

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

A

Synopsis

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A Study of Children with disabilities in Inclusive Education in the Elementary Schools of Bangalore Urban and Rural districts

1.1 Introduction

Education is a cornerstone for all the developments in a life of any individual. National Educational Policy (2020) emphasis that Education is fundamental and needful for achieving full human development in different areas like economically, socially, psychologically which helps in developing an equitable and just society, and also in promoting national development. India is committed to provide universal access to quality education which is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice, and equality, scientific advancement, national integration, and cultural preservation. In order to provide quality education to all children, Government of India passed a landmark Right to Education (2009) Act which guarantees free and compulsory elementary education for children of age group 6 to 14 years in an appropriate environment. Even the international community adopted Education as a human right and the same is reflected in Sustainable Development Goal (SDG4), Universal Declaration of Human Rights (1948) and it is the mission of UNESCO. By looking at the 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 sections among the disadvantaged groups in the society. As the education is the powerful means to uplift the social and economic status of an individual, there is urgency to education quality education for all children with disabilities. As NPE (2020) rightly pointed that universal high-quality education is the best way forward for developing and maximizing our country's talents and resource for the good of the individual, the society, the country, and the world. In order to understand the present status of elementary education of children with disabilities in Karnataka and in India, it is crucial to know the concept, meaning, legislations of disability and also road map of transition from special education to inclusive education.

1.2 Concept of Disabilities in Indian Scenario

In India, for number of decades, the person with disabilities has been looked down as unworthy for consideration, almost as if they were sub-human. Indeed, the law of karma declared that having disabilities was just the result of past misdeeds. Persons with disabilities were segregated, discriminated and stigmatized in all possible manner and this has become common way to manage them. Such kind of behavior from the persons without disabilities towards persons with disabilities will not only lead to the complete marginalization and disempowerment of a whole population group but also have severe impact on the internalization of such negative stereotypes by person with disabilities themselves. This acceptance made them inactive towards society, developed the nature of dependency, complete isolation from everybody, psychologically low self-esteem and a complete loss of participation in the society. People were looking at the person with disabilities with pitiful, showing sympathy to them but not considering as equal fellow citizen.

Among person with disabilities, its women with disabilities suffer a lot. A report of a consultative meeting on gender and disability by M.S. University concluded that, Girls and women are more likely to be excluded from Education than boys with disabilities, they are less likely to be taken for health care and treatment for their impairment than boys, particularly when money is in short supply; their opportunities for family life are severely compromised, due to societal prejudices against marriage of disabled young women, which can lead either to them remaining unmarried or to their family having to pay large dowries to 'offset' the disadvantage of their Disability; with limited Education, employment opportunities are restricted and even if they are educated, discrimination makes it more difficult for young women to obtain and hold on to jobs. With the passing of time, the perspective of people looking at person with disabilities went on changing. Categorically two major perspectives emerged, one started looking disability in the perspective of an individual and another on society. There are four major models of disabilities which have been derived from these two perspectives.

1.3 Models of Disabilities

According to NCERT (2006), within these two overriding paradigms on disability i.e., individual perspective and social perspective, the four major identifiable formulations of disability emerged and they are: the charity model, the bio-centric model, the functional model, and the human rights model.

1.3.1 The Charity Model

The main characteristics of this charity approach are showing custodial care to person with disabilities, which causes extreme isolation and the marginalization. Unfortunately, in contemporary society, the traces of this model can be seen. For instance, the findings of an investigative project undertaken by the National Human Rights Commission of India between 1997-99 confirmed that a large number of mental health institutions today are still being managed and administered on the custodial model of care – characterized by prison-like structures with high walls, watchtowers, fenced wards, and locked cells.

1.3.2 The Bio-centric Model

According to this bio-centric model, disability is regarded as a medical or genetic condition. The only option left for person with disabilities is to get cured through medicines and miracles. It continues to play a prominent role in determining programme eligibility, entitlement to benefits, and it also influences access to rights and full social participation, even though biology is no longer the only criteria through which disability is viewed in law and policy. This model declares persons with disabilities as mentally retarded (MR) and keep them out of the mainstream school system.

1.3.3 The Functional model

In the functional model, all the entitlements and benefits will be provided to person with disabilities based on the individual incapacity and the extent to which a person is perceived as being independent to exercise his or her rights. According to this model, a child's right to

education is dependent on how far the child can access the school and participate in the classroom but not on the school system.

1.3.4 The Human Rights Model

The human rights model confirms that all human beings are born with certain undeniable rights and considers that disability as an important dimension of human culture. The relevant concepts in this model are: Diversity, Breaking down Barriers, Equality and Non-Discrimination, Reasonable Accommodation, Accessibility, Equal Participation and Inclusion, Private and Public Freedoms.

As there are many approaches or models of disability, Government of India has given out clear definition for different types of disabilities in the rights of persons with disabilities act (2016). All the entitlements and rights for person with disabilities will be provided based on the criteria laid down in this act.

1.4 Definition of Disability

Definition of Disability according to Rights to Person with Disabilities Act, 2016

The Act categories all types of disabilities into five groups' namely Physical disability, Intellectual disability, mental disorder, Disability caused by chronic neurological condition and blood disorder and multiple disability.

1. Physical disability-

A. Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including – Leprosy cured person, cerebral palsy, dwarfism, muscular dystrophy, acid attack victims.

B. Visual impairment – blindness, low-vision.

C. Hearing impairment – deaf, hard of hearing.

D. speech and language disability

2. Intellectual disability, a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills, including –

(a) “specific learning disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

(b) “autism spectrum disorder” means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person’s ability to communicate, understand relationships and related to others, and is frequently associated with unusual or stereotypical or behaviors.

3. Mental behavior –

“Mental illness” means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgement, behavior, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterized by sub-normality of intelligence.

4. Disability caused due to –

(a) Chronic neurological conditions, such as – multiple sclerosis, Parkinson’s disease.

(b) Blood disorder – haemophilia, thalassemia, and sickle cell disease.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

Based on the above definitions of disability, the designated hospitals issue medical certificate to the persons with disabilities. These medical certificates should be produced to get benefits from government. Providing benefits alone does not make them empowered or help in leading the life independent. Education is one of the important instrument which makes persons with disabilities independent and helps in developing a strong personality. So, many international and national bodies came together and passed resolutions, Acts,

policies to make Education as universal human right which makes them empowered and bring into mainstream society and lead independent life like other fellow citizen.

1.5 Statutory framework for Persons with Disabilities

According to the Ministry of Social Justice and Empowerment, Annual Report (2019-20), the relevant constitutional provisions for persons with disabilities are as follows: The constitution of India through its preamble, inter-alia seeks to secure to all its citizens; Justice, social, economic and political, Liberty of thought, expression, belief, faith and worship; Equality of status and opportunity.

- ❑ **Part-III of the Constitution** provides for a set of six fundamental rights to all the citizens (includes persons with disabilities). These include – Right to Equality; Right to Freedom; Right against Exploitation; Right to Freedom of Religion; Cultural and Educational Rights and Right to Constitutional Remedies.
- ❑ **The Directive Principles of State Policy** have been incorporated in Part – IV of the Constitution. These principles are intended to be the imperative basis of State policy. **Article 41** emphasizes on right to work, to education and to public assistance in certain cases.
- ❑ **Eleventh Schedule to Article 243-G and Twelfth Schedule to Article 243-W**, which pertain to the powers and responsibilities of the panchayats and municipalities respectively with respect to implementation of schemes for economic development and social justice, include welfare and safeguarding the interests of person with disabilities among other weaker section of the society.

1.5.1 Legislation Administered by the Department of Empowerment of persons with disabilities (Divyangjan)

The Department deals with the following legislations governing different aspects of disability and welfare & empowerment of the persons with disabilities:-

- (i) The Rehabilitation Council of India Act, 1992,
- (ii) The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; and

(iii) The Rights of Persons with Disabilities Act, 2016.

1.5.1.1 The Rehabilitation Council of India Act, 1992

The Rehabilitation Council of India was set up under the Rehabilitation Council of India Act, 1992. The Council regulates and monitors the training of rehabilitation professionals and personnel and promotes research in rehabilitation and special education.

In accordance with the above Act, The Council has been entrusted with the following functions:-

- ☐ Determining minimum standards of education.
- ☐ Making recommendations to the Department regarding recognition of qualifications, granted by Universities, etc., in India for rehabilitation professionals/other personnel.
- ☐ Making recommendations to the Department regarding recognition of qualification of Institutes outside India.
- ☐ Conducting inspections in examinations.
- ☐ Registering rehabilitation professionals/other personnel, and
- ☐ Determining privileges and professional conduct of registered persons.

1.5.1.2 The National Trust Act, 1999

The National Trust is 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 are as follows:-

- ☐ To enable and empower 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;
- ☐ To extend support to registered organizations to provide need based services during period of crisis in the family of persons with disabilities
- ☐ To deal with problems of persons with disabilities who do not have family support;

- ☐ To promoted measures for the care and protection of persons with disabilities in the event of death of their parent or guardian;
- ☐ To evolve procedures for the appointment of guardians and trustees for persons with disabilities requiring such protection;
- ☐ To facilitate the realization of equal opportunities, protection of rights and full participation of persons with disabilities; and
- ☐ To do any other act this is incidental to the aforesaid objects.

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

The Government enacted the Rights of Persons with Disabilities Act, 2016 as passed by the parliament in December, 2016.

Key provisions related to education under Section 16 and 17 of the Act, The appropriate Government and the local authorities shall endeavor that all educational institutions funded or recognized by them provide inclusive education to the children with disabilities and towards that end shall-

- ☐ Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;
- ☐ Make building, campus and various facilities accessible;
- ☐ Provide reasonable accommodation according to the individual's requirements;
- ☐ Provide necessary support individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion;
- ☐ Ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;
- ☐ Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;
- ☐ Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;
- ☐ Provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

- ☐ To conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met:

Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act;

- ☐ To establish adequate number of teacher training institutions;
- ☐ To train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability;
- ☐ To train professionals and staff to support inclusive education at all levels of school education;
- ☐ To establish adequate number of resource centres to support educational institutions at all levels of school education;
- ☐ To promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society;
- ☐ To provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;
- ☐ To provide scholarships in appropriate cases to students with benchmark disability;
- ☐ To make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses;
- ☐ To promote research to improve learning.

1.5.2 Implementation of the RPwD Act (2016)

The Government has taken the following measures with regard to implementation of the RPwD Act (2016)

- i. It is notified about the Rights of Persons with Disabilities Rules on June, 2017. These Rules provide for accessibility standards for built environment, passenger bus transport and for websites, besides specifying the procedure for applying and grant of certificate of disability, manner of publication of equal opportunity policy, manner of utilization and management of National Fund etc;
- ii. It is notified that the Guidelines for Assessment of Extent of Specified Disabilities in a person on January 04, 2018. These guidelines provided a detailed procedure of assessment as well as the composition of medical authority competent to issue certificate of disability for various categories of disabilities;
- iii. The Department of Personnel & Training has issued circular on January 15, 2018 to all the Ministries & Departments specifying 4% reservation for persons with benchmark disabilities in Government jobs in terms of the provision of Section 34 of the RPwD Act, 2016;
- iv. The Department has notified the Rights of Persons with Disabilities (Amendment) Rules on March 08, 2019 specifying the manner of assessment of persons with benchmark disabilities seeking high support needs by an Assessment Board and also the composition of such Boards;
- v. The States have been advised from time to time to frame rules in terms of Section 101 of the Act. During the period under review, 29 States/UTs have notified the rules under the said Act.
- vi. The Department has constituted Central Advisory Board on Disability vide notification dated November 08, 2017. The Central Advisory Board has met thrice, i.e. on February 13, 2018, October 15, 2018 and September 19, 2019. The Central Advisory Board deliberated upon various issues relating to implementation of the RPwD Act such as inclusive education, early intervention, accessibility, status of implementation of accessible India campaign and UDID project, early detection and rehabilitation of children with disabilities, social security programmes for PwDs by the States/UTs, etc. and urged the States/UTs to take firm steps to ensure effective implementation of its provisions.

1.6 National Policy for Persons with Disabilities, 2006

Persons with disabilities constitute a valuable human resource for the country and that a majority of such persons can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures. In this regard, the Government formulated and brought out the National Policy for Persons with Disabilities with a view to create an environment that provides such persons equal opportunities for protection of their rights and full participation in society,

With focus on prevention of disabilities and rehabilitation measures, the policy provides for the following:-

- ☐ Prevention of disabilities

- ☐ Rehabilitation measures

- Physical Rehabilitation Strategies: Early detection and Intervention, Counselling & Medical Rehabilitation, Assistive Devices, Development of Rehabilitation Professionals.

- Education for Persons with Disabilities

- Economic Rehabilitation of Persons with Disabilities: Employment in Government Establishments, Wage employment in Private Sector, Self-employment.

- ☐ Provisions for Women with Disabilities

- ☐ Provisions for Children with Disabilities

- ☐ Barrier-free Environment

- ☐ Issue of Disability Certificates

- ☐ Social Security.

- ☐ Promotion of Non-Governmental Organization (NGOs).

- ☐ Collection of regular information on Persons with Disabilities.

- ☐ Research.

- ☐ Sports, Recreation and Cultural life.

- ☐ Amendments to existing Acts dealing with the Persons with Disabilities.

Accordingly, the principal areas of intervention under the Policy are: Prevention, Early-detection, and Intervention; Programmes of Rehabilitation; Human Resource Development;

Education of Persons with Disabilities; Employment; Barrier free- environment; Social Protection; Research; Sports; Recreation and Cultural Activities.

1.6.1 Implementation of the National Policy

- i. Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment is the nodal Department to coordinate all matters relating to implementation of the policy.
- ii. The Central Advisory Board on Disability, with stakeholder representation, coordinates matters relating to implementation of the National Policy. There is a similar Board at the State level.
- iii. The ministries of Home Affairs; Health & Family Welfare; Rural Development; Urban Development; Youth Affairs & Sports; Railways; Science & Technology; Statistics & Programme Implementation; Labour; Panchayati Raj and Women & Child Development and Departments of Elementary Education & Literacy, Secondary & Higher Education; Road Transport & Highways; Public Enterprises; Revenue; Information Technology and Personnel & Training are also identified for implementation of the policy.
- iv. Panchayati Raj Institutions and Urban Local Bodies are associated in the functioning of the District Disability Rehabilitation Centres. They play a crucial role in the implementation of the National Policy to address local level issues.
- v. The chief Commissioner for persons with Disabilities at Central level and State Commissioners at the State level, play key role in implementation of the National Policy, apart from their respective statutory responsibilities.

1.7 Various Approaches to Educate Children with Disabilities

Education for children with disabilities started with special education, gradually shifted to integrated education and finally to inclusive education. The important historical events with regard to children with disabilities are given below:

1.7.1 Special Education

Children with disabilities were been neglected for decades. Educating the children with disabilities was not considered important at all. They were considered as not equal with

other children without disabilities. As the time passed, Christian missionaries as charitable undertaking started a schools for children with disabilities. The first school for children with visual impairment was started in 1880s and Institute for children with Speech & hearing impairment was started in the 1888. Later, children with locomotor disabilities too received services in the middle of twentieth century. Children with mental retardation received attention very late compared to other children with disabilities. The first school for the mentally challenged was established in 1934. It can be seen here, Special education programmes in earlier times were, therefore, heavily dependent on voluntary initiative. Education for children with disabilities was provided in segregated setting for long period.

The government's initiatives to educate children with disabilities began with the establishment of a few workshop units meant primarily for adult students with disabilities after independence. These units later included people who were hearing impairment, locomotor impaired, and mentally retarded. Till 1970s, even the policies supported segregation, because most educators believed that children with locomotor, hearing, visual, or intellectual disabilities were so different that they could not participate in the activities of a common school. As the time progressed, slowly there was a shift in educating children with disabilities, voices started to grow strong to provide the opportunity for children with disabilities to get education in general classroom for those who have ability to cope up with the general education system. That's how, the integrated education came into picture.

1.7.2 Integration Education

Integrated Education took birth when the government launched the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC). The main aim of the scheme was to provide educational opportunities to learners with disabilities in regular schools and facilitate their achievement and increase retention. The Objective of the scheme was to integrate children with disabilities in the general community as equal partners at all levels and to prepare them for normal development and to empower them to face life with courage and confidence. A key feature of the scheme was the link between regular and special schools to strengthen the integration process.

In the meantime, the National Council of Educational Research and Training (NCERT) along with UNICEF, launched Project Integrated Education for Disabled Children (PIED) in 1987, to strengthen the integration of children with disabilities into regular schools. An external evaluation of this project was done in the year 1994 and the results showed that not only the enrollment of children with disabilities increase significantly, but the retention rate among children with disabilities was also increased much higher than the other children in the same blocks. In 1997 IEDC was merged with other major basic education projects like the DPEP and the Sarva Shiksha Abhiyan (SSA) Department of Elementary Education, 2000).

The Integrated Education for Disabled Children scheme provides for a wide range of support services in the form of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for parents, allowances for books and stationary, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices. The scheme also provides one resource room for a cluster of eight to 10 schools and one special teacher for every eight children with disabilities. Apart from government, a number of voluntary organizations are implementing the scheme in the various states.

Education is the only best possible solution for the all-round development of children with disabilities. Therefore the first and foremost strategy for any country, and especially India was to increase the access to education for children with disabilities. There were some lacunae in the integrated education. The main problem was children with disabilities could not access the curriculum and also physical access to the school. This led to another shift from integrated education to Inclusive Education which aimed at changing the learning environment according to the need of the child.

1.7.3 Inclusive Education

The gaps in the Special Education and Integrated Education slowly started to appear, there was a growing awareness that special education in special school is overly restrictive, and instead of working outside the mainstream classrooms, the special schools can work with, and provide support to, regular schools. In 1992, the Programme of Action, while promoting integrated education, suggested a Pragmatic Placement Principle. It proposed that Children

with disabilities who can be educated in general schools should be educated in general schools, and those studying in special schools should be transferred to general schools once they are ready to make the shift (MHRD, Programme of Action, 1992). This was endorsed in 1994 by the Salamanca Statement (statement issued by the World Conference on Special Needs Education) recommendations for an alternative role for special schools. Hence, special schools in their newfound identity would become a far more flexible resource, by working in partnership with and creating a response to special needs, not only in the alternative form of provision and intervention, but within the mainstream classroom, curricula, and pedagogies. Special and general education, in other words, are gearing for a significant move to come closer together.

Only 2-3 % of the total population of these learners was actually integrated into the regular schools. Dissatisfaction with the progress towards integration, consideration of cost involved, and the advantages of an inclusive environment in bringing about increased acceptance of learners with SEN, led to demands for more radical change. The constant use of the medical model of assessment, wherein educational difficulties are explained solely in terms of defects in the child, led to a re-conceptualization of the special needs (SN) task as requiring school reforms and improved pedagogy. This re-conceptualization at the both the international and national level helped in the emergence of an orientation towards inclusive education.

Internationally, until the end of 1980s, integration remained the main issue whenever discussions were held regarding the rights of disabled persons to an appropriate education. In the 1990s, inclusion captured the field after the World Conference on Special Needs Education in Salamanca in 1994, with the adoption of the Salamanca Statement and Framework for Action on Special Needs Education. This statement, which was adopted by the representatives of 92 governments and 25 international organizations in June 1994, has definitely set the policy agenda for inclusive education on a global basis (UNESCO, 1994).

The Rights of Persons with Disabilities Act (2016) uses the following definition: Inclusive education means a system of education wherein students with or without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities;

2.0 Review of Related Literature

For the present study, researcher reviewed related literature studies conducted in India and abroad from various sources. The obtained reviews are grouped into different categories for better understanding. In the studies related to teachers, it is further classified based on the teachers working at different levels. The categorizations of review of literature studies are as follows

- ❑ Studies Related to Policies, Practices and Implementation of Inclusive Education
- ❑ Studies Related to Administrators in Inclusive Education
- ❑ Studies Related to Teachers in Inclusive Education
 - Studies on Elementary School teachers in Inclusive Education
 - Studies on Secondary School teachers in Inclusive Education
 - Studies on Resource teachers in Inclusive Education
 - Studies on Pre service teacher Educators in Inclusive Education
- ❑ Studies Related to Parents of children with disabilities in Inclusive Education
- ❑ Studies Related to Children with Disabilities in Inclusive Education / Elementary students
- ❑ Studies Related to Preschool in Inclusive Education

2.1 Studies Related to Policies, Practices and Implementation of Inclusive Education

Barrett (2001) conducted a study on Successful Inclusive Practices for Students with Disabilities in One elementary school. The results revealed that the Principal was key in implementing inclusive practices. Co-teaching was the strategy used to include more students with disabilities in the general education classes. Parents showed both support and involvement in their children's education by assisting students at home, maintaining communication with the teachers, assisting teachers, and participating and volunteering in ways to support the faculty, staff and students.

Manason (2009) conducted a study on Educational policy and practices for educating students with moderate cognitive disabilities in segregated and inclusive schools in Thailand: A qualitative analysis from the perspectives of parents, teachers, and school

administrators. It was found that teachers and school administrators hold very diverse beliefs and practices about methods of educating students with moderate cognitive disabilities. The findings suggest needed adjustments to policies and related practices, suggestions for special education teacher preparation programs, and ideas for the design of an appropriate special education system that leads to better educational opportunities for students with moderate cognitive disabilities.

Ciyer (2010) conducted a study on developing inclusive education policies and practices in turkey: A study of the roles of UNESCO and local educators. The findings revealed that the dilemma between pursuing the western ideology of inclusive education and adopting more realistic and pragmatic solutions for inclusive education and adopting more realistic and pragmatic solutions for students with special needs in practice is not resolved. Meaningful pre-service and in-service training opportunities are very clearly needed to enable educators to expand their skill base and confidence in working with children with special needs and support them to create more meaningful and quality inclusive settings.

Vyas (2010) conducted study on Reconstitution and implementation of national education policy through state-NGO collaboration: Inclusion education in policy and primary school practice for the blind in India. The data were collected through participant observations and interviews, informal conversations with NGO members and review of documents. The study revealed that the extent of impact that SSA has had on inclusion education has been in building awareness about the education of CWSN and in training teachers for the same. Although the blind students were socially accepted in the regular classrooms, they needed the disability-specific instructions, which they were not yet receiving from their regular teachers, especially given the communities' needs and priorities, and sizes of classrooms.

Singal, et al. (2011) conducted a study on the enabling role of education in the lives of young people with disabilities in India: achieved and desired outcomes. The results revealed that despite the existence of job reservations for people with disabilities in Madhya Pradesh, there is a widespread perception that the government has not been serious in implementing these. The perception that education provides many benefits over and above those related to employment was widely shared amongst the young people. The young people were positive in their accounts of schooling's actual and potential contribution to their personal development, to the openings it offers into the wider world through friends and access to

benefits of various kinds and to the contribution it can make to how they carry themselves in public and deal with the outside world.

Wagithunu (2014) conducted a study on Teachers' Attitudes as a Factor in the Realization of Inclusive Education Practice in Primary Schools in Nyeri Central District. The study revealed that the regular teachers with special needs education training had more positive attitudes compared to regular teachers without special needs education training. The study also revealed that the male teachers had a more positive attitude towards inclusive education than female teachers.

2.2 Studies Related to Administrators in Inclusive Education

Chien (2000) conducted a study on the principals' and pupil services director's role and relationship in the context of inclusive practices in two elementary schools. The results of the study indicated that the two schools practiced inclusion to varying degrees. Three factors contributed to the contradictions were 1) viewing inclusion as an "add-on" program for students with disabilities; 2) the lack of critical reflection on practices and 3) an emphasis on "how" to change instead of "why" to do it. Beyond inclusion approach is needed to encourage educators to rethink their inclusive practices from a critical perspective. Further, the study revealed that the building principals dramatically increased their responsibilities in implementing inclusive practices with the advent of site-based management. A principal might embrace an inclusive philosophy, but this does not guarantee that he/she is an effective leader.

Bundt (2001) conducted a study on leadership functions in innovation: the case of inclusive schools. The purpose of the study was to explore the applicability of this broader view of leadership in school innovations. The study found that the performance of the leadership functions relates positively to successful incorporation of the inclusion innovation. All six leadership functions were present and well performed in schools that successfully implemented and incorporated inclusive practices. At these full inclusion sites, a variety of roles, distributed throughout the school, appeared necessary to perform the leadership functions and to sustain the innovation. The five major roles redundantly performing the leadership functions were district administrators, principals, general education teachers, special education teacher/teams, and inclusion facilitators.

Finch, Jr. (2002) conducted a study on Transition to more inclusive and effective special education service in a suburban elementary school. The results of the study revealed that content mastery staff began going into regular education classrooms to provide services for special education students. The staff and the principal implemented many of the process related to inclusive education to bring about lasting change in the school culture and to provide more inclusive special education services for their students. The use of strategies and accommodations to meet the needs of students in the lowest level classes was greater than that used at the upper levels. Instruction was organized so that students in the regular classroom who qualified for special education and other special programs were able to meet regularly with teachers in small groups for focused instruction.

Kutalad (2002) conducted a study on the preparedness of thai schools to implement inclusive education. The purpose of the study was to examine the concerns of thai principals and teachers as they implement the inclusive special education act. The study revealed that principals and teachers need to understand that the strategies they learn are for all students who struggle, not just students with labels. Preparation programs could be significantly strengthened by educating administrators in differentiated curriculum and teaching that can meet the needs of all students.

Trigiani (2003) conducted a study on Attitudes toward inclusive education of elementary and middle school administrators, school counselors, special education teachers, fifth grade regular education teachers, and eighth grade English teachers. The results revealed that educators are 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. Differences in attitudes toward inclusive education were detected for the demographic variable of school setting, years of experience, gender, and race.

Shani (2013) conducted a study on Inclusive Education: Perceptions of school administration team members (SATM) in general elementary schools in Israel. The purpose of the study was to gain a better understanding of general elementary SATM's role in the process of inclusion of children with disabilities in their schools. The study revealed that the SATM did not manifest an ecological view of inclusion. SATM's views of inclusion were

reactive rather than proactive. Though all SATM were basically pro-inclusion, they associated the failure to fully implement inclusion in schools to external factors-the inclusion Act that had not fulfilled its intended goals and to the lack of governmental support. SATM failed to see the need for collaboration among role holders and the need for personal and shared responsibility for establishing an ecological setting of sustainable inclusion that is knowledge-based.

Buhere, et. al. (2014) conducted a study on Inclusive Education and School Culture: Integration Issues for Mainstream Primary Schools in Kenya. The study revealed that school administrators have put little effort to ensure that inclusive education values and practices are well understood and applied on daily basis. The study further revealed that inclusive education is being stalled because the mainstream schools are not fit to include all special needs learners despite the capitations received from the government to improve on the facilities. The study also revealed that head teachers rarely give opportunities for staff development or time for collaboration between the special and regular teachers to learn more on inclusion strategies

Kelly, et. al. (2014) conducted the study on Challenges in Implementing Inclusive Education in Ireland: Principal's Views of the Reasons Students Aged 12+ Are seeking enrollment to special schools. The main findings of the study were the reason for students leaving mainstream schools was the failure of mainstream schools to meet their academic, social, emotional, behavioral, and access-to-health resource needs. Adjustment and integration problems resulted from a lack of transition planning, entering too late into the special school curriculum, and an over-dependency on supports. Students were reported to display a lack of self-confidence, classroom disengagement, peer interaction difficulties, and challenging behavior, and these dysfunctions were attributed to the mismatch between the students' educational and other special needs and the educational environments.

2.3 Studies Related to Teachers in Inclusive Education

2.3.1 Studies on Elementary School teachers in Inclusive Education

Korkmaz (2011) conducted the study on Elementary Teachers' Perceptions about Implementation of Inclusive Education. The aim of the study was to examine the

perceptions of teachers about implementation of inclusive education in elementary schools. The results revealed that the Children with disabilities cannot follow the regular curriculum which is developed for children without disabilities. The effectiveness of inclusive education depends not only on teachers' but also the school administrators qualities. Further the study revealed that some of the parents of children without disabilities worried that their kids could be influenced negatively in inclusive classroom, when inclusive teachers communicated with parents on children without disabilities, explained about the arrangement of inclusive classroom, they understood and supported inclusive classroom

Gokdere (2012) conducted a study on a comparative study of the Attitude, concern and interaction levels of elementary school teachers and teacher candidates towards inclusive education. The study revealed that there are significant differences between the in-service and pre-service teachers' attitudes towards inclusive education and their interactions with individuals with special needs. It has been concluded that these differences are related to occupational experience and the preparation levels of the individuals with special needs.

Prakash (2012) conducted a study on Inclusion of Children with Hearing Impairment in Schools: A Survey on Teachers' Attitudes. The objectives of the study were to measure and compare the attitudes of teachers in regular schools towards the inclusion of children with hearing impairment. The results of the study indicated that teachers feel effective strategies to benefit students with disabilities should be implemented in schools. The results also indicated that most teachers are agreeable to the inclusion of students with disabilities in their classrooms. Significant difference in attitudes was observed, based on the teachers' qualifications, teaching experience, gender, level of teaching and management.

White (2012) conducted a study on Examining Elementary classroom teachers' attitudes toward inclusive education on Guam. The results indicated that a relationship exists between attitudes toward inclusive education and factors such as lack of support, preparation, training and skills to work with students with disability that may influence teachers' perceptions and instructional practices toward students who are experiencing a disability. Further the study revealed that teachers were not trained and did not have the skills needed to work with special needs students.

Yan and Sin (2014) conducted the study on Inclusive Education: teachers' intentions and behavior analyzed from the viewpoint of the theory of planned behavior. The results

revealed that Identified attributes, including teachers' attitude towards inclusive education, feeling social pressure from important others to carry out inclusive education, and confidence on professional training for involved staff, were found to exert significant predictive power on teachers' intention to implement inclusive education. This intention, together with the confidence on professional training for involved staff, predicts their actual inclusive practice. Teachers' perception of social pressure and adequacy of professional training greatly contribute to predict their intention and behavior towards inclusive education

2.3.2 Studies on Secondary School teachers in Inclusive Education

Parasuram (2002) conducted a study on attitudes of general education teachers in Mumbai, India toward people with disabilities and inclusive education. The intent of the researcher was to investigate the attitudes of primary and secondary school teachers who were employed in either state-aided, private, or municipal schools in Mumbai. The results indicated that there was a difference between the attitudes of general education teachers employed in state-aided, private and municipal schools. State aided and private school teachers showed more positive attitudes toward people with disabilities than municipal school teachers. Private school teachers were more positive than state aided school teachers in their attitudes toward inclusive education. The demographic analysis indicated that age, income, years of experience, education level affected the attitudes toward persons with disabilities but not the attitude toward inclusive education. The results further revealed that teachers were most supportive toward inclusion of children with social disabilities and least supportive toward inclusion of children with physical disabilities.

Schneider (2005) conducted a study on General Education Teacher Recommendations for the Inclusive Education of students with special needs. The purpose of this study was to identify the salient skills and techniques that teachers perceive as important to the success of inclusive education. The results indicated that teachers cite personal qualities as key to success when teaching inclusive classes. Teachers maintain that there is a strong need for training in collaboration, behavior management, using a variety of learning techniques and symptoms of disabilities. Teachers recommend more college level courses with special education content and field experience, along with other ideas.

Mumthas and Shamina (2011) conducted the study on “Are the prospective teachers at Secondary Level aware about Inclusive Education?” The objective of the study was to find out the extent of awareness on Inclusive Education among prospective teachers at secondary level and also to find out the difference in the mean scores of awareness on inclusive education based on their gender, locale of institution, type of management of institution and subject of specialization. The results of the study was that prospective teachers are not much aware about the concept inclusive education and the awareness of prospective teachers do not differ significantly irrespective of their gender, locale of institution and type of management of institution

Bhatnagar and Das (2013) conducted a study on nearly two decades after the implementation of persons with disabilities act: concerns of Indian teachers to implement inclusive education. The study examined the concerns of regular secondary school teachers in order to work with students with disabilities in inclusive education settings. The results indicated that the teachers had a moderate level of concerns to implement inclusive education in their schools. These teachers were however not concerned about their increased workload due to inclusion. In addition, an overwhelming majority (95%) of the teachers indicated that they had not received training in special education.

Das, et. al. (2013) conducted a study on Inclusive Education in India: Are the teachers prepared? The intent of the researcher is to examine the current skill levels of regular primary and secondary school teachers. The major findings were that nearly 70% of the regular school teachers had neither received training in special education nor had any experiences teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Although both primary and secondary school teachers rated themselves as having limited or low competence for working with students with disabilities, there was no statistically significant difference between their perceived skill levels.

2.3.3 Studies on Resource teachers in Inclusive Education

Oyugi (2011) conducted a study on Inclusive Education in Kenya: A Study of Special Education Teachers’ Perceptions and Attitudes toward Inclusion of Children with Disabilities. The purpose of the study was to investigate the perceptions and attitudes of

special education teachers' toward inclusive education in Kenya. The research revealed that participants had positive perceptions and attitudes toward inclusion and had good knowledge of the concept "inclusion" and there was general consensus among all the participants that children with disabilities should be educated in regular schools just like their non-disabled peers.

Deskmukh (2014) conducted a study on attitude of resource teachers under SSA-IE towards inclusive education. The results revealed that the inclusive education attitude of urban resource teachers is higher than the inclusive education attitude of rural resource teachers. There is a significant difference in the mean inclusive education attitude of resource teachers appointed for various disabilities. The inclusive education attitude of resource teachers appointed for learning disabilities is higher whereas the inclusive education attitude of resource teachers appointed for mental retardation is lowest. There is a significant difference in the mean inclusive education attitude score of all the urban and rural resource teachers appointed for various disabilities.

2.3.4 Studies on Pre service teacher Educators in Inclusive Education

Costello and Boyle (2013) conducted the study on Pre-service Secondary Teachers' Attitudes towards Inclusive Education. The aim of the study was to investigate the attitudes of pre-service secondary teachers towards inclusive education through the years of study, and to determine the effects of training for inclusive education. The results were found that the pre-service secondary teachers held positive attitudes towards inclusive education initially, there was significant decline in positive attitude through the years of study.

Kamala and Ramganesha (2013) conducted a study on Knowledge of specific learning disabilities among teacher educators in Puducherry, union territory in India. The study investigated the knowledge of the special LD exists among the teacher educators. The study further revealed that the knowledge about the special learning disabilities in an inclusive education set-up is average and recommends the Government of India to implement intensive and rigorous training to fulfill the educational needs of the special needs children.

2.4 Studies Related to Parents of children with disabilities in Inclusive Education

Rao (2001) conducted a study on A little inconvenience: perspectives of Bengali families of children with disabilities on labelling and inclusion. The purpose of the study was to understand how Bengali families facilitated the inclusion of their children with disabilities within their families. Four of the families from low-income group and four families from middle income group, totally eight families were selected as sample of the study. The findings indicated that the mothers' use of the colloquial term 'inconvenience' forms a significant aspect of their efforts to educate their community and create inclusion for their children.

Antony (2009) conducted a study on how do social, cultural and educational attitudes towards disability affect families of children with disabilities and there by affect the opportunities and daily experiences of people with disabilities in kerala-India? The results of the study revealed that families and children with disabilities belonging to upper, middle and lower class, educated, less educated and uneducated families face common challenges. The participants who took part in the study and their children with disabilities were not only unaware of their rights related to disability or inclusive education but were also unaware about the actual diagnosis of their children and the impact of it on their future. All the participants have the common belief that their children will be dependent upon their parents or siblings for their entire life. Lack of opportunities in the community for people with disabilities is due to the lack of awareness among public about different types of disabilities.

2.5 Studies Related to Children with Disabilities in Inclusive Education / Elementary students

Falkenberg (2010) conducted a study on "The effects of self-monitoring on homework completion and accuracy rates of students with disabilities in an inclusive general education classroom". The results demonstrated self-monitoring substantially improved spelling and math homework completion and accuracy rates of students with disabilities in an inclusive, general education classroom. On average, completion and accuracy rates were highest over baseline. Self-monitoring led to higher percentages of completion and accuracy during each

phase of the intervention compared to baseline, group percentages also rose slightly during maintenance. Therefore, results suggest self-monitoring leads to short-term maintenance in spelling and math homework completion and accuracy.

Mehta (2010) conducted a study on friends make it easy for me: narratives of six physically disabled young adults in inclusive education settings in Mumbai, India. The purpose of the study was to learn about the lived experiences of physically disabled young adults from diverse socioeconomic backgrounds who were in inclusive education settings in Mumbai, India. The results revealed that the participants were not included but mainstreamed in their educational placement. However, participants believed that they were, socially included because they were an integral part of different communities (i.e., family, neighborhood, and classroom).

Naraian and Natarajan (2013) conducted a study on Negotiating normalcy with peers in contexts of inclusion, perceptions of youth with disabilities in India. The results revealed that students with disabilities actively sought membership in their peer communities but had few opportunities within inhospitable schooling contexts to represent themselves in ways other than as needing help. For families of students with disabilities, the onerous demands of making physical environments and curricular materials accessible to their children left them isolated within schools and their communities.

Gupta and Ramchandran (2014) conducted a study on effect of inclusive education for children with intellectual disabilities associated with cerebral palsy – A retrospection'. The findings revealed that the students gained significant improvement in all areas viz..., personal social, academic, occupation, and recreation needed for inclusion. This shows that effectiveness of multidisciplinary intervention along with early childhood special educational inputs. This study shows that emphasis on special education in the formative years is very essential for children with intellectual disabilities associated with cerebral palsy to obtain inclusive education.

2.6 Studies Related to Preschool in Inclusive Education

Mork (2005) conducted a study on Opportunity and Access for children with disabilities in the inclusive preschool classroom. The findings of the study indicated the 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. The classroom context was influenced by the teacher's background experiences, long-range vision for children's learning, and the roles she fulfilled through her teaching. The classroom context included the purposeful arrangement of the learning environment and attention to the temporal aspects in the classroom to assist children in meeting their learning goals.

Wheeler (2006) conducted a study on a comparison of school readiness for preschool children with and without disabilities in Inclusive Environments. A pre & post test design was implemented using the Brigance Screen over the period of one academic school year. There was a program difference between the two models examined. The total pre-post scores on the Brigance Screen for children with identified special needs were identified as showing a significant difference in favor of the reverse inclusive environments. These significant findings for total pre-posttest gains were not found for the typically developing children in the same program model, or for either group of children in the inclusive programs.

Ogelman and Secer (2012) conducted the study on The Effect Inclusive Education practice during preschool has on the peer relations and social skills of 5-6 year olds with typical development. The results of this study, conducted to investigate the effect inclusive education practice has on the peer relations and social skills of 5-6 year old children, concluded the in general inclusive education practice has a positive effect on the level of aggression, prosocial behavior, a social behavior, and victimization, which are related to peer relations, and interpersonal skills, anger management skills and adaption to change, self-control skills and task completing skills, which are social skill variables.

Jones (2013) conducted a study on Beginning, Building and sustaining an inclusive public school education: A study of Texas programs for preschool aged children with disabilities. The study revealed that educating all students with disabilities in the least restrictive environment are required by law was noted by administrators as a key factor leading to the implementation of the inclusive program. Collaborative effort among stakeholders let to the implementation of the inclusive program. Personal philosophy regarding inclusion of preschool-aged children with disabilities and buy-in are key factors that are vital for success.

Matz (2013) conducted a study on including students with moderate and severe complexity of disability in kindergarten and first grade: investigating the relationship between inclusive classroom quality indicators, level of inclusive education, and social competence. The results indicated that after implementing Inclusive Me from the start (IMFS) initiative, positive correlations existed between social competence and the classroom quality indicators of membership and support for social communication. Students with moderate complexity of disability, positive correlations existed between social competence and the inclusive classroom quality indicators of membership and support for social communication. Further the study revealed that level of disability did not affect social competence for children with moderate disabilities.

2.7. Implication of the Study

- ❑ The studies conducted in the area of Inclusive Education in India are very limited. However, a lot of work has been done abroad. Therefore, the research wants to bridge the gap by taking a study in the area of policies, provisions for children with disabilities in Inclusive Education, particularly in the elementary school level.
- ❑ The Education for children with disabilities has been given in special schools in a segregated setting for decades. With the concept of inclusive education, the children with disabilities began to get education in general classroom. But, basic requirement for effective learning to children with disabilities in Inclusive setting needs to be studied.
- ❑ The studies on Policies mentions about the favorable conditions for children with disabilities are required for fruitful learning. But the favorable conditions also depend about the needs of different types of disabilities of the child. The children with locomotor disabilities and cerebral palsy need infrastructural modification, policies need to be analyzed in this dimension.
- ❑ Administrators play a key role in implementation of policies for children with disabilities. Different administrators at different levels play different roles. In Indian context, considering the administrative structures, there is a need to study the problems faced by them while implementing these policies in order to modified or change accordingly.

- ❑ In any kind of teaching learning process, teachers play a crucial role. The successfulness of Inclusive education depends upon the willingness of teachers to accept the children with disabilities in their classroom. Thus, their opinion towards existing policies towards children with disabilities need to be studied.
- ❑ In Indian context, Government frames policies for children with disabilities but it is not been utilized effectively. As, the parents of children with disabilities being one of the important stakeholders, their problems need to be studied while accruing this benefits.
- ❑ The hindrance for children with disabilities for effective learning is disability. As the Education is a universal human right. Even in Indian context, It is utmost important to study the level of disability of the child and provide the medical facility for the smooth learning in inclusive classroom.
- ❑ Reviews suggest that the children with mild and moderate disabilities can also be accommodated in general classroom with the help of appropriate support materials. Thus, it becomes important to study the support services with respect to the type of disability of the child.
- ❑ Though the research designs used by the researchers were mostly exploratory approach, grounded theory approach, constructivist approach, case study, survey method, phenomenological research, casual comparative design. Particularly, for the effective implementation of policies for children with disabilities in inclusive education, there is a need for in-depth comprehensive study with regard to various stakeholders.
- ❑ Most of the studies in the area of inclusive education have been conducted in Abroad. Very few studies have been done in India. Various documents suggest there is dearth need of research to be conducted with regard to inclusive education in India. There is a lot of difference between the foreign country and India. In terms of social & cultural context, family arrangements, their economic status, religious norms etc. with all this considerations, there is need for holistic study in the success of inclusive education.

3.0 Rationale of the Study

For decades, Children with Disabilities were considered to be incapable of receiving education. Despite the fact that many famous Persons with Disabilities have made noteworthy contribution to science, arts and literature. For example, Stephen Hawking who

has severe locomotor disabilities is regarded as one of the most leading physicist of the world. Beethoven a famous musician was having visual, speech and hearing disabilities. Heller keller who was having visual, speech and hearing disabilities from early childhood became a graduate and wrote number of books. By this we could say that Persons with disabilities are not dis-abled, they are also like any other normal person who can achieve anything in this world.

The NPE (1986) has laid special emphasis on the removal of inequalities and to equalize educational opportunities by attending to the needs of children with disabilities of those who have been denied equality so far. The core objective was to integrate the children with physical and intellectual disabilities with the general community as equal partners, and to prepare for normal growth and to enable them to face life with courage and confidence. In the past fifty years, due to insufficient documentation and researches in India and abroad, we are poorly informed about children with disabilities and their issues in the nineteenth century. Until about 1947, the then British governments had taken sporadic interests in the education and training of children with disabilities, usually by giving adhoc grants to schools and other institutions for special education, and it was voluntary efforts that played a revolutionary role in the field of education and social service (Gupta, 1984). Jangira et.al. (1988) mentioned that research in special education is a neglected area of operation and it requires strengthening considerably if education of the SwD is to be made an effective proposition. More research on accommodation, services and level of support given to the SwD relative to their disability they possess is needed (DiFulgo, 2005). Ongoing research programmes on disability are limited in India. Although, one of the objectives of NPPwD (2006) and the RPwD Act (2016) is to support the research in prevention and management of disability, the major focus is on the social upliftment, monetary benefits (like job opportunities, exemption from taxes, pensions, etc.) and providing rehabilitation facilities to disabled people (Walia, 2010).

Education for All is one of the appreciated goal for national development and efforts are being made in order to realize this goal. One of the difficulties in the realization of the Universalization of Primary Education (UPE) goal refers to non-enrolment and non-retention of Children with disabilities. It is therefore necessary that the Children with

disabilities receive greater attention to benefit under the UPE goal. Therefore, Researcher intends to study enrolment and retention of children with disabilities at elementary level and this is support by the following statistics.

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. 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 (MSJE, 2019). One of the reason for sharp decrease in number could be due to lack of support services as per the disability of the child.

Karnataka State is located in the southern region of India within the range of 11.31 to 18.45 degrees longitude and 74.12 to 78.40 degrees latitude. The total population of the State was 61.13 million in 2011. The share of Karnataka's population in India was 5.05 percent [India: 1210.19 million in 2011]. The child sex ratio is 943 in the 0-6 age group while the overall sex-ratio is 968 in 2011(GOK 2012). Karnataka's urban literacy was 86.2% in 2011 and rural literacy was 68.9% with All-India averages of 85% for urban literacy and 68.9% for rural literacy. But still there is no significant outcome in the literacy rate of Persons with disabilities. So, Researcher wishes to find out the reasons for non-enrollment and non-retention of children with disabilities.

With regard to implementation of policies and provision in the state of Karnataka, According to SSA Report, In Karnataka the identified "Children with Disabilities", in the year 2012-13 are 1, 47,999. This constitutes 1.76% of the total child population from 6 - 14 years of age. Out of 1,47,999 CWSN 1,32,823 are enrolled in schools 12,216 are covered through School Readiness Programme (SRP), rest of the 2,960 CWSN are covered under Home Based Education (HBE), among these 2,127 CWSN have been mainstreamed through School Readiness Programme and HBE. 55,258 CWSN provided aids and appliances. 1, 95,894 Teachers were oriented to IE through the 20 days refresher training. 15,733 Teachers were oriented to Inclusive Education for 5-days. 34,257 Teachers provided training through RCI foundation course. 1,010 resource Teachers were appointed. 70,821

schools made barrier-free. Considering the above mentioned figures, there is some unanswered question like how is the quality of aids and appliances distributed to children with disabilities? How quickly the faulty aids and appliances are replaced? What kind of training programme is given to teacher working in general school? Does the training programme include all kinds of disabilities? While implementing the policies and provisions, what are the problems faced by administrators? Researcher intends to study the various problems of administrators and teachers opinion regarding these policies and provisions.

The state of Karnataka has implemented the mandate in the RPwD Act by providing reservation for children with disabilities in all Educational institutions that are government run or receive any grant from the government. Apart from reservation the state government has issued various notifications that aid in removing difficulties and bring them on par with other students. These provisions include various exemptions to Children with Special Needs. For instance, studying the 2nd and 3rd language is exempted for Children with Hearing Impairment, Mental Retardation, slow learners and spastic students in primary school, secondary school and degree courses. Other exemptions also include the options for Children with Visually impaired in primary and secondary school to choose other subjects instead of Mathematics and Science. The state government also provides certain additional benefits to Children with Special Needs such as additional time in writing examinations, scribes for visually impaired students and a sound library (audio record of academic material) to blind students. The government has also issued orders directing all Educational institutions (primary schools, secondary schools and colleges) to provide for classrooms and toilets in the ground floor for Children with Special Needs. Amongst financial benefits, the state of Karnataka has initiated scholarship schemes for CWSN and a prize money scheme for meritorious CWSN. The Director of Women and Children's welfare, Karnataka has also initiated a grant-in-aid scheme for the benefit of Educational institutions established for the CWSN. The object of this scheme is to ensure the extension of and improving current facilities of Education given to CWSN by way of providing a sum of money annually as grant-in-aid, Voluntary organization that are registered and run institutions for CWSN are eligible for such grant subject to other conditions. Though the government of Karnataka brought out various measures for children with disabilities, due to the lack of awareness

among the parents of children with disabilities, these efforts are not giving fruits. Researches want to find out what are measures taken by the government in creating awareness among the parents of children with disabilities? What kind of training programmes is being conducted for parents of children with disabilities?

Hence, in the light of above, Researcher has been thought to undertake a study of children with disabilities at 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 problems faced by the parents of children with disabilities while getting these benefits emerged out of policies.

4.0 Statement of the Problem

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

4.1 Research Questions

- ☐ What is the present status of Children with Disabilities in Inclusive Education of Bangalore Urban and Bangalore Rural Districts in Karnataka?
- ☐ To what extent the goals of Children with Disabilities in Inclusive Education have been attained?
- ☐ What is the general perception of administrator, Teachers and Parents with respect to Children with Disabilities in Inclusive Education?

4.2 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
 - a. Objective
 - b. Target Group
 - c. Management Structure
 - d. Monitoring Mechanism
2. To study the enrollment and retention of Children with Disabilities with respect to
 - a. Gender

- b. Class
 - c. Type of Disability
 - d. Level of Disability
 - e. 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
 - a. Benefits received
 - b. Problems faced

4.3 Explanation of the Terms

Inclusive Education: Education provided to Children with Disabilities in the regular school along with Children without Disabilities.

Elementary School: The school consisting of Standard I to Standard VIII.

Administrators: The People who have been appointed for Providing Inclusive Education in Elementary Schools of Karnataka.

Teachers: Teachers having diploma in Education or Bachelor degree in Education and working as Teachers in government Elementary school.

Parents: Parents or Guardians of Children with Disabilities who is studying in Government Elementary school.

Children with Special Needs: Children with Special Needs includes Children having disabilities like Blindness, Low vision, Leprosy-cured, Hearing Impairment, Loco motor disability, Mental retardation, Mental illness, multiple disabilities.

5.0 Delimitation of the Study

Government elementary schools having I to VIII standard with Children with disabilities was included in the present study. The private elementary schools were not included for the present study.

It was delimited to only Bangalore Urban and Rural Districts of Karnataka State.

6.0 Methodology

6.1 Design of the Study

As per objectives of the study, the researcher adopted survey method. For present study the researcher adopted descriptive survey method.

6.2 Population

There are 246 elementary schools where the children with disabilities were admitted in the year 2017-18 and this constitute the total population for the present study. Also, the population includes BRCC, BIERT, BRP, CRP, HM, Teachers, children with disabilities and their parents. The population was stratified in to three districts namely Bangalore north district, Bangalore south district and Bangalore rural district as per the division made by government of Karnataka for academic governance purpose.

Sl. No	Block	Total no. of schools were CWSN are admitted	Total no. CWSN admitted in Govt school		Total no. of teachers working in govt school were CWSN are admitted	Total no. of Block Inclusive Education Resource Teachers (BIERT)	Total no. of Block Resource Persons (BRP)	Total no. of Block Resource Centre Coordinator (BRCC)	Total no. of Cluster Resource Persons (CRP)
			Boys	Girls					
Bangalore North District									
1	Bangalore North-1	64	109	84	520	2	4	1	18
2	Bangalore North-II	32	56	41	170	0	3	1	11
3	Bangalore North-III	38	88	50	199	1	2	1	5
4	Bangalore North-IV	78	143	94	583	0	1	1	12
	Total	212	396	269	1472	3	10	4	46
Bangalore South District									
1	Anekal	102	139	117	492	1	3	1	22
2	Bangalore South-I	109	157	86	625	2	3	1	25
3	Bangalore South -II	39	50	51	261	1	3	1	15
4	Bangalore South -III	69	89	67	532	0	3	1	17
5	Bangalore South -IV	77	126	89	429	0	3	1	18
	Total	396	561	410	2339	4	15	5	97
Bangalore Rural District									
1	Devanahalli	106	140	103	436	0	5	1	17
2	Doddaballapur	143	189	182	665	2	5	1	27

3	Hosakote	172	256	176	485	2	5	1	22
4	Nelamangala	77	132	91	300	2	5	1	22
	Total	498	717	552	1886	6	20	4	88

6.3 Sampling

The sample of administrators consisted of three Block Resource Centre coordinator, five Block Inclusive Education Resource Teachers, twelve Block Resource Person, twelve Cluster Resource Person, fifty Head Master/Mistress. Therefore, the sample consisted as Eighty two administrators.

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

The sample comprised of fifty schools. In these schools, all the parents of children with disabilities were the sample of the present study. The final sample comprised of fifty schools and there were fifty parents of children with disabilities in the sample.

6.4 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.

6.5 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.

7. 0 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.

8. 0 Major Findings

- ❑ Majority of the Children with Disabilities were enrolled in fifth & sixth grade and the less enrollment rate is seen in third grade.
- ❑ Maximum retention of children with disabilities is found for the period of one, two and three year and the less percentage of retention is in the duration of seven year.
- ❑ Majority of Male Children with disabilities were enrolled in first standard and less number of children with disabilities were enrolled in fourth standard. Among the female Children with disabilities, most of them were enrolled in fourth and fifth grade and less enrollment is seen in third grade.
- ❑ Majority of the children with disabilities were enrolled in grade five and less Children with Disabilities were enrolled in grade seven in Bangalore rural district.
- ❑ Majority of the children with disabilities were retained in grade five and less Children with Disabilities were retained in grade seven in Bangalore north district.
- ❑ Majority of the children with moderate level of disabilities were enrolled in grade five and less Children with Disabilities were enrolled in grade six.
- ❑ Majority of the children with moderate level of disabilities were retained in grade five and less CwD were retained in grade six.
- ❑ Majority of the children with disabilities were enrolled in grade six and less CwD were enrolled in grade seven.
- ❑ Majority of the cluster resource person responded that the appointment of special teacher to the schools should be on the basis of the disability of the child, common special teacher for cluster of school does not serve the purpose.
- ❑ Majority of the Block Resource Centre Coordinator responded that ramps were constructed in all the schools as per the disability Act.
- ❑ Majority of the teachers disagree that resource room is well equipped with good working conditioned aids and appliances of all kinds of disabilities.

- ❑ Majority of the teachers opined that appropriate learning environment for children with severe disabilities are home-based education.
- ❑ Majority of the teachers considered that the school is equipped with disabled friendly environment.
- ❑ Majority of the teachers opined that the training provided by Inclusive Education Training Programme is appropriate to teach children with disabilities in general classroom
- ❑ Majority of the teachers opined that the duration of Inclusive Education Training Programme was not sufficient in developing necessary skills to teach all kinds of children with disabilities
- ❑ Majority of the Parents with disabilities responded that the scholarship amount is not sufficient to meet the expenditure of the children with disabilities.

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