of service.
- ❑ Type of disability makes a significant difference in attitudes of pre service teacher educators towards teaching students with disabilities.
- ❑ Teachers require skill training to impart education to children with disabilities in inclusive education

There were two studies (Antony 2009; Rao 2014 ;) related to Parents of Children with disabilities in Inclusive Education. Both the studies were conducted in India. The observations were as follows:

- ❑ Due to the Lack of awareness about the rights related to disability or inclusive education, the families having children with disabilities face common challenges, irrespective of the child belonging to upper, middle and lower class, educated, less educated and uneducated families.
- ❑ Implementing inclusive education is the only way to create awareness, bring in change and help in building inclusive community.

There were eight studies (Matias, 2003; Falkenberg, 2010; Eaton, 2004; Curry, 1997; Ward, 1997; Gupta and Ramchandran, 2014; Mehta, 2010; Naraian & Natarajan, 2014 ;) on Children with Disabilities in Inclusive Education. Out of eight studies reviewed by the researcher, three was carried in India while other five in abroad. The major observations were as follows:

- ❑ The children with less severe disabilities who were more readily accepted by their peers and had more mutual friendship.
- ❑ In schooling context, the students with disabilities had only few opportunities to explore because of their disability.
- ❑ Presence of learner with a moderate or severe disability did not negatively impact the academic achievement or social development of peers without disabilities instead it enhanced the social development of peers without disabilities
- ❑ The differentiated individual and small group instruction was a necessary change to meet each student's instructional needs in reading and as for as in writing.
- ❑ Self-monitoring Plays a key role in improvement of spelling, math homework completion and accuracy rates of students with disabilities in an inclusive classroom
- ❑ With the use of supplementary aids and services, students with severe disabilities can be fully included in regular education.
- ❑ Children with intellectual disabilities associated with cerebral palsy needs special education in the formative years to be successfully included in inclusive education at the latter stage.
- ❑ Sociocultural value of children with physical disabilities was important factor for the participants to feel included both in classrooms and at home.

There were six studies (Ogelman and Secer, 2012; Jones, 2013; Mork, 2005; Yang, 2000; Wheeler, 2006; Matz, 2013 ;) on Preschool in Inclusive Education. All the studies reviewed by the researcher were from abroad. The major observations were as follows:

- ❑ The adopted common teaching strategies for preschool children with disabilities did not affect social competence of children with moderate disabilities.
- ❑ General inclusive education practice had positive effect on the peer relations and social skills.
- ❑ In classroom context, the opportunities that children with disabilities had for participation in the classroom and the ways in which the preschool teacher guided participation were important to provide access to classroom membership
- ❑ Collaborative effort among stake holders is the key for the implementation of the inclusive program.

The above researches emphasis on the roles and responsibilities of the various stakeholders in making the inclusive education successful. Also, it provides the insights about the existing status of educational level of children with disabilities at different levels.

The methodology used by the researchers mentioned above are as follows: The Methodology adopted by the researchers were exploratory approach, grounded theory approach, constructivist approach, case study, survey method, phenomenological research, casual comparative design (Wagithunu 2014; Trigiani, 2003; Chien, 2000; Manason 2009; skoning 1999; Kutalad, 2002; bundt, 2001; Finch, 2002; Anthony, 2009; Pryde 1997; Oyugi, 2011, deskmukh 2014; zamzami 2005; Shani, 2013; Jobe 2000; Schneider, 2005; Jones, 2013; Matz, 2013).

Sampling used in the studies done on administrators, teachers, parents with regard to inclusive education were as follows: Kelly, et al. (2014) selected fifty four special school principals as sample to study the reason for students seeking enrollment in special schools. Maurizio (1998) selected seventy-six school principals and studied the role, concern, modification of instructional programme for successful implementation of inclusive education. Buhere, et al. (2014) selected thirty head teachers to study the integration issues for mainstream primary school on Inclusive education. korkmaz (2011) carried out study regarding perceptions about implementation of inclusive education with the sample of sixty-six elementary teachers. Burgess (1997) study focused on professional development needs of elementary teachers in implementing inclusion of children with disabilities and the sample were 325 elementary teachers. Cox (2000) selected forty one elementary school teachers and studied the commitment level towards inclusive education. Antony (2009) selected twelve parents of children with disabilities from different socioeconomic status possessing different educational qualification and studied their experiences. Rao (2014) selected eight families of children with disabilities of which four families belong to low-income group and four families belong to high-income group. Many of the studies were case studies and survey research.

Tool & techniques used in the studies related to administrators in inclusive education were questionnaire, face to face in-depth individual interviews, field work notes, observations and document review. Studies conducted on elementary school teachers. Trigiani (2003) used Attitudes towards Inclusive Education Scale to collect the data. In Studies conducted on elementary school teachers in Inclusive education, the tools used were open-ended questionnaire, Interactions with Disabled Person's Scale (IDP) and Concerns about Inclusive Education Scale (CIES). Yan and Sin (2014) used Attitude Scale, Subjective norm scale, perceived behavior control scale, intention scale and behavior scale to assess teacher intention and behavior in Inclusive Education. Cox

(2000) used the tool such as Spencer salend's teachers inclusion survey and interview questions to find out the commitment level of elementary teachers towards inclusive education. Prakash (2012) modified questionnaire developed by Giles and Tanner used as a tool in his study. The tools used in the Studies with regard to parents of children were in-depths interviews and participant observations.

3.1 Statement of the Problem

A Study on Children with Disabilities in Inclusive Education in the Elementary Schools of Bangalore Urban and Rural Districts

3.2 Research Questions

1. What is the present status of Children with Disabilities in Inclusive Education of Bangalore Urban and Bangalore Rural Districts in Karnataka?
2. To what extent the goals of Children with Disabilities in Inclusive Education have been attained.
3. What is the general perception of administrators, Teachers, and Parents concerning Children with Disabilities in Inclusive Education

3.3 Objectives of the Study

1. 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
2. To study the enrollment and retention of Children with Disabilities with respect to
 - ☐ Gender
 - ☐ Class
 - ☐ Type of Disability
 - ☐ Level of Disability
 - ☐ Location
3. To study the problems faced by administrators in implementing the policies and provisions for Children with Disabilities in Inclusive Education.
4. To study the opinion of Teachers towards the policies and provisions for Children with Disabilities in Inclusive Education.

5. 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

3.4 Explanation of the terms

- ☐ **Inclusive Education:** Education provided to Children with Disabilities in the regular school and in a common classroom along with Children without Disabilities.
- ☐ **Elementary School:** The schools consisting of Standard I to Standard VIII with children with disabilities enrolled in the year 2017-18 and managed by the Government of Karnataka.
- ☐ **Administrators:** Administrators working in the state of Karnataka for implementation of Act, Policies and provisions for children with disabilities like Block Resource Centre Coordinator, Block Resource Persons, Cluster Resource Persons, Block Inclusive Education Resource Teacher and Head Masters/Mistress.
- ☐ **Teachers:** Teachers having a diploma in Education or Bachelor's degree in education and working as Teachers in government Elementary schools in year 2017-18.
- ☐ **Parents:** Parents or Guardians of Children with Disabilities who are studying in Government Elementary school.
- ☐ **Children with Disabilities:** Children with Disabilities include Children having one or more disabilities like Visual Impairment, Speech disorder, Cerebral Palsy, Hearing Impairment, Locomotor Disability, Mental Retardation, Multiple Disabilities, Learning Disabilities, Autism and other disabilities specified in the Rights to Person with Disabilities Act 2016.

3.5 Operationalization of the terms

- ☐ **Enrollment:** Children with disabilities enrolled in government elementary school from Class I to Class VIII in the year 2017-18 managed by the state of Karnataka.
- ☐ **Retention:** children with disabilities enrolled in government elementary school from the year 2010-11 to 2017-18 irrespective of the Class the CwD joined at the time of admission.
- ☐ **Type of Disability:** Children having one or more disabilities like Visual Impairment, Speech disorder, Cerebral Palsy, Hearing Impairment, Locomotor

Disability, Mental Retardation, Multiple Disabilities, Learning Disabilities, Autism and other disabilities specified in the Rights to Person with Disabilities Act 2016.

- ❑ **Level of Disability:** Children with disabilities with mild, moderate, severe and profound disabilities as certified by the recognized doctors by the government of Karnataka.
- ❑ **Location:** Children with disabilities are categorized into three groups based on the location of the enrolled school, Bangalore North district, Bangalore South district and Bangalore Rural district.

4.1 Delimitation of the Study

Elementary schools consisting of standard I to VIII with Children with disabilities enrolled in the year 2017-18 managed by the Karnataka state government were included in the present study. The private elementary schools were not included in the present study.

5.1 Methodology

This study has defined objectives and was conducted by survey method. The present research intends to study the children with disabilities in inclusive education in the elementary schools of Bangalore urban and rural districts. Further, the survey method was employed to study the enrollment and retention of children with disabilities, problems faced by administrators such as BRCC, BIERT, BRP, CRP, HM in implementing the policies and provisions for children with disabilities in inclusive education, opinion of teachers towards policies and provisions for children with Disabilities, opinion of parents of children with disabilities towards the policies and provisions with regards to benefits received and problems faced while receiving this benefits.

5.2 Population

In 1986, the Bangalore district was split into two urban Bangalore and rural Bangalore. Two deputy commissioners head the district administration for rural and urban Bangalore. They play a central role in coordinating the implementation of developmental programs. (SSA framework guide from website)

For academic governance, the Karnataka state is divided into four divisions, namely Bangalore, Mysore, Dharwad, Gulbarga (Kalaburagi). Bangalore Divisions has 11 districts, Mysore division has eight districts, Dharwad division has nine districts, and Gulbarga has six districts. In the Bangalore division, Bangalore urban district is divided

into Bangalore north district and Bangalore south district. Bangalore rural district remain unchanged.

5.3 Sample

For the present study, the researcher adopted Multi-stage sampling. The detailed description of multi-stage sampling is as follows

Stage 1: Out of 13 blocks from three districts – Bangalore North, Bangalore South and Bangalore Rural, three blocks from each district – Bangalore North- I, Bangalore South – II and Doddaballapur were selected randomly as samples for the present study

Stage 2: Twenty per cent of the schools were selected randomly from each block. Samples consist of Administrators, teachers and parents of children with disabilities

5.3.1 Sample: Administrators

The sample was drawn from the identified population through a multi-stage sampling technique. Accordingly, using the 'paper slip and container technique', 20% of schools were selected randomly from each block in the second stage of sampling. All the Administrators in these schools available on the school's visit were chosen as a sample of the study.

5.3.2 Sample: Teachers

The sample comprised fifty schools. In these schools, all the teachers were the sample of the present study and there were 354 teachers in the sample.

5.3.3 Sample: Parents of Children with Disabilities

The sample comprised fifty schools. In each schools, one parent of children with disabilities were selected as a sample of the present study.

5.4 Tools and Techniques

Document Analysis: Researcher have analyzed the various documents, Policies, reports, brought out by the Karnataka state government for children with disabilities in inclusive education. Most of the provisions were drawn from the Act such as Persons with disabilities Act 1995, National Trust Act, and Rehabilitation Council of India Act. In 2019, Government of Karnataka enacted a rule called “Karnataka State Rights of Persons with Disabilities Rules, 2019, this rule was made based on the Act, Rights of Persons with Disabilities Act, 2016

Information Schedule: Information was collected from the academic year 2010-2011 to 2017-2018 for the period of eight years. Information schedule consisted of questions

related to the Name, Age, Gender of children with disabilities, Type of disability, Reason for disability (accidental/from birth), Level of disability, Year and the class in which the SwD took admission, Standard in which the SwD was presently studying.

Semi Structured Interview scheduled for Administrators: Semi structured interview schedule was developed in order to collect information from the administrators like Block Resource Centre coordinator, Block Inclusive Education Resource Teachers, Block Resource Person, Cluster Resource Person, and Head Master/Mistress. Researcher has identified important provisions for children with disabilities at elementary level such as: Access to Education, Disability friendly infrastructure of the school, Inclusive Education training programmes, Scholarships, Escort and Transport facilities, Aids and Appliances, Books & Uniforms, Medical camps.

Semi Structured Interview for Parents of Children with Disabilities: Parents of children with disabilities are entitled to receive benefits mentioned in the policies. The parents were selected based on their preparedness to share their experience in receiving benefits of children with disabilities and problems faced while receiving these benefits.

Opinionnaire for Teachers: The Opinionnaire was developed in order to collect information from the teachers teaching to children with disabilities in inclusive education. The Opinionnaire had different dimension related to teaching learning process and also other provisions for children with disabilities such as Resource Room, Including Children with Disabilities in general classroom, School Infrastructure, Inclusive Education Training Programme, Scholarships, Escort and Transport facilities, Aids and Appliances, Books and Uniforms, Medical camp.

5.5 Data Collection

The investigator visited the sampled schools and administrators office to study about the children with disabilities in inclusive education at elementary level through various documents, information schedule, semi structured interviews and Opinionnaire. The data collection was done in the year 2017-2018.

6.1 Data Analysis and Interpretation

Documents analysis was done based on the existing reports, policies, Acts brought out by the government of India and the state of Karnataka and identified the important provisions available for children with disabilities. The factual information collected through objective two and Opinionnaire administered on teachers through objective four was analyzed quantitatively by using frequency and percentage analysis.

Information obtained through semi structured interview schedule was qualitatively analyzed.

7.1 Major Findings

7.1.1 Analysis of Policies and provisions of Karnataka State Government for Children with Disabilities in Inclusive Education

According to the Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka. The following Acts and Rules have been existing in the state of Karnataka along with Acts passed by the Government of India.

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

7.1.1.1 Karnataka State Rights of Persons with Disabilities Rules 2019

Department of Primary and Secondary Education and the Department of Empowerment of Differently Abled and Senior Citizens entrusted the responsibility to ensure the availability of Special Educators or Teachers in adequate number. In every institution, Training in Braille, Sign language and other special needs be given adequate emphasis. The scholarships for students at primary to higher education should be given based on the principles of gender equality to encourage girls/women to access education.

7.1.1.2 Karnataka State Policy on Disability 2007

- ❑ Prevention and early detection of disabilities: The policy provides guidelines to Government Departments to coordinate and make concerted efforts to survey, investigate and research the causes of disabilities since prevention goes a long way in controlling the occurrence and elimination of disabilities. The Health Department should monitor corrective surgeries and encourage orthopaedic surgeons to undertake the same at the District hospitals.
- ❑ Education: The Government should ensure that every child with disabilities gets access to free education until the attainment of eighteen years of age, as is mandated in the Persons with Disabilities Act. The Education department should promote inclusive education in an appropriate environment for children with disabilities. The appropriate departments should take steps to modify the syllabus, especially for children with disabilities and restructure the curriculum to facilitate learning among the visually and hearing impaired. The appropriate government should also provide free uniforms and book schemes for children with disabilities studying through class

10th. The appropriate Government Department should ensure a barrier-free environment in all educational institutions.

7.1.1.3 Karnataka Mental Health Rules, 2012

The important objectives are to constitute the Karnataka Mental Health Authority Body, to specify guidelines for Working of Karnataka Mental Health Authority Body, to authorise the Deputy Commissioners of the districts in granting license for establishment and maintenance of psychiatric hospitals and other psychiatric institutions in the districts of the state and to provide criteria for the classification of Psychiatric hospitals and nursing homes and minimum facilities for treatment of inpatients.

7.1.2 Enrollment and Retention of Children with Disabilities

7.1.2.1 Enrollment of Children with Disabilities

Concerning GENDER: Enrollment of male children with disabilities was higher than the enrollment of female children with disabilities in the year 2017-18.

Concerning CLASS: Cent per cent enrollment of children with disabilities was seen in grade one, two and three, followed by grades five, four, six, seven and eight respectively.

Concerning TYPE OF DISABILITY: 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 disability and least enrollment was children having multiple disability

Concerning LOCATION: 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.

Concerning LEVEL OF DISABILITY: cent percent enrollment was seen among children with moderate disabilities followed by children with severe level of disabilities in the year 2017-18.

7.1.2.2 Retention of Children with Disabilities

Concerning GENDER: The retention among male children with disabilities was higher than the retention of female children with disabilities.

Concerning CLASS: cent percent retention were seen in grade one, two and three and least retention was seen in grade eight.

Concerning TYPE OF DISABILITY

- ❑ 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.
- ❑ 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.
- ❑ 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 (zero percent) retention was seen in 2011-12.
- ❑ 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.
- ❑ 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.
- ❑ 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.
- ❑ 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.
- ❑ Cent percent retention was seen in Children with speech disorders 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 disorders was seen in 2011-12 and 2012-13.
- ❑ 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 speech disorder was seen in 2013-14.

Concerning LOCATION

Bangalore Rural District: 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.

Bangalore North District: 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.

Bangalore South District: 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.

Concerning LEVEL OF DISABILITY

Moderate level of disability: 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.

Severe level of disability: 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 (6.67 percent) retention was seen during 2010-11.

7.1.3 Problems of Administrators in implementing the policies and provisions for Children with Disabilities in Inclusive Education

- ☐ **Access to Education:** The majority of the administrators responded that children having severe and profound disabilities could not be educated in public schools since the education system was not fully equipped to deal with such children.
- ☐ **Infrastructural Needs:** Some administrators responded that ramps were not usable; disability-friendly toilets were not built in the school. Public schools should be built as per the model of special schools according to the children with disabilities need.
- ☐ **Inclusive Education Training Programmes:** Some teachers complained that there were no proper toilets, accommodation, or drinking water facilities; it was difficult for female teachers to attend training programs.
- ☐ **Scholarships:** Some responded that few children did not get scholarships due to non-submission of disability medical certificates etc. In addition, the amount given as a scholarship is significantly less, and it was not sufficient to fulfil the needs of children with disabilities.
- ☐ **Escort & transport facilities:** Some of the administrators responded that the given amount was not sufficient to fulfil the needs of the said purpose; instead, the

government should provide pick and drop service from home to school and from school to home.

- ❑ **Aids & appliances:** HM responded that they did not receive the aids & appliances at the beginning of the academic year; after two to three months, they received faulty aids & appliances.
- ❑ **Books & Uniforms:** Few administrators responded that children with mentally retarded & cerebral palsy should get an extra set of uniforms as they keep salivating most of the time. Some administrators responded that textbooks should be framed as per the needs of different kinds of disabilities.
- ❑ **Medical camps:** Few administrators responded that the duration of the camp should be three days instead of one day and it should be organised in the school or nearby place.
- ❑ **Problems of Head Master/Mistress:** BRCC does not care about the problems of children with disabilities. BIERT specialisation was not the same as the disability of the child. BRP & CRP did not bother about the problems related to children with disabilities as they tell them to contact BIERT.
- ❑ **Problems of Block Resource Centre Coordinator:** Few HM feels it as a burden to admit the children with disabilities in the school, as they were expected to maintain separate records, provide all the facilities like scholarships, escort & transport facilities, and assist in conducting medical camps, etc. General teachers complain that they have not been trained to teach children with moderate and severe disabilities.
- ❑ **Problems of Block Resource Person:** Because of HM's hostile attitude, they did not cooperate in dealing with a matter related to children with disabilities. Neither do they collect the necessary document from parents of children with disabilities to process scholarships nor do they provide proper information to give aids & appliances.
- ❑ **Problems of Cluster Resource Person:** Few CRP told that they do the work of postman, pass the information from BRCC office to school and get back data from the school to BRCC. They did not get time to conduct training programs for teachers or teach to students. They assist BIERT while conducting medical camps or any other programs in the school.
- ❑ **Problems of Block Inclusive Education Resource Teacher:** The majority of the BIERT responded that they did not face any problem with BRCC as they work

according to their job chart. BRP or CRP did not get involved in the matter of children with disabilities.

7.1.4 Teachers' opinion towards the policies and provisions for Children with Disabilities in Inclusive Education

Resource Room: General teachers consider that children with mild disabilities learn well even without the help of a resource room, but children with moderate disabilities require the assistance of a resource room to understand better.

Teachers' opinion towards children with disabilities in the inclusive classroom: Teachers opined that children with severe disabilities could not be educated along with normal children in the general classroom, the appropriate environment for children with severe disabilities was home-based education, and BIERT should design the curriculum for home-based education and execute the same with the help of Individualised Education plan.

School Infrastructure: School was equipped with a disabled-friendly environment, toilets for children with disabilities were disabled-friendly, ramps were constructed in school and drinking water facilities were provided at the reach of children with disabilities.

Inclusive Education Training Programme: The Inclusive Education Training Programme provided to general teachers was appropriate, adequate to teach all kinds of children with disabilities, but the duration of the training program is minimal; it was not sufficient.

Scholarships: Scholarship provided to children with disabilities was sufficient, delivered at the beginning of the academic year. The specified amount reached the child without any deductions.

Escort and Transport facilities: Children with disabilities avail of the escort and transport facilities provided by the government, but it was not sufficient to meet the expenditure of said purpose.

Aids and Appliances: Good quality working conditioned aids & appliances have been provided to children with disabilities, but replacement of aids & devices has not been done immediately when repaired.

Books and Uniforms: Textbooks and uniforms were distributed to children with disabilities at the beginning of the academic year. The quality of the print material was

good, and the language used in the textbook is easy to understand by children with disabilities.

Medical camp: The expert doctors having specialisation in all kinds of disabilities were conducting medical camps regularly.

7.1.5 Opinion of Parents of Children with Disabilities towards the policies and programs for Children with Disabilities in Inclusive Education concerning Benefits received and problems faced.

- ❑ **Medical Camp:** Thirty per cent of the parents of children with disabilities responded that doctors were very cooperative and supportive staff were very helpful while attending medical camp. Some parents responded that instead of one day, medical camps should be conducted for three days. Since most of them of daily wage workers, the government should provide DA and TA. Few doctors behaved rudely while treating the children with disabilities in the camp.
- ❑ **Books & Uniforms:** Seventy-six per cent of parents of children with disabilities responded that they received books and uniforms at the beginning of the academic year and the quality of uniforms and textbooks was good. Twenty-four per cent of parents responded that books and uniforms get delayed one to two months. Children with mental retardation & cerebral palsy should get an extra set of uniforms as they keep salivating all the time.
- ❑ **Aids & appliances:** Seventy-two per cent of parents of children with disabilities responded that they received aids & appliances after attending the medical camp. Twenty-eight per cent of parents responded that aids & appliances got delayed for two months, and some of them received faulty aids & appliances. There was no provision for repairing the faulty ones.
- ❑ **Scholarship:** Forty-four per cent of parents of children with disabilities responded they received scholarship amounts of 500 rupees to 1000 rupees per year based on the standard and level of disability. Fifty-six per cent of parents responded that the scholarship amount was significantly less, the government should allocate scholarship amounts based on the child's expenditure.
- ❑ **Transport & Escort facilities:** Eight per cent of parents of children with disabilities told that they received transport & Escort facilities of rupees 500 yearly once. Ninety-two per cent of parents did not know anything about the escort & transport facilities.

- ❑ **Training:** Eight per cent of parents of children with disabilities told that they received a training program to look after the child with mental retardation at home. Ninety-two per cent of parents responded that they work as daily wage workers. If the government provides one day salary and transport allowance, they can attend the training program.
- ❑ **Problems with HM:** seventy-eight per cent of parents of children with disabilities told that HM does not cooperate with them, they remain busy always with their academic work, they do take care of normal children, and they do not bother or take care of children with disabilities nor their problems.
- ❑ **Problems with BIERT:** Sixteen per cent of parents of children with disabilities responded that they were not cooperative during the medical camp, distribution of aids & appliances, and attending sports meet for children with disabilities.

8.1 Discussion on Findings

Education has become an inseparable part of human life. Proper and good education is essential for all of us to lead a dignified life. How does education influence human life? Irrespective of the caste, creed, religion, and region, quality education transforms an individual's life. Education is necessary for every individual to improve their knowledge, way of living, and social and economic status throughout life. It transforms us entirely from inside and outside by changing our thinking, behaviour and personality. An educated person becomes an excellent citizen in society. Government across the globe has concluded that every individual should be educated at least up to the elementary level. That's how the Universalization of Elementary Education came into the picture. No two individuals are the same in this entire universe, which means that every individual is unique in terms of thinking, behaviour, action, personality etc. Nobody is superior or inferior to each other; everybody is unique in their existence. Individuality should be respected irrespective of their ability, capability, or disability. Education should be provided to an individual keeping all these perspectives into considerations. Even Internationally, Education is considered as a human right and stand for equal opportunity to all children and this is reflected in the UN Convention on the Rights of the Child (1989), the UN standard rules on the equalization of opportunities for the person with disabilities (1993) and the UNESCO Salamanca Statement (1994), The Biwako Millennium Framework (2003), UN Convention on the persons with disabilities, 2006. The education of children with disabilities cannot be

neglected. Without educating them, the Universalization of Elementary Education or many more goals, objectives mentioned in the different documents, education for all, cannot be achieved. The population of persons with disabilities is significant in number across the globe. According to the WHO global disability action plan (2014-2021), there are more than 1000 million people with disabilities in the world, which is around 15 per cent of the world population. In India, there are 2.68 crore (2.21 per cent) persons with disabilities. The government of India has enacted various legislative Acts, policies, and schemes to mainstream persons with disabilities in society. Persons with Disabilities (Equal Opportunities Protection of Rights with Full participation) Act, 1995, is the first major impactful Act enacted to empower persons with disabilities. After 20 years of implementation of the PwD Act 1995, considering the current status of persons with disabilities, in the year 2016, amendments have been made to the PwD Act 1995. Now the Act is called “The Rights of Persons with Disabilities Act, 2016”. Apart from this Act, the Government of India has also enacted the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999 and Rehabilitation Council of India Act, 1992. Accordingly, the State of Karnataka has published in its Gazette notifications, namely Karnataka State Rights of Persons with Disabilities Rules 2019, Karnataka Mental Health Rules 2012, and Karnataka State Policy on Disability.

The main focus of the said Acts and Policies are to develop the persons with disabilities concerning Health, Education and creation of a Barrier-free environment and ensure inclusive society. Despite having so many Acts, policies, provisions, and schemes implemented for persons with disabilities. Still, we could not achieve the desired result in terms of educating children with disabilities. Some section of the society is looking at children with disabilities through the prism of pity. They are not considered equal with others, and sympathy is shown towards them. Children with disabilities need empathy, not sympathy. They need their rights to be implemented with whole spirit, not pity. The present study points out that the government of Karnataka has come up with a comprehensive policy exclusively for the education of children with disabilities in inclusive schools across the state. Special schools should only be used as the rehabilitation Centre or preparatory institution towards admission in public school. Manason, P (2009) study pointed out that adjustment is needed in policies related to special education by considering the diverse belief of administrators. The education

system needs a strategic change concerning the curricular perspective and teaching-learning process according to the child's type of disabilities and level of disabilities.

The first step in the success of the education of children with disabilities is to increase the enrollment and retention rate in general schools. Increasing the enrollment rate is the biggest challenge before the government. It involves meticulous planning to identify the core areas lagging and strengthen the existing education system concerning the specific needs of all types and levels of CwD. The enrollment rate of CwD was less compared to their counterparts. Among the enrolled children with disabilities, the Enrollment ratio of female children with disabilities is still behind the male children with disabilities. It is worse in the case of girl children with disabilities belonging to scheduled castes and scheduled tribes. From the present study, it can be seen that the enrollment ratio is in decreasing order from class one to class eight. The children with moderate and severe disabilities compulsorily need disability-friendly toilets, especially girl children with disabilities. Kelly, A. et al. (2014) study found that children with disabilities leave general school because these schools could not meet their academic, social, emotional, and behavioural and access to health resource needs. The needs of every child with disabilities are not the same, and it depends upon the type and severity of disabilities. The severity of disabilities varies from individual to individual child. The children with severe visual disabilities need braille scripted plates in the later stages of school. Children with severe locomotor disabilities need properly usable ramps and disability-friendly toilets without which the child could not continue the education. This is one of the reasons for the low retention rate in upper primary classes. Infrastructural problems are severe in the schools located in rural areas compared to urban areas. From the present study, it can be seen that the retention rate was more in grades one, two, and three because still when the child was young, and the disability was not identified properly, the child was allowed to get an education just like the children without disabilities. Once the child is identified with disabilities, instead of providing intervention and bringing back to general school, the children with disabilities are pushed to get education in a special school or drop out of education by the people with a negative attitude. This kind of negative attitude and the lack of awareness about the capability of children with disabilities in society should change. The children with disabilities should be identified in the early stage itself. The government should track every child, right from the pregnancy stage or through an aadhaar number and make it mandatory to check for disabilities. At least in the initial

stage, CwD should be given an intervention programme in an appropriate environment to get successfully included in general school at a later stage. Government has to identify appropriate environment for CwD according to the type and level of disabilities.. Gupta and Ramachandran (2014) study pointed out that special education in the formative years is essential for children with intellectual disabilities associated with cerebral palsy to obtain inclusive education. Various stakeholders like administrators, teachers, and parents of children with disabilities play a crucial role in increasing enrollment and retention rates and implementing various policies for children with disabilities. Jones (2013) study pointed that collective efforts among the stakeholders led to the implementation of the inclusive program. The administrators who have been involved in implementing these Acts and policies at different stages are the block resource Centre coordinator, block resource person, block inclusive education resource teacher, cluster resource person, and school Head Master/Mistress. According to the administrators, the biggest hurdle in the path of access to education for children with disabilities is the negative attitude of their parents. If parents decide to give education to their children, they find ways, time and will be ready to take risks and fulfil the goals. The problem here is that most parents of children with disabilities are illiterate and uneducated, and they work as daily wage workers, drivers, house painters, and helpers in constructing buildings. The education of children with disabilities is linked with the poverty of the parents of the child. The rich parents put their children in special residential schools. India is rich in religions, and therefore most of the parents hold on to religious sentiments. Some parents consider that children with disabilities were born out of curse from God; they are not fit for anything. They consider that children with disabilities cannot be educated. The government, through administrators, aimed to change this negative attitude of parents, but due to various problems in organizing training programmes, this was unsuccessful. Block Resource Centre Coordinator informs Block Resource Persons or Cluster Resource Persons to pass information to children with disabilities through Head Master. Most headmasters will be busy with other works like mid-day meal programmes etc., so forget to pass the information to parents of children with disabilities regarding the training programme at the BRCC office. Many parents of children with disabilities do not know about the entitlements & benefits available for children with disabilities. Antony (2009) study pointed out that parents of children with disabilities were unaware of their rights related to disability or inclusive education but unaware of the actual diagnosis of their children with

disabilities and its impact on their future. In some instances, even if some HM inform parents, they do not attend training programme because of loss of one-day salary. They are from an impoverished background, could not afford the loss and pressure from the employer. They are bread earners of the family. Government should make a provision to provide DA and TA for parents of children with disabilities for attending the training programme. Some of the parents of children with disabilities cite problems in the infrastructure of the school for not sending their child to the school like the absence of disability-friendly toilets, unusable ramps etc. government should strengthen the monitoring mechanism in maintaining proper infrastructure. Administrators like BRCC, BRP, BIERT, and CRP provide an inclusive education training programme to HM and general teachers to implement Acts, policies and provisions for children with disabilities. These training programmes are three days, six days, ten days, 30 days, and 90 days. Many a time, BRCC could not find resource persons to provide training to teachers and HM due to the unavailability of specialized resource persons in different types of disabilities like multiple disabilities, autism spectrum disorder, learning disabilities etc. sometimes HM does not permit the teachers to attend training programme due to less staff in school. Das et al. (2013) study revealed that regular school teachers did not receive training in special education. Many General teachers feel that the training programmes were conducted just for the namesake, no proper planning or any fruitful sessions. Most of the time, the training programme was conducted regarding the management of children with disabilities in inclusive classrooms or rights, provisions and legislative acts for persons with disabilities. General teachers need concrete training regarding how to teach children with disabilities in the inclusive classroom by integrating necessary techniques and the content for the benefit of children. General teachers complain that the training programmes were related to different disabilities other than the disability of the child studying in their school. Few teachers, out of interest, whole-heartedly teach the children with mild, moderate disabilities; to some extent, they even teach children with severe disabilities. Teachers with negative attitudes towards children with disabilities consider these children as burdens in the classroom. They do not give any attention to the children and control them to sit mute spectators in the classroom, especially with children with mental retardation and cerebral palsy. The duration of the training programme is not sufficient to teach children with moderate or severe disabilities in an inclusive classroom. Most of the general teachers consider that BIERT is only capable

of teaching children with disabilities because they possess B. Ed in special education. The present study opines that government should design or develop a training programme keeping the type of disabilities and level of disabilities; also, the target group should be selected based on the need and objective of the programme example training to teachers should be given based on the type of child's disability studying in the school and also the level of disability. Many of the teachers and HM complain that place chosen for training programme lacks basic facilities proper drinking water facilities, lack of toilet facilities or a good place for accommodation. Lady teachers face severe problems while attending training programmes, especially in the rural areas. The present study opines that the government should establish or construct a permanent institute or building at block level or nearby to BRCC office exclusively for providing training to teachers, HM, or parents of children with disabilities. With regard to scholarship, escort & transport facilities, the amount given to children with disabilities is very less, which is between five hundred rupees to thousand rupees depending upon the class the child is studying and the severity of the disability. Some of the children with disabilities do not get a scholarship due to various problems, as parents do not know anything about the scholarship or escort & transport facilities and the procedure to apply. It is the primary responsibility of the HM to inform the parents regarding the scholarship and forward it to the department through BIERT or CRP because parents meet the HM and BIERT & CRP keep visiting the school frequently. Administrators complain that it is because of the negative attitude of the HM; they do not show concern towards children with disabilities and do not bring it to our notice. Some of the HM complain that BIERT or CRP do not visit the school as mentioned in the schedule, nor do they solve the problem of children with disabilities. The present study pointed out that due to the lack of a proper monitoring mechanism, the administrators do not show proper concern towards the problems of children with disabilities regarding scholarships, escort & transport facilities. With regard to Aids & appliances, books & Uniforms and medical camps, government conduct medical camp, distribute books & Uniforms and Aids & appliances at the beginning of the academic year. Many parents of children with disabilities do not bring their children to the medical camp due to lack of information about the medical camp or due to poverty, illiterate and daily wage working conditions; they do not attend the medical camp. Even after attending the medical camp, few children with disabilities do not get aids & appliances, and few get faulty ones. There is no scope for repairing the faulty aids & appliances. Common books

& Uniforms are being distributed to all children. Some children with mental retardation and cerebral palsy requested an extra set of uniforms as they kept salivating. Some of the teachers expressed their concern to HM that the books should be devised as per the child's type and level of disability. so far we have discussed the reasons for the left out children with disabilities who are out of the education system. It is also necessary to look back and see the roadmap through which the children with disabilities travelled from few decades back to the present time.

Looking at the children with disabilities over the period of time, we can make a two timeline, considering the developments took place in the lives of the PwD, namely before legislation for PwD and after the legislation for PwD. especially after the implementation of Persons with disabilities act in the year 1995. We can witness a tremendous positive change in all the spheres of life of PwD, earlier, before the legislation for PwD, people looked them as subordinate, they considered PwD are not intelligent enough for consideration. According to the majority of the general population, PwD were not normal and could not match the general population. They believed that PwD will remain always dependent on others throughout their life. People with disabilities were looked with pity and sympathy. Since there was no concrete right or support for person with disabilities to stand up and prove equal to others, their pain and grievances was not heard to the outer world. This entire scenario got changed after the passage of landmark legislation called PwD Act 1995, it was a very well thought out, meticulously planned Act to uplift the PwD because the Act categorically identified all the important areas, right from the grass root level where the PwD were lagging behind, this act, not only provided them opportunity but also made it as a right to get their demand met. The important areas identified in the Act were prevention and early detection of disabilities, education, employment, affirmative action, non-discrimination, research and man power development, recognition of institutions for persons with disabilities, institution for persons with severe disabilities, the chief commissioner and commissioners for persons with disabilities, social security. The progress in all these areas are commendable. Here, early identification of disabilities and education made a mark in the development of PwD. Earlier, there was no proper authenticated count of population of disabilities in the country, Yeo & Moore, (2003) study revealed that due to the suspected underreporting and differences in the definition of disability, it was hard to discern the exact numbers of the total population of persons with disabilities. Big salute to the Government of India, because in the census of India

2011, there was a separate column included in the questionnaire with aim to get a population count of disabilities in the country with respect to different types of disabilities. This was a concrete step in identifying the population of disabilities. All the national reports related to the disabilities mentions this data in one or the other form. This data has become the fundamental foundation on which the government of India and other states make necessary policies, schemes and provisions to uplift persons with disabilities. After early identification of disabilities, the second important areas is education. Education is a powerful component, which has potential to transform any individual's life, in all dimensions like physically, psychologically, socially, emotionally. The PwD Act, guaranteed education for children with disabilities irrespective of their abilities and disabilities. The enrollment and retention of children with disabilities gradually and significantly increased after the implementation of the Act. The present study findings revealed that the enrollment of children with disabilities in the academic year 2017-18 was 93.57 per cent which is very significant number and the retention rate of one year, two year and three year were hundred percent. These figures reflects the government's unshakable commitment to achieve the universalization of elementary education is moving in the right direction towards the goal. The Government of India is helping the children with disabilities in all possible manner. It has made mandatory to build ramps in schools and in all public places in general, created a provision to transact the curriculum according to the needs of children with disabilities in an appropriate environment, this provision was not there earlier to the said PwD Act 1995, where they were given education in separate setting by the voluntary organizations and Christian missionaries (NCERT 2006). Every year in the beginning of the academic year, government conducts medical camp in order to extend support in the form of providing aids & appliances, escort & transport facilities and in all possible manner to children with disabilities. Commitment of government towards the upliftment of persons with disabilities is laudable. Government has not only passed PwD Act 1995, it has also passed RCI Act 1992, NTA Act 1992 and recently in the 2016, Rights of Persons with Disabilities Act 2016 and the same commitment should be shown by the other various stakeholder in order to achieve the goal of universalization of elementary education as the present study too pointed out. The present study also stressed for a need to establish a separate monitoring department exclusively to implement acts, policies, and provisions for children with disabilities at the state, district, and block levels.

9.1 Implications of the Present Study

Following Implications can be drawn from this study, which may bring considerable changes from school teachers to the policymakers.

- ❑ The study findings evidencing that the state of Karnataka should take measures to strengthen the monitoring mechanism of the role played by administrators at the district level, block-level, and cluster level.
- ❑ The state of Karnataka should bring an effective policy especially for educating the children with disabilities according to the type and level of disability.
- ❑ Instead of distributing the responsibility to implement the policy or provision of children with disabilities to different departments like health department, labour department, etc., the government of Karnataka should establish a single department, entrust the responsibility, and make it accountable for the implementation of policies.
- ❑ The retention rate of children with disabilities keeps decreasing from duration of one year to eight-year.
- ❑ The educational needs of children with disabilities depend upon the type and level of disabilities. The needs of children with mild and moderate disabilities are different from the needs of children with severe and profound disabilities.
- ❑ Access to education for children with disabilities depends upon the attitude of various stakeholders, i.e., parents, teachers, and administrators, towards the children with disabilities.
- ❑ In most of the schools, ramps were not in usable condition. Government should regularly monitor the ramps; construct disability-friendly toilets in schools, which is very much necessary for children with locomotor disabilities.
- ❑ An inclusive Education training program should be provided to teachers as per the type of children with disabilities studying in that school. The teacher does not show interest in the training program. Emphasis should be given to the teaching-learning aspects as per the level of disability of the child. The training program should be conducted near the school or within the block level with proper accommodation, drinking water facilities, and toilets.
- ❑ Scholarship, escort, & transport facilities provided to children with disabilities are not sufficient. To fulfil the needs of the child. Government should disburse the expenditure amount every year, make a provision for pick and drop facilities.

- ❑ Government should make sure that the aids & appliances reach all the children with disabilities and especially make a provision for immediate replacement or repairing the faulty aids & devices.
- ❑ Government should designate one government hospital as a disability speciality hospital at block level with all the specialist doctors at one place so that children with disabilities can visit the hospital throughout the year as and when necessary, instead of only one day in a year.
- ❑ Head Master/Mistress should possess a positive attitude towards children with disabilities to implement the policies and provisions in inclusive education effectively. Government should take necessary measures in this direction.
- ❑ Block Inclusive Education Resource Teacher should be appointed permanently in the school where the children with disabilities are admitted as long as the child is in the school and entrust the responsibility of providing all the benefits to children with disabilities as per the provision mentioned in the Acts & policies.
- ❑ BRCC, BRP, and CRP should possess at least a one-year diploma course in special education along with practical experience in dealing with children with disabilities.

10.1 Suggestions for Further Research

Every research work gives insight to other researchers for further investigation. This study suggests certain areas to be investigated further, which are as follows.

- ❑ More research is needed on the Impact of implementing Acts, Policies, and Provisions for children with disabilities in Inclusive Education.
- ❑ Research is also needed in enrollment, retention, and dropout of children with disabilities not only at the primary level but also at the secondary level and in higher education.
- ❑ Further research is needed to explore existing perspectives towards children with disabilities, considering different geographical areas and various cultural practices.
- ❑ Further research is needed to study the performances of different disabilities concerning the various subjects by considering the severity of disabilities.
- ❑ Researches are needed to establish vocational education for children with severe and profound disabilities.

11.1 Conclusion

Education for children with disabilities in the inclusive classroom right from the primary level helps them acquire education and develops the sense of “we feeling” among the children with disabilities and normal children. The children who cannot be taught together at an early stage cannot expect them to be together at the latter stage of life. Suppose we want to create an inclusive society. In that case, inclusiveness should start from primary school since education is the most crucial weapon that can bind all individuals together, irrespective of their abilities and capabilities. The three pillars for the success of inclusive education are Administrators, teachers, and parents of children with disabilities. The government of India should effectively implement inclusive education with the whole spirit, monitor the progress from time to time, and make necessary changes as and when required.

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