

**Status of Inclusive Education in  
Elementary Schools of Gadarwara,  
Madhya Pradesh**

**DISSERTATION**

**Guide**

**Prof. R. C. Patel**

**Submitted By**

**Ms. Vaishnavi Priyadarshini**



**Department of Education (CASE / IASE / IUCTE)**

**Faculty of Education and Psychology**

**The Maharaja Sayajirao University of Baroda**

**Vadodara 390002, Gujarat**

## CERTIFICATE

This is to certify that **Ms. Vaishnavi Priyadarshini** has conducted her dissertation entitled “**Status of Inclusive Education in Elementary Schools of Gadarwara, Madhya Pradesh**” under my guidance and supervision for the partial fulfillment of the degree of Master of Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I found it fit for submission and evaluation.

Place: Vadodara

Date: 07.06.2021

Prof. R.C Patel

Head, Department of Education

Dean, Faculty of Education and Psychology

## **DECLARATION**

I, VAISHNAVI PRIYADARSHINI, hereby declare that the Dissertation entitled “Status of Inclusive Education in Elementary Schools of Gadarwara, Madhya Pradesh” conducted and submitted to The Maharaja Sayajirao University of Baroda, for the award of the degree Master of Education is my original work, and I further also declare that no chapter of this dissertation is taken from any earlier work done either by me or any other person.

Place: Vadodara

MS. VAISHNAVI PRIYADARSHINI

Date: 07/06/2021

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VADODARA

DATE: 07/06/2021

VAISHNAVI PRIYADRSHINI

RESEARCHER

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# **CHAPTER- I**

## **CONCEPTUAL FRAMEWORK**

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# CHAPTER- I

## CONCEPTUAL FRAMEWORK

### 1.0 Introduction

People with disabilities are vulnerable because of the many barriers we face: attitudinal, physical, and financial. Addressing these barriers is within our reach, and we have a moral duty to do so..... But most important, addressing these barriers will unlock the potential of so many people with so much to contribute to the world. Governments everywhere can no longer overlook the hundreds of millions of people with disabilities who are denied access to health, rehabilitation, support, education, and employment—and never get the chance to shine.

Stephen Hawking

*"Education is an inner–out continuous process which is never-ending in nature."*

An Educated person is supposed to be competent and proficient in his/her Skills, Knowledge and Abilities.

**The reason educational competence is required in today's society:**

1. Education allows us to deal with the demands and challenges of society.
2. As per modern conventions, education begins in school, but in reality, it begins with the day we are born.
3. To achieve social integration (i.e. the process during which newcomers or minorities are incorporated into the social structure of the host society) and cohesion (i.e. togetherness), education reform is one of the key drivers.

Every individual on this planet has the right to be educated and competent regardless of their *disabilities, impairments, and handicapped.*

Inclusion has been a very debatable concept from the moment it was introduced, historically it was initiated in special education, but after **RTE Act, 2009**, Free and Compulsory Education for all children from the age of *6 to 14 years* was provided. Then **RPWD Act 2016** “promoted and protected the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political. It applies to government, non-government and private organizations”.

Inclusive Education Initiative quotes- “Transforming education for children with disabilities”

- This initiative is developed for the public good. It improves access and quality of education globally. India has been its active participant.

Therefore, this study is an *attempt* to study the status and understand implications of government *Policies and Programs* in the field of Inclusive Education in terms of Infrastructural facilities, to study the efforts made by head teachers to ensure implementation of Inclusive education and how comfortable students and teachers are in that environment at the elementary level.

## 1.1 Education

“By education, I mean an all-around drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning.”

*M. K. Gandhi [Harijan: July 31, 1937]*

**Education** is an enlightening experience that comes from within. It is derived from Latin words ‘educare’, ‘educere’ and ‘educatum’, which means nourishing or bringing up. It plays a crucial role in an individual’s life, which ultimately reflects the upliftment of society and societal structure. It is a process through which one gets inner motivation for overall development or all-around development, which constitutes physiological, psychological, spiritual, economic, cultural, social, and technological development. All this development creates a curious mind. Education helps in converting information into knowledge. It provides us with a perspective of looking at life and gives us techniques to deal with it. It allows us to build opinions and have our point of views on different things in life. It is an inward to outward process. Therefore, we can conclude that education is an art of life.

The central part of education is schooling. Its primary purpose is to make a good citizen (independent and responsible) of the nation irrelevant to their impairments, disabilities, and being handicapped so that they can contribute to the nation's growth and development.

## 1.2 Elementary Education

**Elementary Education** includes students between *3 to 14 years of age group*. It is divided into two sections- **Primary**, i.e. **Standard I to V** and Upper Primary, i.e. Standard VI to VIII. Elementary Level is a stage where a kid builds up a *strong foundation*. Hence, more emphasis should be given to building the fundamentals of the children.

The Rudimentary knowledge of **3R(s)**- *Reading, Writing and Arithmetic* are basic skills taught at the primary level. This has been introduced as a concept to ensure the *Enrollment, Equity, Quality and Effectiveness* and a whole school approach to the special educational needs Department’s commitment to the inclusion of pupils with special educational needs in mainstream schools will be of help with regards to the Universalization of Elementary

Education. This results in eliminating barriers through which each learner will be enabled to achieve the maximum benefit from his/her schooling.

At the elementary level, kids' commitment to learning and developing is more; they adapt to the changing environment quickly, allowing them to be more cooperative and understanding. Thus they know how to learn together; this results in the holistic development of a child from their early age where *physical, social, emotional, mental and spiritual growth* occurs.

### **1.3 Inclusive Education**

Inclusive Education is defined as a learning environment that promotes the whole personal, academic, and professional development of all learners irrespective of race, caste, colour, gender, disability, sexual preference, learning styles and language.

*NCSNET, 1997, South Africa*

Inclusive education – also called inclusion –includes everyone, with non-disabled and Disabled people (including those with “special educational needs”) learning together in mainstream schools, colleges and universities.

*Alliance for Inclusive Education*

Inclusive is not an experiment to be tested but a value to be followed. It aims at providing children with special needs and normal children through mainstream school. Mainstreaming is the practice of placing students with special needs in a general education classroom during specific periods based on their skills. Mainstreaming is a process, and inclusion is an end product. It is providing facilities in normal classroom settings. Inclusive is a birth right of every child, not their privilege. We have to change as educators in *pedagogy, instructions, teaching techniques, methodologies and lesson plans* because a child is never going to change. Inclusive is an approach that is taken up to fulfil the diverse needs of all kinds of students. Teaching in it can be done in two ways- language-oriented teaching and activity-oriented teaching. Language oriented teaching means teaching through a medium of language; it could either be a sign language or any other language.

And activity-oriented teaching means learning through visually impaired students can *learn through audio medium like listening activities or screen reading or Braille*; hearing impaired students can *learn through watching visuals, reading text or watching videos*; and physically disabled students can be *taught through audio-visual aids*. It is not a reform of special education but an approach that facilitates the public education system to meet the needs of the *changing society*. *Inclusive education is for everyone*, this kind of concept is introduced for women (or girl child), acid attack survivors, students from backward areas, all students

irrespective of their castes (SC, ST, OBC and Minorities), all the dropouts, students for learning or other disabilities, students who are gifted and talented, students infected or affected with HIV, students with social, emotional or behavioural disabilities, ESL (English for speakers of other languages) and last but not the least students belonging to LGBTQ.

### **Principles of Inclusive Education:**

1. “No discrimination with students
2. Equal education opportunity to all
3. School adapt to the need of the student
4. Equal educational benefits for all students
5. The student’s views are listened to and taken seriously
6. Individual differences between students are a source of richness and diversity and not a problem.”

*Meenu Choudhary, Amritsar, GND*

### **1.3.1 Inclusive Education in India**

Inclusive education in India is at its fourth stage, i.e. *Inclusion*. In India, this ‘Equalization of educational opportunity’-a prime objective taken by the Kothari Commission, has been overlooked for a very long period, but now this is the main focus in our education system. Since then, the government has taken many initiatives to give *avaried experience to regular students and special students* to be more successful in social interactions leading them to further success in life which is very effective for all students. And at the elementary level, students' self-confidence with special needs is developed while performing or participating in various educational or other activities. Inclusion allows students enough opportunities to grow and develop their *skills, knowledge, and abilities* to become competent with the daily changing demand and challenges of this world. Therefore in this study, the researcher is researching at the elementary level to more clearly understand the current position and understanding of Inclusive education in India.

### **1.3.2 Historical Background of Inclusive Education**

Earlier education was categorized majorly in two *separate parts*: **general or normal education and special education**. It was believed that children with special needs should be taught separately. Still, this concept failed to bridge the *gap between normal students and students with disabilities in the education system* and nor had reached the goal of “education for all” across the country. This resulted in inclusion which means welcoming all children

without discrimination in regular schools or mainstream schools. Although around 10% of the world's population is affected by disability, the facilities available in developed and developing countries are different.

### **1.3.2.1 General Education**

General education is the standard curriculum and teaching and learning techniques presented without unique teaching methods or supports. Generally, individuals with no special needs are taught where Individualized Education Programs are not required except for some gifted children. In a general education environment, talented children are taught along with regular students. To deal with such students, sometimes IEPs are required because normal children's IQ does not match with gifted children's IQ.

### **1.3.2.2 Special Education**

Special Education is specially designed instruction that is individualized to meet exceptional students' unique or particular educational and related needs.

Special Education (*also known as special-needs education, aided education, exceptional education, SEN or SPED*) is educating students to provide accommodations and resources to address their differences, disabilities, and special needs. This process involves the individually planned and systematically monitored teaching procedures, including adapted equipment and materials and accessible settings in its environment. These institutes and initiatives are designed to help individuals with special needs achieve a higher level of personal self-sufficiency, growth and development and success in their academics and in their communal society, which may not make those students capable of getting access to some particular areas if only given them teachings in typical classroom education. Special education services constitute a special classroom (or a resource room) with a class of students only with disabilities that receive special education services. Some students with an IEP (Individualized Education Program) go into a particular classroom. With accommodations and modifications, some students who have got IEP implemented can get the opportunity to sit in a general classroom setting.

- ❑ Individual Differences refer to having characteristics that distinguish one person from another and stable over time and across situations.

**Table No. 1.1: Types of Disability with description**

1. Blindness	Blindness is defined as the state of being sightless. A blind individual is unable to see. In a strict sense, the word blindness denotes the condition of total blackness of vision with the inability of a person to differentiate darkness from bright light in either eye.
2. Low-vision	Low-vision means a condition where a person has any of the following conditions, namely: <ul style="list-style-type: none"> <li>• visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or</li> <li>• limitation of the field of vision subtending an angle of fewer than 40 degrees up to 10 degrees.</li> </ul>
3. Leprosy Cured Persons / Hansen’s disease	Leprosy, also known as Hansen’s disease (HD), is an acute infectious disease caused by a Mycobacterium leprae. The condition affects the skin, the peripheral nerves, mucosal surfaces of the upper respiratory tract and the eyes. Leprosy is known to occur at all ages ranging from early infancy to ancient age. However, about 95% of people who contact M. Leprea do not develop the disease.
4. Hearing Impairment	Hearing impairment is a partial or total inability to hear. It is a disability that is sub-divided into two categories of deaf and hard of hearing. <ul style="list-style-type: none"> <li>• “Deaf” means persons having 70 dB hearing loss in speech frequencies in both ears.</li> <li>• “Hard of hearing” means the person has 60 dB to 70 dB hearing loss in speech frequencies in both ears.</li> </ul>
5. Locomotor Disability	Strictly speaking, Locomotor Disability means problem in moving from one place to another — i.e. disability in legs. But, in general, it is taken as a disability-related with bones, joints and muscles. It causes problems in a person’s movements (like walking, picking or holding things in hand etc.)
6. Dwarfism	Dwarfism is a growth disorder characterized by shorter than average body height.
7. Intellectual Disability / General Learning Disability / Mental Retardedness	Intellectual disability, also known as general learning disability and mental retardation (MR), is characterized by significant limitation in intellectual functioning (reasoning, learning, problem solving) and adaptive behaviour, which covers a range of everyday, social and practical skills.
8. Mental Illness	Mental illness or mental disorder refers to a substantial disruption of thinking, mood, perception, orientation, or memory that grossly impairs judgment, behaviour, capacity to recognize reality or meet the ordinary demands of life. But it <b>does not include</b> retardation, which is a condition of arrested or incomplete development and growth of mind of a person, especially characterized by sub-normality of intelligence.
9. Autism Spectrum Disorder	Autism Spectrum Disorder (ASD) is a neurological and developmental disorder that affects communication and behaviour. Autism can be diagnosed at any age. But still, it is

	called a “developmental disorder” because symptoms generally appear in the first two years of life. Autism affects the overall cognitive, emotional, social and physical health of the affected individual.
10. Cerebral Palsy	Cerebral Palsy (CP) is a disabling physical condition in which muscle coordination is impaired due to damage to the brain. It occurs at or before childbirth. Cerebral Palsy is not a progressive condition, meaning it does not get worse with time. However, muscle disuse could increase the extent of disability over some time. At present, there is no cure available for this condition. Thus, Cerebral Palsy is an incurable and life-long condition at present.
11. Muscular Dystrophy	Muscular Dystrophy (MD) is a group of neuromuscular genetic disorders that cause muscle weakness and overall loss of muscle mass. MD is a progressive condition, meaning that it gets worse with time.
12. Chronic Neurological Conditions	Examples of Chronic Neurological Conditions: <ul style="list-style-type: none"> <li>• Alzheimer’s disease and Dementia</li> <li>• Parkinson’s disease</li> <li>• Dystonia</li> <li>• ALS (Lou Gehrig’s disease)</li> <li>• Huntington’s disease</li> <li>• Neuromuscular disease</li> <li>• Multiple sclerosis</li> <li>• Epilepsy</li> <li>• Stroke</li> </ul>
13. Specific Learning Disabilities	Specific Learning Disabilities is a group of disabling conditions that hampers a person’s ability to listen, think, speak, write, spell, or do mathematical calculations. One or more of these abilities may be hampered.
14. Multiple Sclerosis	In Multiple Sclerosis (MS), the body’s immune system attacks the Central Nervous System, which includes the brain and spinal cord. As a result of MS, the <b>myelin sheath</b> covering neurons gets damaged. This exposes the nerve fibre and causes difficulties in the information flow through nerves. With time, MS can lead to permanent damage to nerves.
15. Speech and Language Disability	A permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.
16. Thalassemia	Thalassemia is a genetically inherited blood disorder that is characterized by the production of less or abnormal haemoglobin. As we know, haemoglobin is a protein found in Red Blood Cells. Haemoglobin is responsible for carrying oxygen around the body. Thalassemia results in large numbers of red blood cells being destroyed, which leads to anaemia. As a result of anaemia, a person affected with Thalassemia will have pale skin, fatigue, and dark urine colouration.
17. Haemophilia	Haemophilia is a blood disorder characterized by the lack of blood-clotting proteins. In the absence of these proteins,

	bleeding goes on for a longer time than usual. Haemophilia almost always occurs in males, and they get it from their mothers. Females are rarely affected by haemophilia.
18. Sickle Cell Disease	Sickle Cell Disease is a group of blood disorders that causes red blood cells (RBCs) to become sickle-shaped, misshapen, and break down. The oxygen-carrying capacity of such misshapen RBCs reduces significantly. It is a genetically transferred disease. Red Blood Cells contain a protein called haemoglobin. This is the protein that binds oxygen and carries it to all the parts of the body.
19. Multiple Disabilities including Deaf-blindness	Multiple Disabilities is the simultaneous occurrence of <b>two or more disabling conditions</b> that affect learning or other essential life functions. These disabilities could be a combination of both motor and sensory nature.
20. Acid Attack Victims	An acid attack victim means a person disfigured due to violent assaults by throwing acid or similar corrosive substance on any part of the body.
21. Parkinson's disease	Parkinson's disease (PD) is a Central Nervous System disorder that affects movement in the human body. Tremors and stiffness characterize Parkinson's disease. It is a progressive disease, which worsens (increases its side effects) with time. Unfortunately, there is no cure available to this at present.

(Source: RPWD (2016) wecapable.com)

- ❑ Disability is a condition of the body or mind that makes it more problematic for the person to do certain activities and interact with the world around them. A physical or mental condition that limits a person's senses, movements, or activities.
- ❑ Special needs (or additional needs) describes individuals who need assistance for disabilities that may be medical, mental, or psychological. The types of special needs vary in severity (mild, moderate and severe and profound).

### 1.3.2.3 Mainstreaming

Mainstreaming, in the context of education, is the practice of placing students with special education needs in a general education classroom during specific periods based on their skills and IQ. This means students who are a part of the special education classroom will join the regular education classroom at certain times that fit the particular education student. This means regular education classes are combined with special education classes.

The government of India has formed several policies and programs to provide education to children with disabilities. **Rehabilitation Council of India Act 1992**, the launch of **District Primary Education Program (DPEP) 1994**, enactment of **Persons with Disability Act 1995**, **National Trust Act 1999**, **Sarva Shiksha Abhiyan (Universalization of Elementary**

**Education) 2002 and Right to Person with Disability Act (RPWD) 2016.** The principle of inclusive education was adopted at the “*World Conference on Special Needs Education: Access and Quality*” (*Salamanca, Spain 1994*) and was restated at the **World Education Forum (Dakar, Senegal 2000)**. According to Chadha (2003), “the first school for the deaf was set up in Bombay in 1883, and the first school for the blind was established in *Amritsar in 1887*. There was a rapid expansion in the number of such institutions. Today, there are more than 3,200 special schools throughout India.

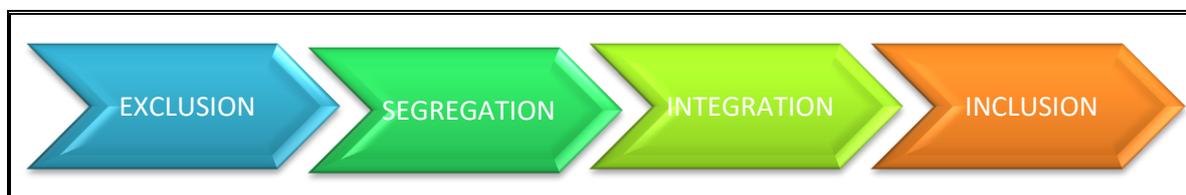
These special schools segregated Children With **Special Needs (CWSN)** from the mainstream, thus developing a specific disability culture (Chadha 2003)”.

### 1.3.3 Present Status of Inclusion Education

There had been four phases of the Education System for Children with Disability till now:

1. Exclusion of Children with Special Needs
  - ❑ It all started with the Exclusion of Children with Special Needs; it was the first and the main stage.
2. Segregation of Children with Special Needs
  - ❑ Next stage was Segregation, the second stage where separate schools, institutes, colleges or organizations were set up.
3. Integration of Children with Special Needs
  - ❑ The third stage was Integration, where the children were admitted to regular schools but with partial opportunities.
4. Inclusion - (**Present Stage in India**)
  - ❑ Inclusion is the fourth stage.

**Figure No. 1.1: Stages of Inclusive Education**



Looking at the need of an hour, the fourth and the present stage of Inclusion was implemented where such children are welcomed in *mainstream schools* and equal opportunities are provided to them that too with effective teachers guidance (who are professionally trained and have formally planned the teaching and learning process), *special infrastructure, trained staff and special curriculum* is designed for them. Right from the time

of Independence, 1947, the policies of India have always been leaned towards inclusion. The problem is educating the mainstream teacher who needs to *change their attitude and the checking or testing part*, which has not been explored. **The Ministry of Human Resource Development** has been working hard for it. Inclusion is still a challenge for its universalisation. As per **Census 2011**, in India, out of the *121 Cr population*, about **2.68 Cr** persons are '*disabled*', which is 2.21% of the total population. And according to the **2014 National Survey of Out of School Children report**, special-needs children between 6 and 13 years of age, out of which **21.4 L (approx.)**, only **15.4 L (72%)** go to *school remaining 6L (28%)* are still out of school. Schools like APL Global School in Chennai, St Mary's, New Delhi, Riverside in Ahmedabad, Gamru Village School in rural Himachal Pradesh etc., are inclusive schools present in India. 'At present, there are 3000 special schools for differently-abled children across the country. *Approximately 900* are marked for the *hearing impaired, 400* for the *visually impaired, 1000* for the *mentally retarded* and the *remaining 700* for the *children with physical disabilities*. Forty percent disability of any such particular type is ideal for identification and certification for admission in special schools'. Across Madhya Pradesh, there are *74682 government schools*, Narsinghpur district; there are *approximately 1800 government schools*, out of which **1585 are elementary schools**.

(**Reference:**District Education Office, Narsinghpur, Education Department- Government of Madhya Pradesh - 2020-21)

According to **U-DISE Education 2015-16**, "there are overall *1522346 schools* in India out of which 16524 (boys school), 34575 (girls school) and *1471243 (co-ed schools)*. And only **89.11%** of *CWSN are enrolled at the elementary level*, **8.52%** at the secondary level and **2.37%** at the higher secondary level. *So at the elementary level*, there are **84.78%** schools available with ramps in India."

The overall *literacy rate of Madhya Pradesh* is **59%**. However, the *Scheduled Caste (SC)* community has a **55.9%** literacy rate whereas *Scheduled Tribes (ST)* of Madhya Pradesh has a 41.22% literacy rate. This shows that along with the overall literacy rate of Madhya Pradesh, the literacy rate of the SC and ST community is also relatively low. Out of the total population of Madhya Pradesh, **88.6%** of the people are *literate*. *In comparison*, almost **11.4%** of the total population are *illiterate*.

In Madhya Pradesh, the total number of government school is 122673, out of which 28367 schools have *Anganwadi centres*.

According to **Madhya Pradesh Education Portal 2.0 (2020-21)**, total enrolment in all grades is 1.43 Cr. Out of which 7976251 in elementary school, 168815 are CWSN, and 28724 are

verified CWSN. In both, all grades and elementary schools enrolment rate of girls is more than the boys' enrolment. The total number of teachers in all grade school of Madhya Pradesh is 344173, while there are 288406 teachers in elementary school. In both, all grades and elementary school number of male teachers are more than female teachers. There are 101 contractual teachers in all grade school and 95 contractual teachers in elementary school. The average number of teachers in all grade schools of Madhya Pradesh 3.29, while it is around 2.5 in elementary school. The pupil-teacher ratio for all grade school of Madhya Pradesh is 26. In elementary schools, the pupil-teacher ratio is 28.

There are 1482 government schools present in Narsinghpur (District), from which 175 belongs Saikheda Block, under which 15 clusters of resource centres are made. Twenty-eight thousand one hundred forty-seven overall students are enrolled in these schools, out of which 3042 children with disability are identified, and 1216 are enrolled. And in Saidkheda block 421, CWSN and 144 profiles are updated, out of which 140 are locked.

**Table No. 1.2: Participation of CWSN in Elementary Schools by Nature of Disability**

<b>Nature of Disability</b>	<b>Std.- VIII</b>	<b>Std. I to V</b>	<b>Std. VI to VIII</b>	<b>Total</b>
Blindness	3.03	2.84	3.06	2.91
Low vision	30.69	13.81	27.25	18.71
Hearing	10.43	10.97	10.54	10.83
Speech	7.65	10.71	8.43	9.97
Locomotor	18.62	17.27	17.92	17.48
Mental Retardation	15.93	22.79	17.44	21.05
Learning Disability	8.30	11.73	9.58	11.03
Cerebral Palsy	1.54	2.91	1.68	2.51
Autism	0.54	0.88	0.59	0.79
Multiple	3.27	6.08	3.51	5.25

(Source: NUEPA(2015) Elementary Education in India: Analytic tables. 2014-15, p78)

As per the data provided by NUEPA 2014-15 survey reports, those with a disability of blindness generally have low esteem at a lower primary level (early age). Still, once they enter into teenage, they learn to deal with the surrounding environment. Hence the percentage of blind students have risen from 2.84% (Std- I to V) to 3.06% (Std. VI to VIII). CWD who

have low vision are increased at the upper primary level, i.e. 13.81% (Std- I to V) to 27.25% (Std. VI to VIII) because disability of low vision can't be discovered at an early age and once it is located one can take the treatment and use visual aids to do the further study. In the case of Hearing impairment students, the percentage of no. of enrolled students have decreased because of dropout, i.e. 10.97% (Std- I to V) to 10.54% (Std. VI to VIII), and this happens when the conditions are not suitable as per the required needs of the child. The CWD who have speech problems generally lose their self-esteem, leading to an increase in dropout rate of children, i.e. 10.87% (Std- I to V) to 8.43% (Std. VI to VIII). Locomotor is a kind of disability where a child has dysfunctional limbs, which is detected early. Therefore, the child gets used to the environment. Thus there is a slight increase in the percentage of children from lower to upper primary level, i.e. 17.27% (Std- I to V) to 17.92% (Std. VI to VIII). It is found through the reports that Children with Mental Retardation and Learning Disability have more dropout percentage, i.e., i.e. 22.79% (Std. I to V) to 17.44% (Std. VI to VIII) and 11.73% (Std. I to V) to 9.58% (Std. VI to VIII) respectively and one of the few reasons might be due to non-availability of teaching-learning aids and proper teacher training. The same is the case with cerebral palsy, autism and multiple disorders; the percentage of children enrolled decreases because of the increase in the dropout rate.

#### **1.4 Policy Support**

##### **The Kothari Commission (1964)**

The Kothari Commission 1964 was named after its Chairman, D.S Kothari. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944 and again in 1964 by the Kothari Commission (Julka, 2005). But the implementation was slow.

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

The objective to be achieved as stated in the NPE, 1986 is “to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence”. It focused on the need for integrating children with special needs with other groups.

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

The Parliament passed the said act in 1992; this act makes it mandatory for every special teacher to be registered by the council and lays down that every child with a disability had the right to be taught by a qualified teacher. Its objectives were to provide standardized training

for professionals dealing with Persons with Disability and regulate these standards in Teacher Education Institutes. It also promoted research programs in this area.

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

According to this act Person with a Disability means a person suffering from not less than 40% of any disability as certified by medical authority. Disabilities like- Mental retardedness, Mental illness, Blindness, Low Vision, Hearing disability, Speech disability and Locomotor disability were included under this act. The Act stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old and further emphasize their right to measures:

1. Transport facilities for students with disabilities
2. Architectural barrier-free Environment.
3. The supply of books, uniforms and Aids & Appliances.
4. The grant of scholarship to students with disabilities.
5. We are setting up an appropriate forum for the redressal of grievances.
6. Suitable modification in the examination system.

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

Under this act, too many new schemes and programmes were initiated to better people with a disability. And one of them was Disha- Early intervention and school readiness scheme for 0 to 10 years of children.

### **Sarva Shiksha Abhiyan (2002)**

Sarva Shiksha Abhiyan (2002) is a centrally sponsored integrated flagship **scheme** launched by the Central government of India in the year 2001-2002, which the government of India introduced to Universalize Elementary Education and make free and compulsory education to the children of 6 – 14 years of age group. The three main dimensions of SSA are access, enrolment and retention. The majorly focused groups under Sarva Shiksha Abhiyan are Girls, SC and ST children, CWSN, Urban deprived children and children in difficult circumstances.

### **Right of Children to Free and Compulsory Education Act or Right To Education Act (2009)**

To provide legal stability to SSA after looking at its success, the Government of India introduced the new constitutional act called the Right to Education Act (2009), making free and compulsory elementary education a fundamental right for every child in the age group of 6 – 14 years.

### **Right to Persons with Disability (2016)**

The RPWD Act was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political. It applies to government, non-government and private organisations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services (DEOC). The number of recognized disability conditions has been increased from seven to twenty-one in the RPWD Act 2016. The new list of identified disabilities includes three blood disorders, and acid attack survivors have also been included.- Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Locomotor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological Conditions, Specific Learning Disabilities, Multiple Sclerosis, Speech and Language disability, Thalassemia, Hemophilia, Sickle Cell Disease, Multiple Disabilities including deaf-blindness, Acid Attack victim and Parkinson's disease.

### **National Education Policy (2020)**

This National Education Policy talks about *Equitable and Inclusive Education: Learning for All*. It recognizes high dropout rates among socio-economic strata and vulnerable minorities. More importantly, there is recognition of hurdles that lead to inefficient resource allocations such as small school campuses and causes for less girl child admission and participation in rural areas by constituting Gender-Inclusion Fund to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. It recognizes the unmet educational needs of children living in geographically problematic regions. It also gives recommendations on inclusive education and mentions some of the critical challenges that the NEP has to deal with. Finally, it talks about providing equal opportunities to the Children with Special Needs (CWSN), *also called DIVYANG*.

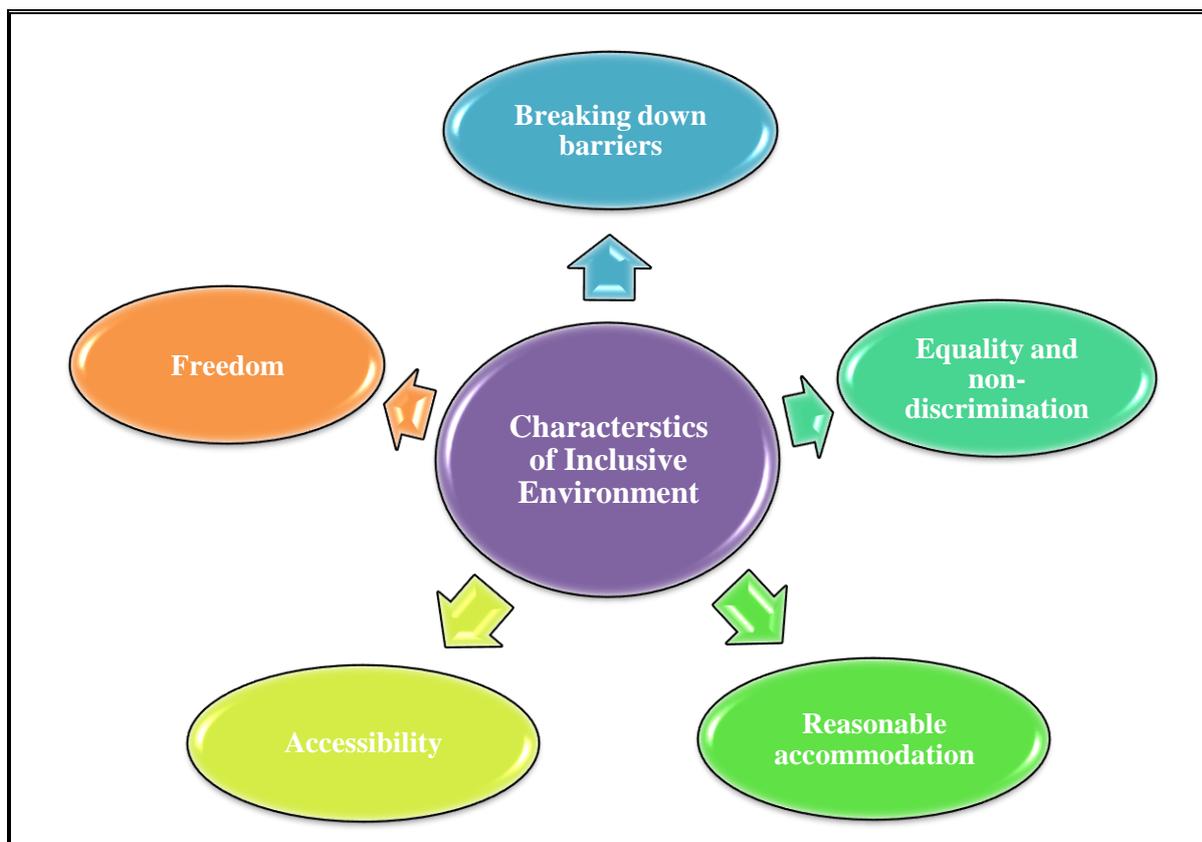
India has one of the more developed national policy frameworks for disability of developing countries, though there always remains some scope of improvement, in particular at the administrative level. The government of India has tried its best for Equalization of Educational Opportunities through implementing many policies and schemes. But as said during *decentralization* of the policy and scheme, it loses its impactfulness and effectiveness. Since 1964 (Kothari Commission), the concept of mainstreaming was introduced but was not given any weightage in the education system as we were busy in structuring our basic education system. With the help of introduction of new rules and regulations or policy

reforms we have crossed the stages of exclusion, segregation, integration and now we are at the fourth stage i.e. *Inclusion*. The category for disability has increased its range and now it constitutes 21 types of disability including acid attack victims. At all the levels government's policies are providing all kinds of infrastructural facilities and audio-visual support in order to make schools Inclusive in nature.

### 1.5 Characteristics of Inclusive Environment

Characteristics of inclusive school are described in Figure 2.

**Figure No. 1.2: Characteristics of Inclusive Environment**



❑ **Breaking down barriers**

Society has not accepted disabled people in a general education system; they have always believed that they don't belong to the public education system. Therefore, such a unique education system should be developed. However, breaking down barriers was started when the Right to Education (2009) was implemented, where inclusive education was made compulsory.

❑ **Equality and non-discrimination**

Equality and equity are two terms that came into our system when RTE was implemented because until then, we had equality, but there was no equity. Since the RTE

has been implemented, the concept of equity is now evident in the minds of the administration and how important it is to provide equity to each child, especially under inclusive education.

❑ **Reasonable accommodation**

It is a means to achieve the condition for equal participation. It requires that to provide equal participation, enough resources should be provided be there in educational institutes. For this, proper training and development programs must be developed for all the government teachers and adequate demonstration of the use of all the equipment.

❑ **Accessibility**

Government issues funds and allots the resource person for distributing the amount, but those funds are not utilized properly. Therefore, accessibility is still not proper. The proper equipment is not accessible to the needy. But now, with the resource person, the resource centres are also developed.

❑ **Freedom**

This approach required that the state play a prominent role in enhancing access to individual freedom, and enjoyment of rights by persons with disabilities is not hindered. Furthermore, educational institutions and organizations should make sure that equitable treatment is given to differently-abled. It is believed that the fundamental rights to education will bring more differently-abled children into regular schools and provide a drive for change.

## **1.6 Role of Education in bringing Inclusivity**

Education plays a significant role when it comes to building an Inclusive environment. Inclusivity is limited to the field of education and covers all the other fields or areas in it. But education is the only field through which the Inclusive nature can be made adaptable to all. It brings Inclusivity within us; we accept the people the way they are and treat them as equal. The plans then are made while keeping all the characteristics of the Individuals with a disability in mind. Inclusive Education comprises Individuals with Disability in it and Gifted Children, Girl child, SC, ST, OBC, EWS, LGBTQ, Acid attack survivors, and SEDGs. Education plays a vital role in bringing socialization, social acceptance, social awareness, togetherness and understanding the importance of providing equality & equity towards building an inclusive environment. Following are the points covered under education that play a significant role in bringing Inclusivity in the background or building a inclusive climate

**Figure No. 1.3: Role of Education in bringing Inclusivity**



❑ **Socialization**

Socialization here refers to the understanding and bond developed between CWSN and normal children. The socialisation process comprises establishing an adoption of the behaviour pattern of children to the norms of their culture. Through education, it is easy to socialize in an inclusive environment. Socialization is all about how children learn and adopt cultural norms, values, beliefs, and behaviours. This process starts around the age of 2 very early. That's when children begin to engage with the people and world around them.

❑ **Social Acceptance**

The mere existence of students with learning disabilities in general education classrooms is not inclusion. On the contrary, inclusion involves meaningful participation by these students, achievement following their abilities, and social acceptance by teachers and peers. And educating in an inclusive environment can provide such kind of students a social awareness.

❑ **Social Awareness**

Inclusive education is the most effective and efficient way to give all children a fair opportunity to go to school, learn and develop the skills they need to thrive. Inclusive

education means all children in the same classrooms, in the same schools. A socially inclusive society is a society where all people are recognized and accepted and have a sense of belonging. And education can help us achieve this.

#### ❑ **Togetherness**

The differently-abled children come together to gain knowledge and education in the same classroom. This policy is based on a belief that education is the birth right of every individual, and nobody can be denied this right. Children come from varied backgrounds, and they may differ from one another in their physical abilities, mental capacity and even have different learning styles, but they enjoy all the privileges together. They remain in the same classroom; participate in all the activities of learning as other children do.

#### ❑ **Equality and Equity**

While equality means treating every student the same, equity means ensuring every student has the guidance and support they need to be successful. Equity in education needs putting systems in place to ensure that every child has an equal opportunity for success. Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. In addition, schools provide the context for a child's first relationship with the world outside their families, enabling social relationships and interactions.

India has one of the developed national policy frameworks for the disability of developing countries. However, there always remains some scope of improvement, in particular at the administrative level. In most developed countries, teaching methods and environments are modified so that the maximum number of students in the general education environment. Integration of such students can reduce social stigmas and improve academic achievement, social acceptance and personal development for many students. The government of India has tried its best to Equalization of Educational Opportunities through implementing many policies and schemes. But as said during decentralization of the procedure and scheme, it loses its impactfulness and effectiveness. Since 1964 (Kothari Commission), the concept of mainstreaming was introduced. Still, it was not given any weight age in the education system as we were busy structuring our basic education system. With the help of introducing new rules and regulations or policy reforms, we have crossed exclusion, segregation, and integration stages. Now we are at the fourth stage, i.e. *Inclusion*. The category for disability has increased its range, and now it constitutes 21 types of disability, including acid attack

victims. At all levels, the government's policies provide all kinds of infrastructural facilities and audio-visual support to make schools inclusive.

### **1.7 Rationale of Study**

*Inclusion and Inclusive Education* is currently the need of an hour for the education system. All children and young people have the right to education, and the school system must be adjusted to meet their needs and make it inclusive in nature. Inclusive education is about all children learning together even if they differ in styles and pace of learning (**NCERT**). It is one of the most necessary concepts to be studied and explored these days. Though many studies have been conducted in this area and researchers, have tried exploring it. Still, most of these studies have been conducted either for checking the status of Inclusive education or the attitude of teachers towards CWD or Inclusive education; not every aspect has been explored. Inclusion is not confined to the disabled. It also means non-exclusion (**NCF-2005**).

The government of India has taken many initiatives to introduce and successfully implement the concept of *INCLUSION*. It promotes and protects the rights and dignity of people. It applies to all organizations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services (**DEOC**). The number of recognized disability conditions has been increased from seven to twenty-one (**RPWD Act 2016**). A 25% reservation for the children from weaker sections and disadvantaged groups was mandated in the private schools (**RTE 2009**). However, institutes and individuals have recognized their rights but not realized or actualized them. That is why the policies and programs by the government have not been able to bring the ideal impact on society.

Relevant data can be collected to know the enrolment of CWD in schools. And to see the status of Inclusive education, the data will consider students enrolled in schools of the Municipal School Board. Generally, either the Survey method or case study method is used; 'A study of Status of Inclusion of Children with Special Needs at the Elementary School Level (**Kaul Pallavi 2015**), the survey method was used'. So researchers will also be using the same 'descriptive survey method'.

The studies had been conducted keeping the elements like the attitude of the teacher, attitude of parents, comparison between the philosophy of government school and private school teachers, social inclusion, status, practices, motivational factors, self-efficacy level of teachers, effectiveness, implementation of policies and programs etc. Very few studies had been undertaken in India, especially trying to study how comfortable children with disabilities are in the school environment and teachers in the school environment. Head

teachers are the main hurdle of any institution for the successful implementation of Inclusive Education. Hence it is necessary to know their efforts towards its implementation. So Status of inclusive education, the comforts of teachers, the comforts of CWD, efforts by head teachers and infrastructural facilities available in schools should be the significant elements of any study to know the status of Inclusive Education, but none had been conducted yet. In the current literature available, very few studies offered information about the inclusion of children with disability, teachers' attitudes and infrastructural facilities provided to them. Also, a research gap was found between conceptual/theoretical framework and actual status of implementation of inclusive education.

Still, people of our country are unaware that inclusive education will help our country and grow individually and globally. This is because inclusive education lacks in its conceptual clarity. As demanded by the government, the institutions are forced to implement new education policies on providing inclusive education in their schools. However, the preparatory work done by the government should be to make people aware of this concept and its advantages.

Therefore, to know the status of Inclusive Education at the elementary level, one needs to see the quality of inclusive education, how comfortable teachers are in the school environment, how pleased CWD are in the school environment, efforts made by head teachers to ensure the implementation of inclusive education and the availability of required infrastructural facilities.

### **1.8 Statement of Problem**

Status of Inclusive Education in Elementary schools of Gadarwara, Madhya Pradesh.

### **1.9 Research Questions**

1. To what extent has the goal of Inclusive Education been actualized in the elementary schools of Gadarwara, Madhya Pradesh?
2. What are the existing impediments (if any for teachers and students) in the process of attainment of goals on Inclusive Education in elementary schools of Vadodara City?
3. What is the preparedness of government, teacher and all community?

### **1.10 Objectives of the Study**

1. To study the status of Inclusive Education at Elementary Level.
2. To study the efforts made by head teachers to ensure the implementation of Inclusive education.

3. To study the infrastructural facilities available for inclusive education in schools.
4. To study how comfortable CWD are in a school environment.
5. To study how comfortable teachers are in a school environment.

### 1.11 Explanation of the Terms

❑ ***Inclusive Education:*** Inclusive education means all children should learn together in the same school. No one should be excluded, including CWD, SC, ST, OBC, minorities, acid attack survivors, and girl child.

An education system that includes all students and welcomes and supports them to learn, whoever they are, or whatever their abilities or requirements. This means making sure that teaching and curriculum, school buildings, classrooms, play areas, transports and toilets are appropriate for all children at all levels (UNICEF).

❑ ***Mainstream School:*** A mainstream school is a place where Children with Disabilities and children with no disability share the same classroom.

❑ ***The comfort of teachers:*** Comfort of teachers refers to the satisfaction of teachers with their work, administration, management and school environment.

❑ ***The comfort of children with disability:*** Comfort of children with a disability refers to the satisfaction of children teaching methods, teachers and school environment.

❑ ***Status of Inclusive Education (students):*** Status of students refers to the total no. of enrolled CWD in school, category wise students (SC/ST/OBC/Minorities) and gender-wise students (Male/Female).

❑ ***Status of Inclusive Education (teachers):*** Status of teachers refers to the total no. of teachers in schools for CWD and training provided to teachers and special educators.

❑ ***Status of infrastructural facilities:*** Status of Infrastructural facilities refers to the no. and fair usage of ramps upto ground level, handrails, engraved and embossed blackboards, furniture arrangement and audio-visual aids.

### 1.12 Delimitation of the Study

The study is delimited to the Government Schools of Saikheda Block, Tehsil Gadarwara, District Narsinghpur, Madhya Pradesh.

### **1.13 Limitation of the Study**

This study demanded the Focused Group Discussion with CWD but due to the unprecedented world pandemic and subsequent lockdown and restriction on movement, researcher could not contact them and thus their comfort level is perceived from head teachers perspective. The whole population is taken as a sample i.e. 30 government schools, but due to this pandemic only 15 head teachers gave the interview.

## **CHAPTER- II**

### **REVIEW OF RELATED LITERATURE**

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### Chapter- II

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## **CHAPTER- II**

### **REVIE OF RELATED LITERARTURE**

#### **2.0 Introduction**

A Review of Related Literature is a comprehensive summary of previous research on a topic. The RRL surveys journals, scholarly articles, books, and other sources pertinent to a certain area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify the previous researches. In addition, it should give a theoretical base for the study and help the researcher determine the nature of their research. The RRL also acknowledges the work of previous researchers, which allows the researcher to build the researcher's conceptual framework.

Chris Hart (1999) defined the literature review as “the use of ideas in the literature to justify the particular approach to the topic, the selection of methods, and demonstration that this research contributes something new”. RRL is very important because the RRL will help you find a better research topic and understand the existing body of knowledge, specifically (a) where an excess of research exists and (b) where new research is needed. Looking for related literature and studies will support the researcher and ensures that there will be no duplication of other studies. In similar research, one must look for the research gaps that can be addressed in our paper. Aside from ensuring that the study is unique, looking for literature will lead the researcher to search for more related information sources.

Meanwhile, researchers can use the references or bibliography found in various research articles and journals and papers and thesis to find other sources of data or information. By reading other literature and studies, the researcher will get adequate knowledge to solidify the theoretical foundation of the proposed research. Moreover, multiple research papers focusing on similar topics provide varied theoretical insights and perspectives, which helps us make the study unique.

Moreover, since you have read several literature and studies, you will have better and good ideas for developing a validated framework for the study regarding research questions, objectives, approach, and methodology. What approaches have been applied? What else can be done? Go back to point number 2. When we have found the research gaps in existing literature, we will certainly have a starting point.

Another example is the use of existing instruments that other researchers validated! A good result and discussion have read several sources. You will indeed have a better understanding of what to write while analyzing and interpreting the study results—reading previously

conducted studies an additional insight into our findings compared with the findings of other researchers to formulate more robust conclusions and recommendations.

## **2.1 Studies Conducted in India and Abroad**

**Pam H, Lori G (1997)**, “Research on Inclusive Educational Programs, Practices, and Outcomes for Students with Severe Disabilities” the study was conducted by Nineteen research investigations of inclusive educational programs, practices, and outcomes with severe disabilities are reviewed. The studies represent a broad diversity of questions, methodologies, and participants. The focus of each investigation fell into one of five categories: (a) parents' perceptions of the pursuit and impact of inclusive educational placement, (b) issues and practices in inclusive schools and classrooms, (c) the cost of inclusive educational placement, (d) educational achievement outcomes for students in inclusive classrooms, and (e) social relationships and friendships in inclusive settings. In addition, six broad themes that emerged through triangulation across studies offer guidelines for research and practice in inclusive schools in the coming decade.

**Goel S. K. (2001)**, "A study of attitude change of physically disabled" study was conducted to develop a Self-Report Schedule part containing adequate references to existing literature and studies. When you for Non-Disabled Persons to sort out traits or variants of attitudes. The sample of the research study comprises 60 Persons with locomotor disability and 60 Non-disabled persons. The tools used for the identification of attitude patterns are SRINDP/PLD-E. And the result showed that there was a significant difference in the attitude toward disability, body/self-image, group behaviour, parental behaviour, professionals/personnel behaviour, discipline, work, and abilities of persons with Locomotor Disability.

**Analogue F (et al.) (2004)**,“Towards inclusive schools: A study of inclusive education in practice”. This study aimed to include Individuals with a disability in regular school and examine how one teacher manages to have students with special needs in an ordinary classroom. We describe how she attempted to achieve positive academic and social outcomes for students in the classroom and handled a boy with impulsive and uncontrolled behaviour. Data collection was carried out utilizing observations, video recordings and interviews. The theoretical framework was based upon sociocultural theory, and the main themes were cognitive learning processes, social learning processes and collaboration processes. Essential concepts in this connection are caring, dialogue, scaffolding, other-regulation and self-regulation.

**Singh A (2005)**, "Effectiveness of inclusive education of Chhattisgarh: An evaluative study" attempted to assess the attitude of general teachers of inclusive primary schools towards inclusive education, increase in enrolment of disabled children and decline in their school dropouts, inclusive classroom environment meeting the requirements of special needs of the disabled children, to know about disability-issues recognized as an inclusive component of all children in the general school system and to assess the extent of adaptations and flexibility in curriculum planning, teaching methodologies and evaluation. One hundred inclusive schools (government) of Chattisgarh state were chosen as a sample. Two general teachers from each inclusive school selected were included in the sample, out of which 150 teachers responded. As tools and techniques, a questionnaire and attitude scale were used. The study found out that the inclusive effectiveness of inclusive education in Chattisgarh is successful.

**Kumar S & Kumar K (2007)**, "Inclusive Education in India" studied inclusive education as a new concept or approach towards educating the children with disability and learning difficulties with that of normal ones in the same school. The present and historical scenario of India towards Inclusion has been covered under this study. The policies and programs implemented all over India for promoting inclusive education or education for Children with Special Need (CWSN). It also talks about the fighting against the Exclusion and preparation of children, parents and teachers.

**Judith W (2009)**, "Fostering Social Acceptance in Inclusive Classrooms". This article says that the mere presence of students with learning disabilities in general education classrooms is not inclusion. Instead, inclusion involves meaningful participation by these peers, their abilities, and social acceptance by teachers and peers. Teachers who view these students as a challenge rather than a burden, who believe that they can impact the students' peer relationships, and who implement evidence-based strategies to prevent peer victimization, enhance social status, and lead to the formation of meaningful friendships, will guide, help and support students with learning disabilities become fully included in the general education classroom.

**Banerjee S (2010)**, "A critical analysis of short term memory school and home environment of physically challenged blind boys and girls and their impact on academic success at secondary level" the objective of this study was to see the impact of independent variable 'school environment and short term memory loss and dependent variable 'academic achievement' of a visually impaired child. The sample size was 120 visually impaired children without any age restriction, Kolkata. Tools used for school environment were "Basantia Home Environment Inventory" (BHEI) and "Basantia School Environment

Inventory" (BSEI), for short term memory loss "Mukhopadhyay and Chand Short-term Memory Questionnaire" and academic achievement average of half-yearly examination was used in the study. Critical analysis of every tool was done to interpret the result. The significant findings of this study was that the academic achievement of a visually impaired child is affected by the school environment where the child had positive but not significantly influenced by short term memory.

**Ruffina D (et al.) (2012)**, "Social Inclusion: Teachers as facilitators in peer acceptance of students with disability in regular classroom" examined the impact of classroom teachers' attitudes towards inclusive education, teachers' self-efficacy and classroom practices on the social status of students with disabilities in inclusive classrooms. The sample included 93 primary school teachers and 923 students from 3rd grade to 6th grade, and these primary schools were selected from 11 cluster schools from the district of Ramnad, Tamil Nadu. Questionnaires, interviews and classroom observations were used as tools, and the data analysis included descriptive statistics and regression analysis. Significant findings showed that teachers' classroom practices influenced students' social status with disabilities in regular classrooms in the context of the Inter-group Contact Theory.

**Das A (et al.) (2013)**, "Inclusive Education in India: Are the Teachers Prepared?" This study examined the current skill levels of regular primary and secondary school teachers in Delhi, India, to teach students with disabilities in inclusive education settings. A total of 223 primary school teachers and 130 secondary school teachers were surveyed using a two-part questionnaire tool. Part one of the questionnaire collected the background information of the respondents. Part two was a Likert scale that required the teachers to indicate their perceived current skill levels on a list of competencies needed to implement inclusion. Data were analyzed using descriptive statistics and t-tests techniques. The significant findings were that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Finally, 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.

**Dash N. K. (2013)**, "A study of Inclusive Education practices for the students with special needs at primary level in Orissa" was conducted to study the implementation of various aspects of inclusive education practices at the primary level during the inclusive education practices (curricular and co-curricular) adopted by teachers to deal with special needs

students and other students in an inclusive education setting. Forty inclusive schools (20 urban and 20 rural), their headmasters and all the teachers (187 teachers and 23 resource teachers) were selected as the study sample. Questionnaire, Interview schedule and observation schedule were used as a tool. The study provides an overview of inclusive schools and gives a detailed description of the present situation of teachers and students and their attitude towards students with disability.

**Kassie S. B. (2013)**, “The practice of inclusive teaching to disabled students: with particular reference to visually impaired students in English language teaching (ELT) settings”. The purpose of this study was to investigate the practice of inclusive teaching to visually impaired students in English language teaching (ELT) settings, taking second cycle schools (Grade 5-8) as targets of the study in the three metropolitan cities of the Amhara National Regional State, Ethiopia. Mainly, an attempt was made to study teachers' beliefs, attitudes, and instructional practices, including visually impaired students' views and other associated factors that make inclusive education successful. The study was conducted using quantitative and qualitative methods, employing questionnaires, interviews, observations and document analysis to collect data. Descriptive statistics, Pearson product-moment correlation and t-(z-) tests were also used as data analysis methods. The study results indicated that both teachers and visually impaired students (VISs) were found to have a positive attitude towards inclusive teaching. Furthermore, it was found out that among the demographic factors that influence teachers' attitudes, their qualification, training, and experience of teaching VISs were statistically significant.

**Pathy S. K. (2013)**, “A study of inclusive education practices for the students with special needs at primary level in Orissa”. The purpose was to study the inclusive education practices (curricular and co-curricular) adopted by teachers to deal with special needs students and other students in an inclusive education setting. Forty inclusive schools (20 urban and 20 rural), their headmasters and all the teachers (187 teachers and 23 resource teachers) were selected as the study sample—techniques (qualitative and quantitative) used for data analysis. The study's findings are that the general teachers faced many problems while teaching the children with special needs but were very sympathetic to the barriers of such children. In contrast, the resource teachers reported that these children required love, affection and due treatment from their teachers and peers. Hence proper attention needed to be paid to them. The teachers did not receive any training for the new curriculum brought about with inclusive education. In contrast, the resource teachers received training to prepare Individual Education Plan/Programme (I.E.P.) for children with special needs.

**Swargiary J (2013)**, "A study of the inclusive education programme for disabled children under Sarva Shiksha Abhiyan mission in Assam". This study aimed to study the position of identification, enrolment, attendance of CWSN of different categories, specifically Visually Impaired (VI), Hearing Impaired (HI), Speech Impaired (SI), Mentally Retarded (MR), Orthopedically Impaired (OI), Cerebral Palsy (CP), Learning Disabled (LD) and Multiple Disabled (MD) and To find out the influence of the IE interventions as motivational inputs on the parents and teacher in handling the CWSN. For sample 7 districts of Assam state under which 700 CWSN and 140 schools were purposively selected. Tools used for data collection were interview schedule, institutional data schedule and data information schedule. After the study, it was found out that CWSN were identified, and most of them were enrolled, the aids and appliances Among the aids and devices- hearing aids, wheelchair, tricycle provided for CWSN also helped.

**Yadav A (2014)**, "A comparative study of Cognitive Strategy of learning disabled and normal students in inclusive schools". The objective of the study is to study the problem faced by the teachers in Inclusive Schools. The study's findings are that the average children have better schemas for better adaptation, assimilation, and accommodation than learning disabled children. The inclusive schools may be suitable for the learning disabled children as they may copy from the normal children. It is also interpreted that inclusive schools may be advantageous if both disabled and normal children learn collectively.

**D Revathi (2015)**, "Effect of Collaborative Learning on Learning Outcomes of Students with Special Needs in Inclusive School". The present study investigates collaboration in the learning of special needs students enrolled in an inclusive education system. A sample consists of 256 students in each two Grades VI and VIII, including 60 special need students. Further, it is classified into three categories of students. The Tools selected for the study includes a personal data sheet, curriculum-based assessment using probes/questions for pretesting, post-testing. The study's major findings of Collaborative Learning strategy enhanced students' academic performance in different categories viz., Non-disabled peers, Students with Special Needs and Students with Cognitive Impaired. Thus, collaborative classroom learning is a promising alternative to better serve students with disabilities in the least restrictive environment.

**Kaul P (2015)**, "A study of Status of Inclusion of Children with Special Needs at the Elementary School Level", studied the level and extent of awareness of principal and teachers towards inclusive education, reviewed the importance of implementation of inclusive education in inclusive elementary schools in Delhi and NCR as perceived by principals,

teachers and children with sensory and locomotor impairment and identified the barriers in the implementation of inclusive education in elementary schools as perceived by the principal, teachers and children with sensory and locomotor impairment. A qualitative descriptive research methodology was adopted. Under which the survey method was used. Thirty inclusive elementary schools of Delhi and NCR were selected as samples. Out of these, fifteen schools were from Delhi, and another fifteen were from the NCR region. From each school, one principal, six teachers and all the children with sensory and locomotor impairment from Grade I to VIII were selected as sample of the study for which Observation schedule, Checklist, Questionnaire, Focused group discussion schedule, Personal Interview schedule, Document Analysis tools and techniques were used. The significant findings of this study were awareness about the concept of inclusive education and implementation of inclusive education in elementary schools.

**V. Mrunalini (2015)**, “Efficacy of Adapted Simplified Activity Based Learning SABL in Mathematic for the Children with Visual Impairment and Hearing Impairment”. The objectives of the study are to explore the Math Simplified Activity Based Learning (SABL) cards and identify the range and the extent of usage by Children With Visual Impairment(CWVI) and Children Wit. A total of 80 newline samples, 40 visually impaired and 40 hearing impaired, included in the Coimbatore primary schools from I to IV standard were selected. The significant findings were of great help in uplifting students' academic achievement with visual/hearing impairment.

**UDISE (2015-16)**, “National University of Educational Planning and Administration” is a report which flashes the statistics of all the enrolled schools of our country. It specifies the rural and urban area schools data present in all the states and union territories of India categorically showing Elementary (primary and upper primary), secondary and higher secondary schools information. The report also consists of details like facility-related indicators (infrastructural and technological), enrollment-related indicators, teacher-related indicators class-wise, gender-wise, etc.

**E.V. Zvoleyko (et al.) (2016)**, “Socialization of students with disabilities in an inclusive educational environment”. With the implementation of the Educational Standard for children with disabilities, the importance for the definition of parameters of an inclusive educational environment is high. The article highlights the groups of exceptional conditions of socialization for individuals with disabilities in an inclusive educational environment; the authors give the content characteristics of all groups. To implement the inclusive practice, it is necessary to make special educational conditions for children with disabilities. Russian

defectologists adequately defined a list of special conditions, but they did not give the system explanation. Without these conditions studying in a regular school is difficult for a child with disabilities. We have used a new method to the representation of special conditions system of inclusive education, which is based on the structural-functional model of the educational environment; the components of this model allowed identifying some groups of special needs (organizational and managerial, material and technical, administrative and pedagogical, the organization of psychological and pedagogical support, social-psychological and subjective). We have defined the contentmatter of each group of particular conditions and determined the significance and content of extracurricular activities for successful socialization.

**Nizeyimana (2016)**, “Impact of Inclusive Education to Children with Special Needs An Educational Survey in Selected Inclusive Primary Schools of Uganda”. The present study aimed to establish the Impact of Inclusive Education on Children with Special Needs. This study is a quantitative study that has used the "Descriptive-Survey" approach. Therefore, the data was quantitatively and qualitatively analyzed. From the current study, it was established that inclusive schools have physical 270 facilities. Still, some physical facilities were reported to be accessible by children with special needs, while some others were said not accessible.

**Chakraborti (2017)**, "Inclusive Education in India: A Developmental Milestone from Segregation to Inclusion", is a study that studies the developmental process of inclusion services for individuals with disabilities in India. The paper also provides a comparative picture of inclusive services worldwide to depict the progression of inclusive services for children with exceptional needs in Indian schools since its independence. It is a qualitative study using narrative models it. At the end of the study, the researcher had made some suggestions that may assist in providing appropriate inclusive education for individuals with disabilities in India.

**Singh (2017)**, "Case study of inclusive practices in a school of Vadodara". The objectives of this study were to identify the inclusive school and study the inclusive practices of an inclusive school. This study is a qualitative study that has used the "Case Study" approach. The study found out that the teachers mostly use the play-way method and curriculum used for differently-abled child and the average child is flexible. All schools have different provisions and rules by government school for including differently-abled children. It helps know how vital the bringing of CWSN into mainstream schools is as every child is equal.

**Kaur Rukhmandeep & Sharma Vishu (2018)**, “Trends and Practices in Inclusive Education” this paper attempts to present a review of current trends occurring regarding the

education of children with disabilities and finally results that the new trends show a movement from special education to education and provide the method to make these children as normal as possible. The Inclusive Schools of Goa state has been taken as a sample. And it was found that to fulfil the goal of Inclusive education, the government of India has taken some initiatives and framed policies to provide education to all in the normal school, which has resulted in significant progress in inclusive education.

**Kaur Sukhwinder (2018)**, "Perspective of teachers towards inclusive education about organizational climate professional commitment and curricular adaptation in government schools of Chandigarh UT". The present study aimed to know the opinion of Government School General Teachers and Special Educators' of Chandigarh (U.T.) towards inclusive education and know the effect of Organizational Climate, Professional Commitment and Curricular Adaptation on Teachers' Perspective Inclusive Education. The sample of 300 General Teachers from twenty-five (25) Government Schools, 150 male and 150 female teachers, were selected. The study further revealed that high Professional Commitment motivates the teachers to adapt different schools' activities for Children with Special Needs.

**Mukopadhyay Sudesh (2018)**, "Inclusive Education: Challenge for Completion & Quality Inclusion: Process or Tangible Whole?" this research paper is a qualitative study where inclusive education's current status at the national level has been discussed looking keeping in mind the all policies and programs teacher preparation and management, examination practices, curriculum approaches, availability of teachers for CWSN as per IED Scheme/SSA, performance profile of CWSN, challenges on identification and certification of CWSN, pre and post RTE status and its contribution & participation at the elementary level. The researcher has concluded the study with few more significant concerns about this area and specific challenges that the government must deal with to implement government plans properly.

**Devi Poonam (2019)**, "Teaching efficacy knowledge and attitude of pre-service and in-service teachers towards inclusive education". The present study aimed to investigate the teaching efficacy, knowledge and attitude of pre-service and in-service teachers towards inclusive education. The descriptive survey method was employed by selecting 250 pre-service teachers from educational colleges affiliated with Panjab University and 250 in-service teachers from Govt schools in Punjab. The investigator found a significant difference between pre-service and in-service teachers towards inclusive education for teaching efficacy, knowledge and attitude.

**Adela B and Valentin B (2020)**, “Teachers Attitudes Towards the School Integration of Students with Special Educational Needs”, this research aimed to identify the attitude of teachers towards the integration of students with SEN in the mainstream education of Bihor county, Romania. And their significant findings were that both society and a large part of the school staff ignore the issue of people with disabilities, preferring a superficial involvement, which restricts itself mainly to the administrative aspect instead of developing quality interpersonal relationships between non-disabled students and those with SEN. Teachers and other educational agents are not always prepared to accept and meet students' needs with disabilities.

**Claes N (2020)**, "Research about inclusive education in 2020 – How can we improve our theories to change practice?". The case study seems to be a methodological approach well suited for the development of such theories. The purpose of the paper is to make a theoretical and methodological contribution to the research field. It will be argued that new theories have to be developed to change educational practices in more inclusive ways. Case studies seem to be a promising methodological tool to create and test the potential of such theories. There are essential findings concerning how pupils with difficulties can be included in mainstream classrooms. However, the studies are still often framed within a special needs perspective focusing on pupils with disabilities or special needs.

**Opoku M (et al.) (2020)**, “The Impact of Teacher Attributes on Intentions to Practice Inclusive Education in Secondary Schools in Ghana”, Ajzen’s theory of planned behaviour as a framework to explore demographic variables which could impact teachers' intentions to practise inclusive education in secondary schools. Four hundred fifty-seven teachers from five districts in one region. T-test and analysis of variance were used to ascertain the association between demographic variables and intentions. The study found no significant differences between participants based on school resourcing or location. However, participants in private schools had more positive attitudes; they felt they received more support, had higher self-efficacy, and were more willing to include children with disabilities in their classrooms than teachers in public schools. Also, a difference between participants in units of study taken in inclusive education during pre-service training and their level of confidence to practice inclusive education could be seen clearly.

**Bhandari M (2020)**, "A Study of the Effect of Inclusive Approach on Intrinsic Motivation and Self Esteem of students at Primary Level". The study aimed to assess the effect of the Inclusive Approach on Intrinsic Motivation and its consequent impact on the self-esteem of the Primary Level. The present study sample (N-50) was collected from class V of Silver

Line School, Ghaziabad. Both the Experimental and Control Group consisted of 25 students each. Tools used for collecting the data: Intrinsic Motivation (Standardized test by Adele Eskeles Gottfried and Self Esteem Inventory- (Cooper smith Inventory 1967). The classroom process was different where the students were taught through cooperative learning strategies involving all the students. The present study results strongly advocate the Inclusive Approach in bringing about Quality learning in the students.

**Deepshikha M (2020)**, “Development of intervention module to affect reflective thinking epistemological beliefs and attitude of mainstream teachers towards inclusion”. The study addressed to what extent mainstream teachers hold epistemological beliefs, reflective thinking skills and attitude towards inclusion and will the intervention module affect epistemological beliefs, reflective thinking skills and attitude towards inclusion of mainstream teachers. The sample consisted of 94 male and female teachers. The experimental group had 40 teachers from School A. The Control group had 54 teachers from two schools, B and C, from Greater Mumbai. The tool used for data collection was the Reflective Thinking Questionnaire by Choy and Oo, Opinions Relative to the Integration of Students with Disabilities (ORI) by Barbara Larrivee and Epistemological Beliefs Questionnaire Schommer. The results said that all teachers showed a significantly enhanced performance in their reflective thinking post-intervention, their awareness of how they learn themselves was improved. They used feedback and past performance to plan future actions like planning how to include children with different disabilities after training.

**National Education Policy (2020)**, This National Education Policy talks about *Equitable and Inclusive Education: Learning for All* where it recognizes high dropout rates among socioeconomic strata and vulnerable minorities. More importantly, there is recognition of hurdles that lead to inefficient resource allocations such as small school campuses and causes for less girl child admission and participation in rural areas by constituting Gender-Inclusion Fund to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students. It recognizes the unmet educational needs of children living in geographically problematic regions. It also gives recommendations on inclusive education and mentions some of the critical challenges that the NEP has to deal with. It talks about providing an equal number of opportunities to the *Children with Special Needs (CWSN)*, also called *DIVYANG*.

In the available RRL, the areas or variables 'attitude of teachers in inclusive schools, changes in attitude towards CWD and their integration, approaches and concepts required in an inclusive school, social inclusion and their acceptance, educational practices practised for

students with disability, stages from segregation to inclusion, the status of inclusive education and trends and practices in inclusive education, challenges faced by CWSN and Intrinsic Motivation and Self Esteem as a factor affecting inclusion' were the major points or were considered respectively that have been focused and covered by the researchers in their articles, journals, case studies and thesis to as study the area of Inclusive Education.

These studies have helped the researcher in knowing and understanding the concept better. The conceptual clarity of this concept had come from reading these RRL.

## **2.2 Implications of Review on the present study**

From the available studies, it was observed that the majority of the studies had focused following areas or variables, 'attitude of headmaster, teachers and parents, approaches and concepts required in an inclusive school, social inclusion and their acceptance, educational practices practised for students with disability, stages from segregation to inclusion, the status of inclusive education and trends and practices in inclusive education, challenges faced by CWSN and Intrinsic Motivation and Self Esteem as a factor affecting inclusion. However, the status of teachers, comforness of CWD and teachers areas or variables still need to be further explored.

The primary studies conducted in this areas are quantitative, but qualitative studies have also been completed. The approach used to know the attitude of teachers or parents, or students have been done using descriptive survey research method. The rest of the studies are conducted to get conceptual clarity. Devi Poonam (2019), "Teaching efficacy knowledge and attitude of pre-service and in-service teachers towards inclusive education", Das Ajay (et al.) (2013), "Inclusive Education in India: Are the Teachers Prepared?", Nizeyimana Pamela (2016), "Impact of Inclusive Education to Children with Special Needs An Educational Survey in Selected Inclusive Primary Schools of Uganda", and Kaul Pallavi (2015), "A study of Status of Inclusion of Children with Special Needs at the Elementary School Level" etc. have used this technique.

The findings of the existing studies do not conclusively bring out any significant understanding in this area as far as the realization of the goals of inclusive education is concerned. The studies conducted so far states the present scenario of Inclusive Education in our society (both globally and nationally) but not every aspect of inclusive education has been considered collectively in any study. Hence, which doesn't result in showing a significant and actual scenario of Inclusive education in India. The current status of CWD and the inclusive schools in reports and researches at both elementary and secondary level

have been actualized. The government of India has implemented many policies and programs for the upliftment of CWD and made free and compulsory education for children of 6 – 14 years of age. After which, the concept of Inclusive Education came into force, but all this have succeeded only to an extent. The government is putting efforts to bring Social inclusion to make us understand its importance and meaning. And therefore, there is a need to carry out further studies in those directions.

We can say that neither the positive attitude of society nor their acceptance towards CWD nor different teaching methodologies and curriculum can make the concept of inclusion successful. Still, it is required to understand and accept that every child is equal and every child has equal rights to study, also for which mainstream schooling has to come in force. Moreover, bringing every child under the same roof will lead to the holistic development of every child.

As far as the methodology is concerned, the researchers have chosen either a case study or a survey method and sometimes experimental research. So for conducting this study, the researcher will be conducting survey research. And for checking, analyses used tools like information schedule, questionnaire and structured or semi-structured interviews. Therefore the researcher will also be constructing such tools and techniques to explore these areas.

Based on the above observation in the present study, the investigator has considered the need to know the status of Inclusive Education, efforts made by headteachers, how comfortable teachers and CWD are in the school environment and infrastructural facilities.

## **CHAPTER- III**

# **RESEARCH METHODOLOGY**

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## **CHAPTER- III**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The following chapter deals with the methodology part of the study. It comprises a description of research design, population, sample size, procedures of sampling, description of tools for data collection, data collection methods, plan and procedure of data collection, and data analysis. This chapter gives us a detailed view of the study, that what are the possible steps taken by the researcher to fulfil the objectives and get the answers to the research questions.

#### **3.1 Research Methodology**

Research Methodology is the specific procedures or techniques used to identify, select, process and analyze information about a topic. Research Methodology is how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

Qualitative, quantitative and mixed-methods are different types of methodologies, distinguished by the focus of the study or what the researcher is looking for. For example, qualitative research refers to research that focuses on collecting and analyzing words (written or spoken) and textual data. In contrast, quantitative research focuses on measurement and testing using numerical data. Qualitative analysis also focuses on other points, such as body language or visual elements. Finally, mixed methods are those where both Qualitative and Quantitative methods are used to find the answers to the research questions.

In this study, we have used Mixed – methods.

##### **3.1.1 Research Design**

The present study entitled "Status of Inclusive Education in the Elementary Schools of Gadarwara, Madhya Pradesh" attempted to study the status of inclusive education at the elementary level of education in Gadarwara (Madhya Pradesh). The descriptive survey method of research was the most appropriate one as the purpose of the study was to find out the status of inclusive education and arrive at answers to the research questions raised by the researcher. While adopting the descriptive survey method of research, quantitative and qualitative approaches to data analysis have been followed.

### 1.1.2 Data

The present study deals with the investigation to know the status of inclusive education at the elementary level through collecting the data of head teachers efforts to ensure implementation of Inclusive education, the infrastructural facilities available for inclusive education in schools, comfortable level of CWD in a school environment from teachers perspective and comfort level of teachers in a school environment.

### 3.1.3 Sources of data

For the present study, the source of data was the government schools teachers and head teachers in the academic year 2020-2021, which was made accessible by the cooperation of DEO of Narshingpur District.

### 3.1.4 Population

The study population includes all 30 government schools at the elementary level present in Saikheda Block, Gadarwara, Madhya Pradesh.

#### 1.1.4.1 Target Population

For the present study, the target population was all the government school which are till elementary level in Saikheda Block, including their teaching and non-teaching staff in the academic year 2020-2021.

**Table No. 3.1: Showing list of government schools in Saikheda Block**

S. No.	Name of the School
1	Government Higher Secondary School Adegaon Kala
2	Government Higher Secondary School Bamhori Kala
3	Government High School Banskhedha
4	Government High School Baratta
5	Government High School Bhatia
5	Government High School Bichua
7	Government High School Chirahkala
8	Government High School Dahalwada
9	Government High School Detpon
10	Government High School Dungariya
11	Government High School Jhanjhankhedha
12	Government High School Mehragaon
13	Government Higher Secondary School Midway
14	Government High School Nimawar
15	Government High School Niwari
16	Government High School Piparpani
17	Government High School Pipria Kala

18	Government High School Sirsiri
19	Government Higher Secondary School Amgaon Chhota
20	Government Higher Secondary School Banwari
21	Government Higher Secondary School Boys, (Bti) Gadarwara
22	Government Higher Secondary School Boys, Adarsha Gadarwara
23	Government Higher Secondary School Excellence, Sainkheda
24	Government Higher Secondary School Girls, Gadarwara
25	Government Higher Secondary School Girls, Knv Gadarwara
26	Government Higher Secondary School Khursipar
27	Government Higher Secondary School Nandner
28	Government Higher Secondary School Paloha Bada
29	Government Higher Secondary School Tumda
30	Government High School Dahalwada

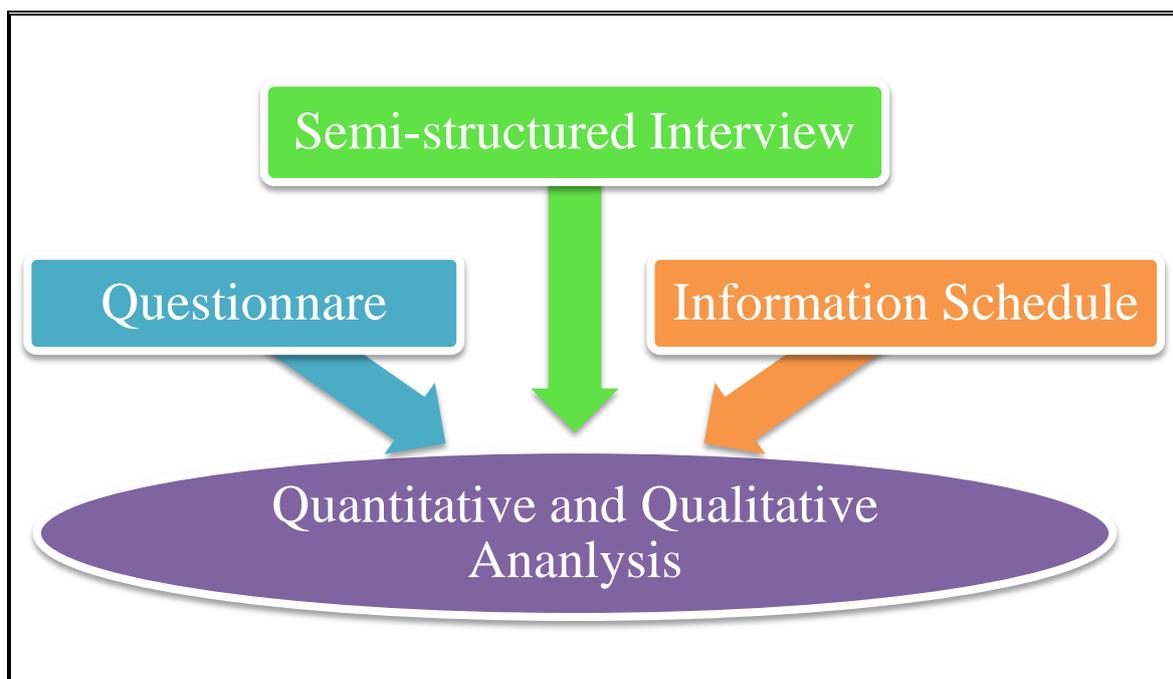
### 3.1.5 Sample

The study sample was taken from all 30 government schools at the elementary level present in Saikheda Block, Gadarwara, Madhya Pradesh, divided into 15 Cluster Resource Centres.

### 3.1.6 Tools for Data Collection

To achieve the objectives of the study, appropriate tools were developed to investigate the status of inclusive education. The researcher developed the tools under the guidance of her guide. The tools developed by the researcher, and the data was collected using a Questionnaire, Semi-structured Interview and Information Schedule.

**Figure No. 3.1: Tools of the Study**



#### 3.1.6.1 Questionnaire

A close-ended questionnaire was developed to study teachers' comfort level and what kind of difficulties they face in the approach of inclusive education. The Questionnaire consisted of three sections.

Section-I required general information about the educator, which is mentioned as below:

- School's Name
- Teacher's Name

Section-II consisted of ten questions to have a clear understanding and flow of information, the detailed description of the same is given in Table No. 3.2. The Questionnaire on Status of Inclusive Education in Schools checking teachers' comfort level is attached as Appendix- A.

**Table No. 3.2: Components and questions wise detail of Questionnaire on checking the Comfort level of teachers**

S. No.	Components	Question No.
1.	Understanding the teacher's comfort level in Inclusive Classroom	1
2.	Knowledge on Individualized Education Program	2 & 3
3.	Evaluation practices	4
4.	Awareness on pedagogical practices for Individuals with Disability	5, 6 & 7
5.	Motivational practices	8
6.	Understanding on teacher's Individual Growth and Development	9 & 10

Section-III consisted of ten questions to clarify the difficulties faced by the teachers at the elementary level, and the detailed description is given in Table No. 3.3. The Questionnaire on Status of Inclusive Education in Schools checking the difficulties faced by teachers is attached as Appendix- B.

**Table No. 3.3: Components and questions wise detail of Questionnaire on understanding the Difficulties faced by teachers**

S. No.	Components	Question No.
1.	Training and resources for making an inclusive school	1 & 2
2.	Knowledge on different subject teaching	3, 4, 5 & 8
3.	Assessment practices	6
4.	Classroom management	7, 9 & 10

### 3.1.6.2 Semi-structured Interview

This tool was constructed to study the efforts made by head teachers to ensure the implementation of Inclusive education and how much they cooperate in providing inclusive education. The tool consisted of eight questions categorized into groups of standard components to have a clear understanding and flow of information. A detailed description of the same is given in Table 3.4. The telephonic Semi-structured Interview Schedule on Status of Inclusive Education in the elementary schools of Gadarwara is attached as Appendix- C.

**Table No. 3.4: Components and questions wise detail of Semi-structured Interview for study the efforts made by head teachers**

S. No.	Components	Question No.
1.	Knowledge of resources for creating an inclusive environment	1 & 2
2.	Categories of students taught in school.	3
3.	Available audio-visual aids in school	4
4.	Training, workshops, seminars and induction programs related to inclusive education	5, 6 & 7
5.	Knowledge of facilities required for creating an inclusive environment	8

### 3.1.6.3 Information Schedule

An information schedule was constructed to know about the infrastructural facilities available in inclusive schools and study the status of infrastructural facilities and impediments (if any) faced by CWD in the school environment. The total number of Children with Special Needs to be admitted to that school. The information schedule consisted of two sections shown in Appendix- D.

Section-I required general information about the school, and the total number of CWSN admitted to a school.

- Name of the Inclusive Elementary School

Section-II required information on some CWSN at elementary level enrolled trained teachers for special education and infrastructural facilities available in the school. The list of infrastructure available for creating an inclusive environment is mentioned below:

- Trained teachers in B. Ed. (Special Education)
- Ramp facility
- Audio-visual aids
- Wheel Chair
- Inclusive washroom for girls
- Inclusive washroom for boys

### 3.1.7 Data Collection

The data was collected in April 2021. First, the researcher went to the District Education Office, where the officer permitted her to survey the government schools of Saikheda Block. Then, the list of principals of the government school of Saikheda Block, Gadarawara, Madhya Pradesh, was issued to the researcher with the permission letter to conduct a survey on the Status of Inclusive Education at Elementary Level in Gadarawara, Narsinghpur District. As the study was being conducted during the pandemic, all the data was collected telephonically or through online mode.

Semi-structured interview and Information schedule's data was collected through telephonic interview taken by the researcher. The questions were asked, and responses were filled. The Questionnaire was sent to the teachers of respective government schools, and they cooperated with the researcher in conducting her study. The answer to the Questionnaire was positive after DEO's permission letter was sent to them. It took almost four weeks to complete the whole process of data collection by the researcher.

### **3.1.8 Data Analysis**

Qualitative data were analyzed through content analysis and quantitative data through frequency and percentage analysis. The findings are present in Chapter 4.

**CHAPTER- IV**

**DATA ANALYSIS AND**

**INTERPRETATION**

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### Chapter- IV

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## CHAPTER- IV

### DATA ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter deals with the analysis and interpretation of data. Data analysis and interpretation is the procedure of assigning significance to the collected data or information, and it helps determine the conclusions, significance, and implications of the findings. After the collection of data, it is processed and analysed. Analysis of data comprises editing, coding, classification and tabulation of collecting the data. This chapter filters out all the unnecessary data and results in processed data or relevant information. Then, using the objectives of the study, the data is analysed and interpreted.

The data analysis of the present study deals with both the qualitative analysis of data and the quantitative analysis of data. Qualitative research is done through content analysis, and Quantitative analysis is done through frequency and percentage analysis. The present chapter is concerned with the analysis and interpretations of the data collected.

#### 4.1 Objective wise Data Analysis and Interpretation

The researcher has collected the information using a Questionnaire, Semi-structured Interview and Information schedule. The objectives of the study are pre-defined, and as per the objectives, the tools were made with respect to the ascertainment of the answers to the research questions. The tools are then subdivided into various components based on the questions asked and what is required to check the Status of Inclusive Education in Elementary schools.

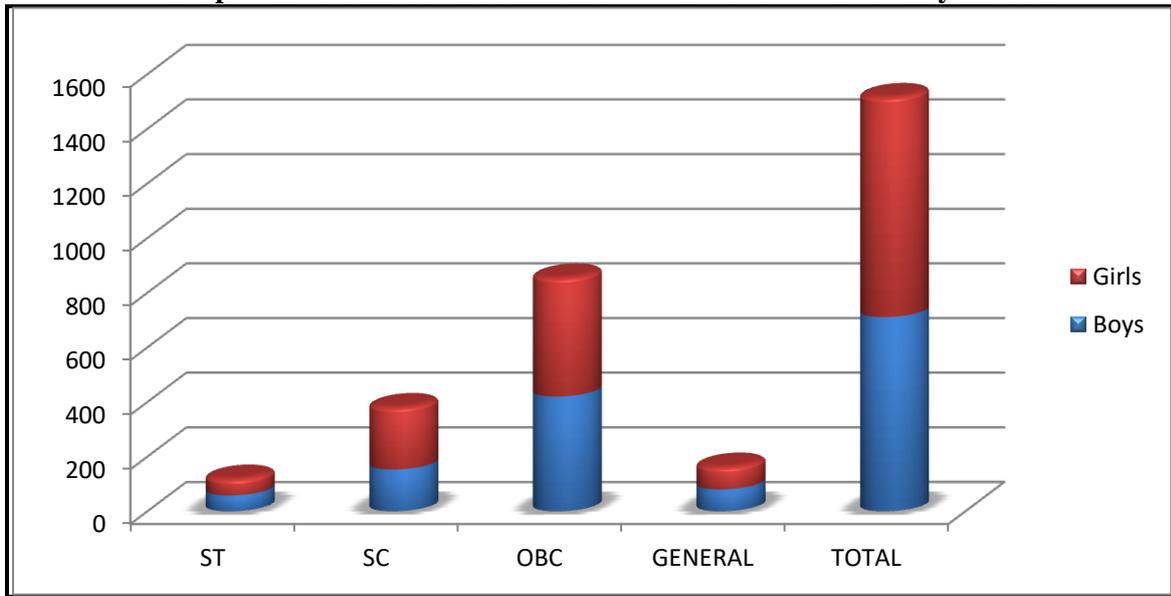
#### 4.2 Objective 1: To study the status of Inclusive Education at Elementary Level

The first objective of the present study was analysed using the frequency and percentage method. The data was collected from District Education Office, and it is tabulated below in Table No. 4.

**Table No. 4.1(A): School wise Status of Enrolment in Elementary Schools**

School wise Status of Enrolment in Elementary Schools										
SAIKHED A BLOCK	ST		SC		OBC		GENERAL		TOTAL	
30 Schools	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TOTAL	58	60	153	227	420	434	80	82	711	804
%	3.82	3.96	10.09	14.98	27.72	28.64	5.28	5.41	46.93	53.06

**Graph No. 4.1: School wise Status of Enrolment in Elementary Schools**

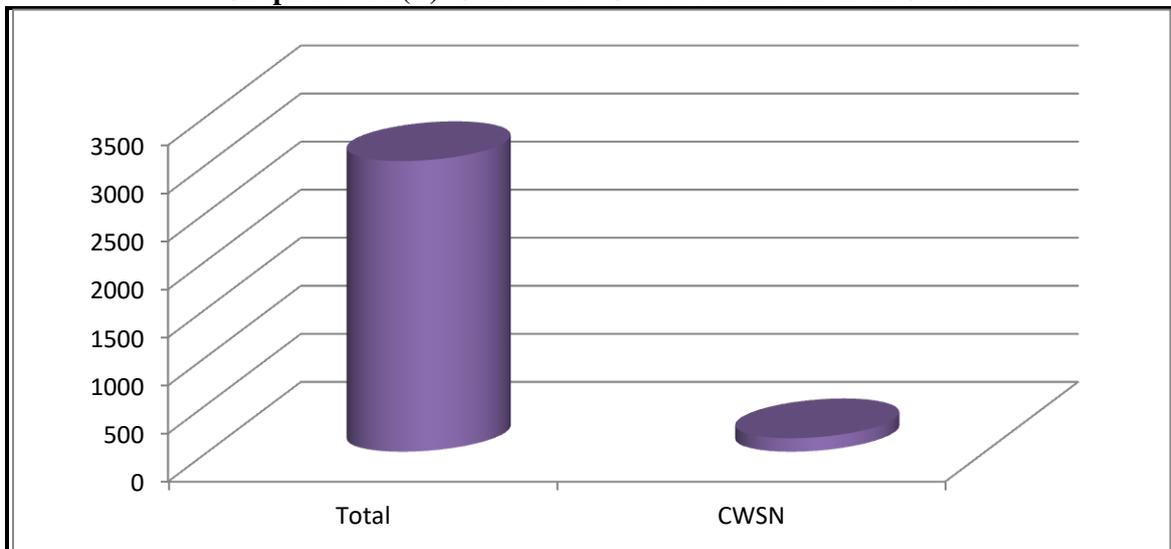


From Table No. 4.1 (A) and Graph No. 4.1 (A), it was observed that 7.79% of total students are ST, out of which 3.82% of students are boys, and 3.96% are girls. 25.08% of total students are SC, out of which 10.09% of students are boys, and 14.98% are girls. 56.37% of total students are OBC, out of which 27.72% of students are boys, and 28.64% of students are girls. 10.69% of total students are SC, out of which 5.28% of students are boys, and 5.41% are girls.

**Table No. 4.1(B): School wise Status of Enrolment in Schools**

Enrolled students	
TOTAL	CWSN
100%	4.60%

**Graph No. 4.1(B): School wise Status of Enrolment in Schools**



From Table No. 4.1 (B) and Graph No. (B), it was observed that 4.60% of Children with Special Needs are enrolled in government schools of Saikheda Block.

#### **4.3 Objective 2: To study the efforts made by headteachers to ensure the implementation of Inclusive education**

The second objective of the present study was analysed using content analysis and frequency and percentage method. To study the efforts made by headteachers to ensure the implementation of Inclusive education, the researcher has telephonically contacted all the headteachers of government school and asked them the desired question to take their interview. This objective is divided into six dimensions, and likewise, the data has been arranged.

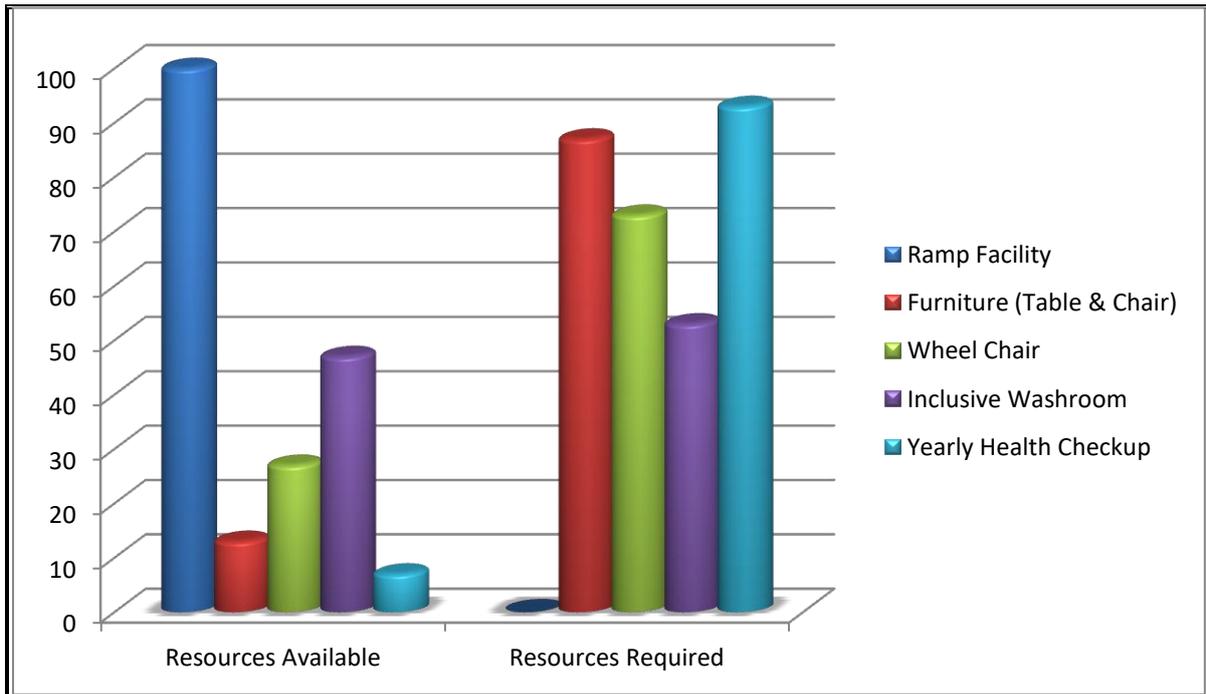
##### **4.3.1 Knowledge of resources for creating an inclusive environment**

The responses to the two questions are covered under this dimension which talks about the knowledge of headteachers with regards to the resources which are at present available and required in the school to make it an inclusive school. Responses to these questions, 'What are the resources you provide for creating an inclusive environment?' and 'What are the resources required to create an inclusive environment?' are analysed and tabulated below in Table No. 4.2.

**Table 4.2: Knowledge of resources headteachers have for creating an inclusive environment**

Resources Available			Resources Required		
Components	F	%	Components	F	%
Ramp Facility	15	100%	Ramp Facility	0	0%
Furniture (Table & Chair)	2	13%	Furniture (Table & Chair)	13	87%
Wheel Chair	4	27%	Wheel Chair	11	73%
Inclusive Washroom	7	47%	Inclusive Washroom	8	53%
Yearly Health Checkup	1	7%	Yearly Health Checkup	14	93%

**Graph No. 4.2: Knowledge of resources headteachers have for creating an inclusive environment**



From Table No. 4.2 and Graph No. 4.2, it can be observed that 100% of government schools have schools with ramp facilities available in their schools to make the inclusive school. Only 13% of government schools have a facility of table and chair in their schools for CWD and rest 87% government schools still need to require this facility and 27% of government schools have a wheelchair as their resources and remaining 73% require wheelchairs facility, to make their school inclusive. 47% of government schools have inclusive washrooms, and 53% need this facility in their school. In contrast, only 7% of government schools conduct yearly health checkups in their schools, and 93% of schools require this facility to make their schools inclusive.

In an interview, headteachers have told their efforts which make shows that they try their best to make their school an Inclusive school:

- All students sit together.
- All students sit on the floor except CWD.

#### **4.3.2 Categories of students taught in school**

This dimension covers one question, ‘What are the categories of students that can be taught in your school till elementary level?’ out of all the 21 categories of Individuals with Disability defined under PWD Act 2016 are analysed and shown in Table No. 4.3 and Table No. 4.4.

**Table No. 4.3: Categories of students taught in school**

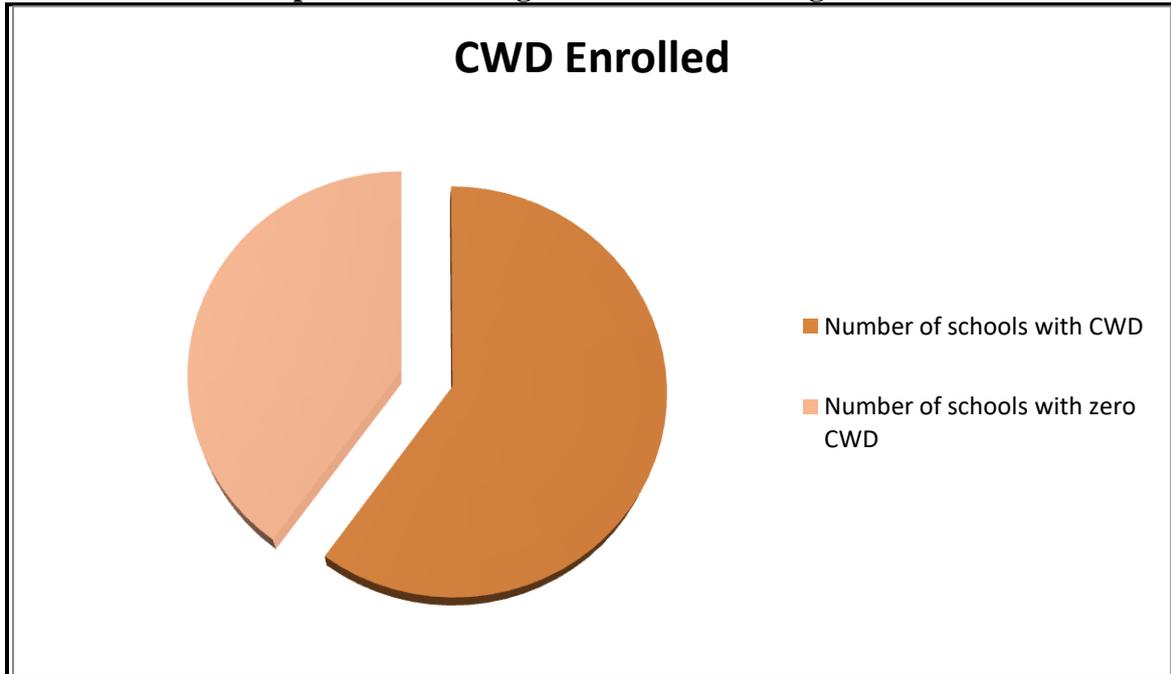
Types of Disabilities	
Components	F
1. Blindness	2
2. Low-vision	2
3. Leprosy Cured Persons / Hansen's disease	0
4. Hearing Impairment	0
5. Locomotor Disability	4
6. Dwarfism	0
7. Intellectual Disability / General Learning Disability / Mental Retardedness	1
8. Mental Illness	0
9. Autism Spectrum Disorder	0
10. Cerebral Palsy	0
11. Muscular Dystrophy	0
12. Chronic Neurological Conditions	0
13. Specific Learning Disabilities	0
14. Multiple Sclerosis	0
15. Speech and Language Disability	1
16. Thalassaemia	0
17. Haemophilia	0
18. Sickle Cell Disease	0
19. Multiple Disabilities including Deaf-blindness	1
20. Acid Attack Victims	0
21. Parkinson's disease	0

From Table No. 4.3, this can be observed from this table that out of 30 government schools following students with disability are enrolled in it, only two students have blindness, 2 have low vision, 4 have a locomotor disability, one is mentally retarded, 1 have speech and language disability, and 1 have multiple disabilities.

**Table No. 4.4: Categories of students taught in school**

Particulars	F	%
Number of schools with CWD	9	60%
Number of schools with zero CWD	6	40%

**Graph No. 4.3: Categories of students taught in school**



From Table No. 4.4 and Graph No. 4.3, it can be observed that only 60% of government schools are enrolled with CWD, and 40% of government schools are still enrolled with any CWD.

#### **4.3.3 Available audio-visual aids in school**

Under this dimension, one question is covered, ‘ What are the audio-visual aids that your school provides’ that talks about audio-visual aids in school premises for creating an inclusive environment. The data is analysed and shown in Table No. 4.5 and Table No. 4.6.

**Table No. 4.5: Available audio-visual aids in school**

Components	%
Embossed and Engraved blackboard	27%
Projector	40%

**Graph No. 4.4: Available audio-visual aids in school**

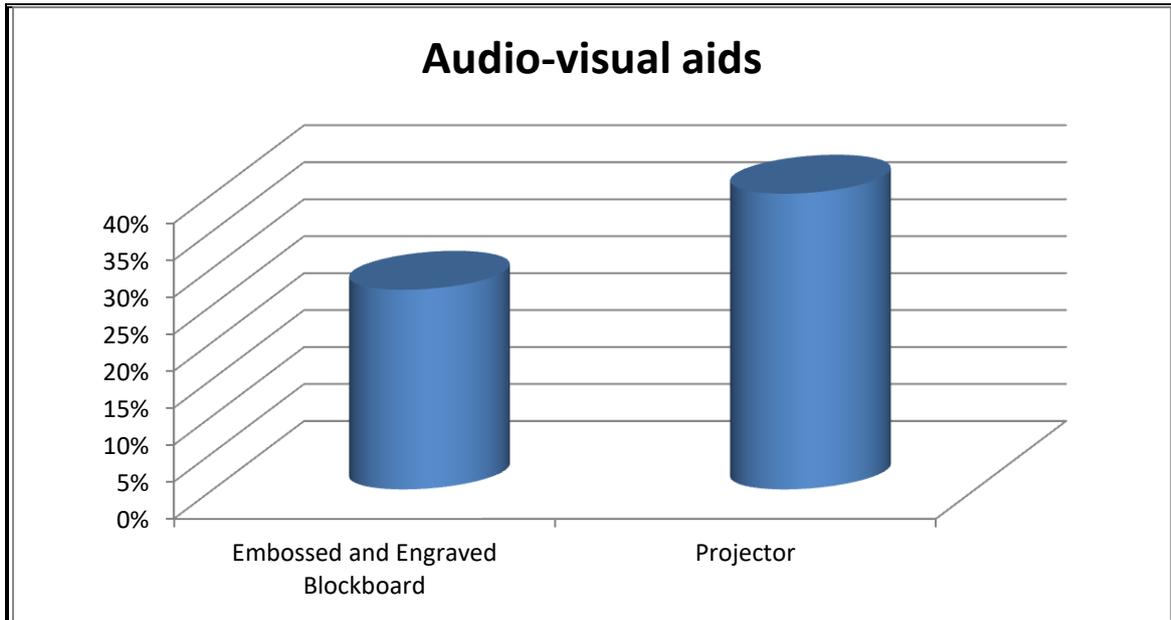
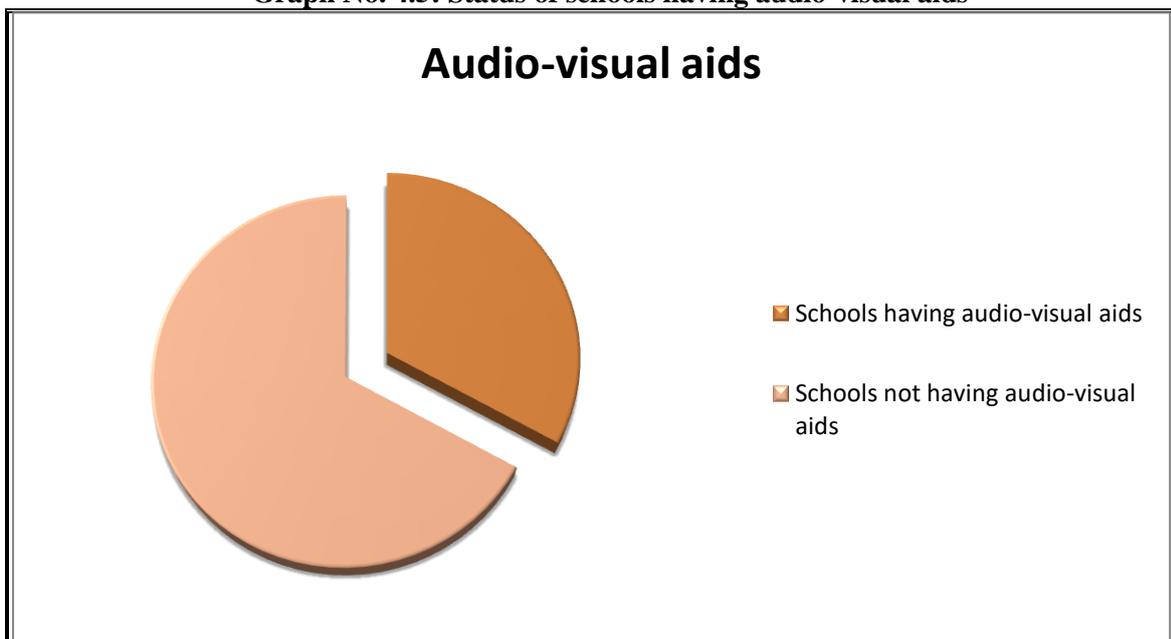


Table No. 4.5 and Graph No. 4.4 shows that 27% of schools have embossed and engraved blackboards, and 40% of schools have projectors as audio-visual aids to make their schools inclusive.

**Table No. 4.6: Status of schools having audio-visual aids**

Particulars	%
Schools having audio-visual aids	33%
Schools not having audio-visual aids	67%

**Graph No. 4.5: Status of schools having audio-visual aids**



From Table No. 4.6 and Graph No. 4.5, this can be observed that 33% of schools have audio-visual aids, and 67% of schools do not have audio-visual aids to make their schools inclusive.

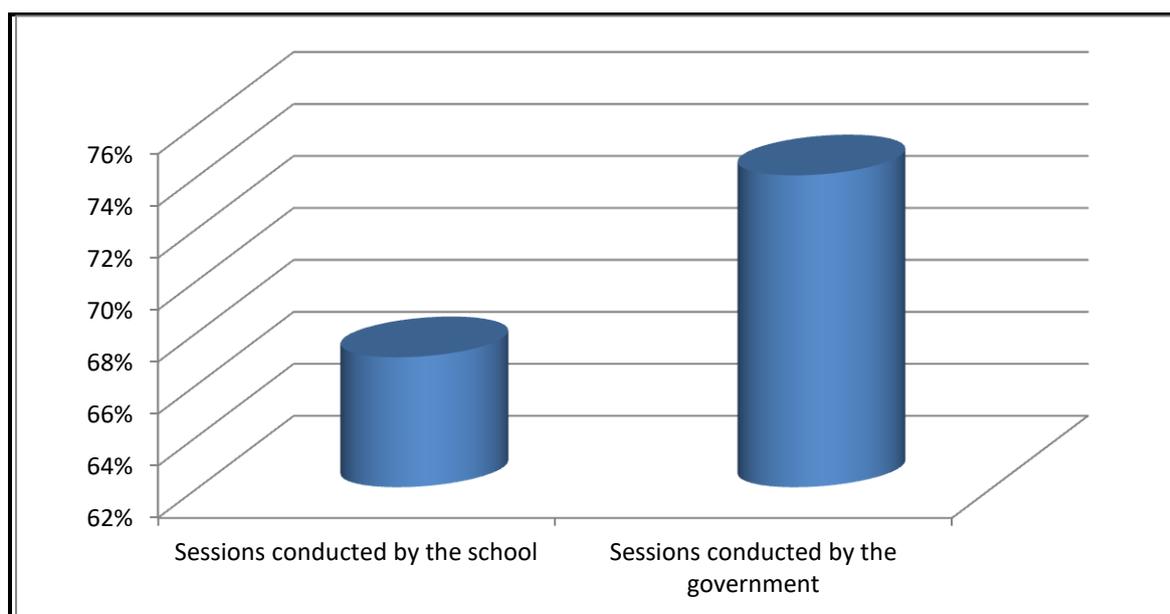
#### 4.3.4 Trainings, workshops, seminars and induction programs related to inclusive education

The responses to the three questions are covered under this dimension, which talks about headteachers' knowledge about the Trainings, workshops, seminars and induction programs that are at present available and required in the school to make it an inclusive school. Responses to these questions, 'What kind of facilities do you provide to your teachers?', 'How many trainings, workshops, seminars and induction program have your staff attended related to inclusive education at elementary level?' and 'How many trainings, workshops, seminars and induction program have your school administration conducted, related to inclusive education at the elementary level?' are analysed and tabulated below in Table No. 4.7.

**Table No. 4.7: Training, workshops, seminars and induction programs related to inclusive education**

Particulars	Frequency	Percentage
Sessions conducted by the school	10	67%
Sessions conducted by government	11	74%

**Graph No. 4.6: Training, workshops, seminars and induction programs related to inclusive education**



From Table No. 4.7 and Graph No. 4.6, it can be observed that 67% of government schools headteachers conduct a session for their school staff with regards to spreading the awareness

on inclusive education and in 74% of government schools, sessions are conducted through some external source to spread the awareness on inclusive education.

In the interview, headteachers have told their efforts which make shows that they try their best to make their school an Inclusive school:

- ❑ The coordinator from BRC visits the school frequently, and advice to the teachers are given.
- ❑ No teachers are available in such schools for CWD. 1 MRC is allotted in every cluster that visits yearly and trains them.

#### 4.3.5 Knowledge of facilities required for creating an inclusive environment

Under this dimension, all the headteachers rated their schools as per the appropriateness of their school's infrastructural facilities out of 10. The analysis and tabulated form is shown in Table No. 4.8.

**Table No. 4.8: Rate institutes infrastructural facilities are for having an inclusive school**

Particulars	%
Average of all the ratings out of 100	68.30%

From Table No. 4.8 it was observed that the average rating percentage given to the schools by their headteachers based on available infrastructural facilities for providing inclusive education was 68.3%.

#### 4.4 Objective 3: To study the infrastructural facilities available for inclusive education in schools

**Table No. 4.9: Infrastructural facilities available for inclusive education in schools**

Components	Number	%
Trained teachers in B. Ed. (Special Education)	1 MRC is allotted for every cluster.	
Ramp facility	30	100%
Audio-visual aids	10	33%
Wheel Chair	8	27%
Inclusive washroom for girls	2	7%
Inclusive washroom for boys	2	7%
Inclusive washroom (common)	14	47%

From Table No. 4.9, we can observe that 100% of schools have ramp facility, 33% of schools have audio and visual aids available, 40% of schools have a facility of a wheelchair, 7% of schools have Inclusive washroom for girls and 7% of schools have Inclusive washroom for boys, and 47% of schools have common Inclusive washrooms.

#### 4.5 Objective 4: To study how comfortable CWD are in a school environment.

This objective is discussed hereto study how comfortable CWD are in a school environment from the headteachers perspective. To find the answer to this sub-question, the principal was asked to respond to Question No 3, “What are the categories of students that can be taught in your school till elementary level?” of the Interview Schedule for principals to know the barriers experienced by them in implementing the inclusive education in elementary schools. Their responses were analysed, and the same has been listed as under:

- ❑ CWD in Inclusive schools slows down the process of learning, which makes them uncomfortable.
- ❑ The headteacher believes that such students should not be taught in school after elementary school because of a lack of resources.
- ❑ A child after 8<sup>th</sup> std drops out of the school because of lack of facilities. Utmost till 10<sup>th</sup> std, the CWD is taught.
- ❑ CWD from EWS could not afford the requirements of their kids.
- ❑ Parents are not aware of government policies that lead to their dropout. They do get funds from the government, but due to a lack of knowledge and guidance, the required resources can't be used.
- ❑ Few teachers are not in favour of inclusive education. Therefore, special schools should be made for CWD.
- ❑ Boarding schools should be made, and hostel facilities must be a mandate for teaching CWD.

#### 4.6 Objective 5: To study how comfortable teachers are in a school environment.

##### 4.6.1 Understanding the teachers comfort level in Inclusive Classroom

**Table No. 4.10: Understanding the teachers comfort level in Inclusive Classroom**

Particulars	YES	NO
1. Are you comfortable in an inclusive classroom?	112 (98.40%)	2 (1.60%)

**Graph No. 4.7: Understanding the teachers comfort level in Inclusive Classroom**

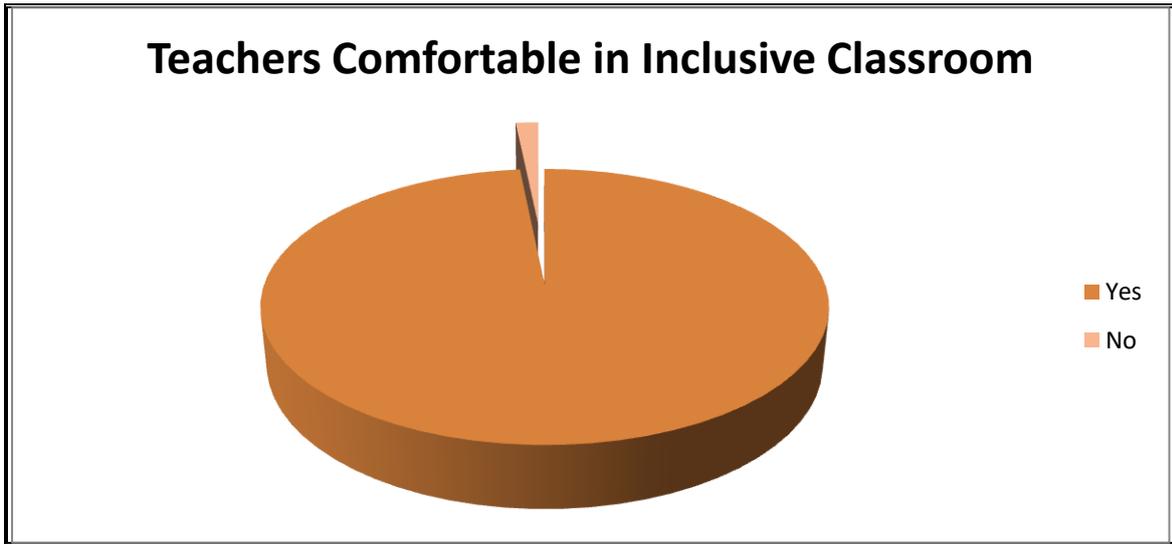


Table No. 4.10 and Graph No. 4.6, shows that only 98.40% of teachers said yes that they are comfortable in an inclusive classroom, and 1.60% of teachers said they are not comfortable.

#### 4.6.2 Knowledge on Individualised Education Program

**Table No. 4.11: Knowledge on Individualised Education Program**

Particulars	YES	NO
2. Do you find discomfort in developing an Individualised Education Program?	31 (25%)	93 (75%)
3. Are you comfortable in learning Individualized Education Program?	111 (89.5%)	13 (10.5%)

**Graph No. 4.8: Knowledge on Individualised Education Program**

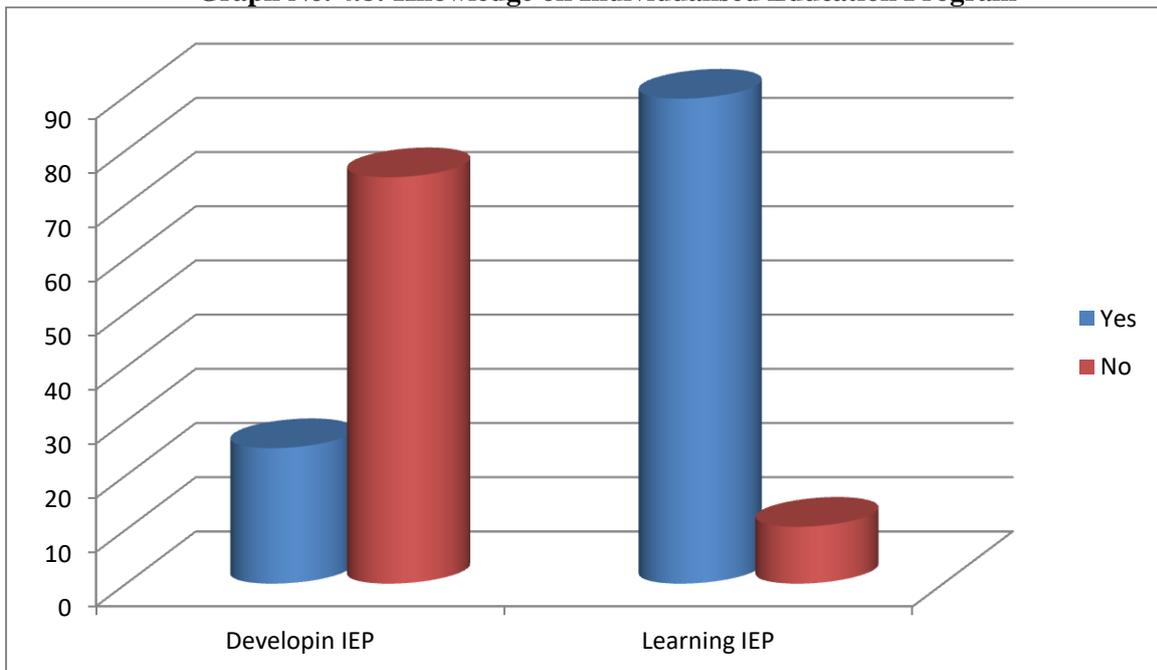


Table No. 4.11 and Graph No. 4.7, shows that only 25% of teachers are comfortable developing Individualised Education Program whereas 75% of teachers are not comfortable developing Individualised Education Program. And 89.5% of teachers are ready to learn Individualised Education Program and 10.5% are not prepared to learn Individualised Education Program.

#### 4.6.3 Evaluation practices

**Table No. 4.12: Evaluation practices**

Particulars	YES	NO
4. Are you comfortable in evaluating them all together without being biased or partial?	118 (95.2%)	6 (4.8%)

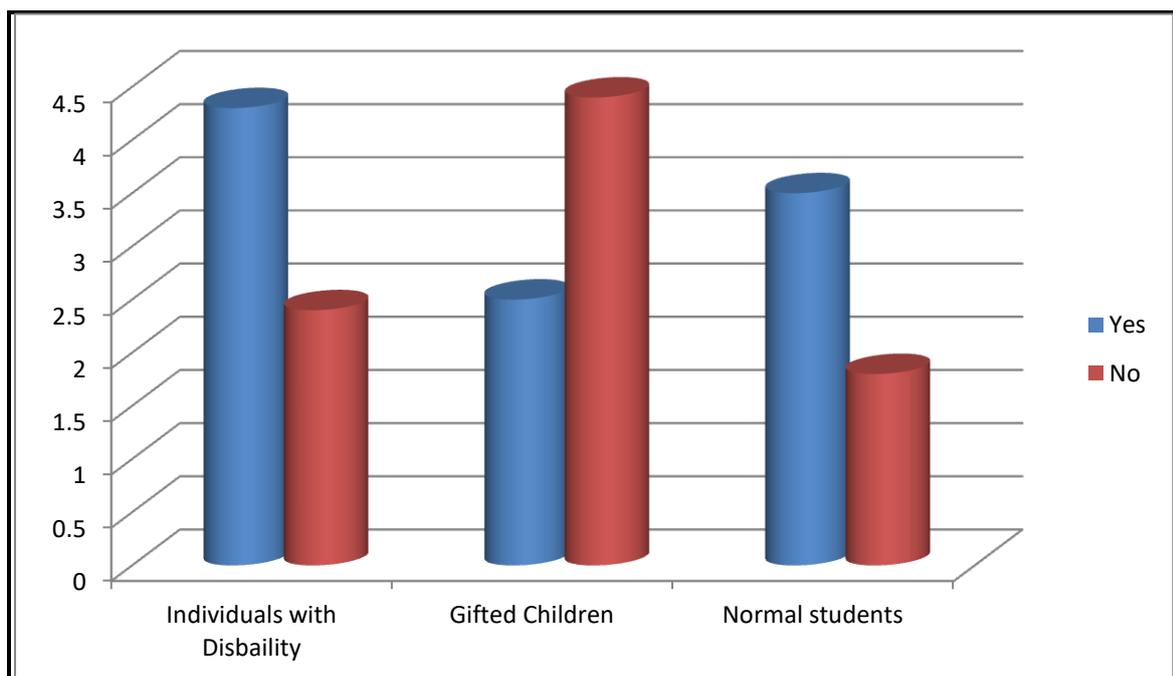
From Table 4.12, it can be concluded that 95.2% of teachers are comfortable in evaluating Inclusive schools, and 4.8% of teachers are not comfortable evaluating Inclusive schools.

#### 4.6.4 Awareness of pedagogical practices for Individuals with Disability

**Table No. 4.13: Awareness of pedagogical practices for Individuals with Disability**

Particulars	YES	NO
5. Are you comfortable in adapting new pedagogical practices for Individuals with Disability?	114 (91.9%)	10 (8.1%)
6. Are you comfortable in adapting new pedagogical practices for Gifted Children?	117 (94.4%)	7 (5.6%)
7. Are you comfortable in adapting new pedagogical practices for normal students in an inclusive classroom?	120 (96.8%)	4 (3.2%)

**Graph No. 4.9: Awareness of pedagogical practices for Individuals with Disability**



From table No. 4.13 and Graph No. 4.8, it can be observed that 96.8% of teachers are comfortable adapting new pedagogical practices for Individuals with Disability, and only 3.2% of teachers are not comfortable adapting new pedagogical practices for Individuals with Disability. Furthermore, 94.4% of teachers are comfortable adopting new pedagogical practices for Gifted Children, and 5.6% of teachers are not comfortable adapting new pedagogical practices for Gifted Children. Finally, 91.9% of teachers are comfortable adopting new pedagogical practices for normal students in an inclusive classroom, and 8.1% of teachers are not comfortable adapting new pedagogical practices for normal students in inclusive classrooms.

#### 4.6.5 Motivational Practices

**Table No. 4.14: Motivational Practices**

Particulars	YES	NO
8. Do you find discomfort in motivating CWSN in an inclusive environment?	33 (26.6%)	91 (73.4%)

**Table No. 4.10: Motivational Practices**



From table No. 4.14 and Graph No. 4.9, it can be observed that only 26.6% of teachers are comfortable, motivating CWSN in an inclusive environment, and 73.4% of teachers are not comfortable motivating CWSN in an inclusive environment.

#### 4.6.6 Understanding on teacher's Individual Growth and Development

**Table No. 4.15: Understanding on teacher's Individual Growth and Development**

Particulars	YES	NO
9. Do you find the inclusive environment more stressful as compared to mainstream schooling?	66 (53.2%)	58 (46.8%)
10. Does an inclusive environment help in your individual growth?	90 (72.6%)	34 (27.4%)

Table No. 4.15 shows that 53.2% of teachers find an inclusive environment more stressful than mainstream schooling, and 46.8% of teachers do not see the inclusive environment as more stressful than mainstream schooling. In addition, 72.6% of teachers say that an inclusive climate help in their individual growth and 27.4% of teachers say that an inclusive environment does not help in their individual growth.

#### 4.6.7 Training and resources for making an inclusive school

**Table No. 4.16: Difficulties in acquiring training and resources for creating an inclusive school**

Particulars	YES	NO
1. Do you have enough training in order to implement inclusion successfully at the elementary level?	40 (32.25%)	84 (67.74%)
2. Do you have enough resources in order to have an inclusive environment in schools at the elementary level?	19 (15.32%)	105 (84.68%)

From Table No. 4.15, it was observed that 32.25% of teachers responded that they do have enough training in order to implement inclusion successfully at the elementary level and the rest, 67.74%, responded negatively to this question. 15.32% of teachers responded that they have enough resources in order to have an inclusive environment in schools at the elementary level, and 84.8% of teachers responded negatively to this question.

#### 4.6.8 Knowledge on different subject teaching

**Table No. 4.17: Knowledge on different subject teaching**

Particulars	YES	NO
3. Is language teaching a hurdle in inclusive school?	114 (91.9%)	10 (8.1%)
4. Is Mathematics teaching a hurdle in inclusive school?	95 (76.61%)	29 (23.3%)
5. Do you find it difficult to teach science in the inclusive classroom at the elementary level?	71 (57.25%)	53 (42.75%)
8. Do you face linguistic problem during classroom teaching?	123 (99.9%)	1 (0.80%)

Table No. 4.16 observed that for 9.9% of teachers, language teaching is not a hurdle in an inclusive school, whereas, for 8.1% of teachers, it is a hurdle. For 76.61% of teachers, mathematics teaching is not a hurdle in an inclusive school, whereas it is a hurdle for 23.39% of teachers. For 57.25% of teachers, it difficult to teach science in the inclusive classroom at an elementary level, whereas for 42.75% of teachers, it is not difficult. 99.9% of teachers do

not face linguistic problem during the classroom, whereas 0.80% of teachers face this problem.

#### 4.6.9 Assessment practices

**Table No. 4.18: Assessment practices**

Particulars	YES	NO
6. Do you find classroom assessment difficult during an inclusive environment in a class?	5 (4.03%)	119 (95.97%)

From table No. 4.17, it was observed that only 4.03% of teachers find classroom assessment difficult during an inclusive environment in a class, whereas 95.97% of teachers don't find it difficult.

#### 4.6.10 Classroom management

**Table No. 4.19: Classroom Management**

Particulars	YES	NO
7. Is grouping and seating management a barrier a difficulty for you?	9 (7.26%)	115 (92.74%)
9. Is classroom management (discipline) a problem in inclusive school?	0	124 (100%)
10. Is classroom management (attendance) a problem in inclusive school?	37 (29.83%)	87 (70.16%)

Table No. 4.18 observed that 92.74% of teachers find grouping and seating management a barrier, and 7.26% don't look at it as a barrier. 100% of teachers don't see classroom management (discipline) as a problem in an inclusive school. For 29.83% of teachers, classroom management (attendance) is a problem in an inclusive school, and 70.16% don't find it a barrier.

## **CHAPTER- V**

# **FINDINGS AND DISCUSSIONS**

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## **CHAPTER- V**

### **FINDINGS AND DISCUSSIONS**

#### **5.0 Introduction**

This chapter focuses on the Findings and Discussions part. After Data Analysis and Data Interpretation, the researcher focuses on the findings part, though, after every analysis, interpretations wherever necessary. An attempt has been made in this chapter to highlight the findings and discussing the results in the light of the available literature related to the present research. Therefore, this chapter refers to the totality of the outcome rather than focusing on the suggestion or recommendations part.

#### **5.1 Findings based on the study to know the status of Inclusive Education at Elementary Level.**

- ❑ From the present study, it was observed that not many people are aware of the term 'Inclusive Education' though they were aware of the concept when explained by the researcher.
- ❑ It was also found out that only 4.60% of students are only registered as CWD in school, 7.79% are ST, 25.08% are SC, and 56.37% are OBC with general students in government schools.
- ❑ The enrolment of ST students is significantly less as compared to other category students.
- ❑ The rate of enrolment of girls in such schools is higher than boys in every category.
- ❑ It was found out that in some schools, CWD students are enrolled, but they have never attended the schools.
- ❑ Due to lack of resources in school premises dropout rate of such students is very high.
- ❑ The dropout rate is also high because students from EWS can not afford the studies of their children.
- ❑ Few head teachers of government school are still not in favour of inclusive education as, per them, CWD belongs to special schools.
- ❑ There are 40% of government schools in which not even a single CWD is admitted.

## **5.2 Findings based on the efforts made by headteachers to ensure implementation of Inclusive education.**

- It was found out that headteachers don't have enough knowledge about Inclusive education. They were especially not aware of the terminology.
- Lack of support from management for providing infrastructure for children with sensory and locomotor impairment, recruiting resource/special teachers, providing training, etc
- Headteachers are aware of the needs of CWD resources; still, proper resources are not made available in government schools except the ramp facility.
- 13% of government schools have the facility of bench and desk for CWD, and 27% of schools have a wheelchair for them to sit. Headteachers make this available by asking for it from village Panchayat.
- 7% of schools conduct yearly health check-up in their schools.
- Primarily children who are visually impaired and locomotor disability are enrolled in government schools.
- Lack of teacher training.
- 67% of headteachers conduct in-school sessions and induction programs for their teachers to make them aware of inclusive education.
- 74% of headteachers cooperate with the government and send their staff members to attend workshops and conferences, seminars on inclusive education.
- Based on available infrastructural facilities for providing inclusive education, Headteachers have found their schools 68.3% equipped with resources for Inclusive school.
- No training is given to teachers for dealing with CWD, 1 MRC is allotted to every cluster, but they only visit twice a year.

## **.3 Findings based on the study to know the infrastructural facilities available for inclusive education in schools.**

- It was found out that only 33% of government schools have audio-visual aids available in their schools.
- 7% of government schools have a wheelchair for CWD to sit.
- 7% of schools have Inclusive washroom for girls and boys separately.
- Only 47 % of schools have Inclusive washrooms available on government school premises, and the rest of schools don't even have Inclusive washroom.

- ❑ 100% ramp facility is available in all the government schools.

#### **.4 Findings based on the study to know how comfortable CWD are in a school environment.**

- ❑ Lack of amenities makes CWD studies difficult in government schools.
- ❑ CWD belonging from EWS could not afford their day to day expenses, so either they don't take admission or turn out as drop out.
- ❑ The attendance of CWD in inclusive government school is meagre.
- ❑ Lack of parental support is also there.
- ❑ Improper training and awareness towards inclusive education to teachers and parents also make CWD uncomfortable in the school environment.
- ❑ Special schools are made for such children. Headteachers believe this.

#### **.5 Findings based on the study to know the how comfortable teachers are in a school environment.**

- ❑ 98.40% of teachers are comfortable in teaching in an inclusive school environment
- ❑ 89.5% of teachers are ready to learn IEP for teaching CWD, and 25% are ready to develop new IEP.
- ❑ 95.2% of teachers are comfortable evaluating an inclusive school without being biased or partial towards any student.
- ❑ Between 90 to 95% of teachers are ready to adopt new pedagogical practices for government schools and teaching in an inclusive environment.
- ❑ Teachers find it difficult to motivated children when studying in an inclusive school.
- ❑ 53.2% of teachers think that teaching in an inclusive environment increases their stress level.
- ❑ 72.6% of teachers say that it helps in their individual growth and development.
- ❑ 15.32% of teachers find an implementation of inclusive education is complex because of a lack of resources.
- ❑ 32.25% of teachers responded that they do have enough training to implement inclusion successfully at the elementary level.
- ❑ 90 to 99% of teachers don't face language teaching or linguistics difficulties while teaching in an inclusive classroom.
- ❑ 57.25% & 76.61% of teachers find science teaching and mathematics teaching difficult in an inclusive classroom, respectively.

- ❑ 90 % to 95% of teachers find that the classroom assessment and grouping and seating arrangement are tricky.
- ❑ Classroom management is a problem when it comes to taking or getting attendance of CWD.

## **5.6 Discussion**

The researcher has observed that more girls are enrolled in government schools than boys till elementary level. The status of Inclusive education includes in it all category of students, sharing the same platform for learning and enjoying equity. Students enrolled in ST, General, SC and OBC category is more as shown in their respective order. As compared to National enrolment of girls and boys in all categories, the enrolment of boys is more than girls. The results found in the study vary from the national trend. The studies like such too have found out the same trend as national trend. According to my perception total number of girls and boys enrolled in school should be more than the students enrolled in higher secondary schools. The schools present in a rural area are backward in implementing inclusive education properly because of the lack of awareness about this concept of inclusive education whereas government schools present in urban area have a better response than the schools present in a rural area.

More than 50% of government school staff, including their headteachers, are not aware of the term called 'Inclusive education. They are aware of the concept but not the terminologies because proper awareness programs or trainings are not conducted for them by the government. Head teachers play very important role in implementing the concept of inclusive education in government schools, studies conducted in India also says that head teachers are aware of this concept. Thus the findings of this study follows the trend with other studies in regards to the awareness and proper implementation of inclusive education. Efforts made by head teachers are consistent but due to lack of training and availability of inadequate resources they are not able to perform their duties well. Some headteachers are still not favouring inclusive education, i.e. teaching normal students and CWD together.

Infrastructural facilities in inclusive education comprise one major facility in every school, i.e. Ramp facility and all the government schools have this facility available. Audio-visual aids and other inclusive classroom resources, still acts as a barrier in creating an inclusive environment. The findings found in this study follows the national trend of inadequate availability of resources in inclusive classroom. Without proper infrastructural facilities,

CWD won't be able to study correctl. Inadequate availability of resources is also one reason behind less enrolment of CWD and increase in dropout rate of CWD in government schools. The findings of this study from head eachers perspective is that the CWD are not very comfortable in government inclusive schools. Students with Disability are enrolled in schools but due to lack of resources they turn out to be a dropout. For such students Home Based Education is there but there is no implementation of such rules in government schools till elementary level. MRCs are allotted in every cluster for training the teachers and spreading the awareness if importance of inclusive eduction but not all the schools get this facility especially government schools located in rural area. Drop out rate of CWD in government schools is more after the elementary level as the schools are not equipped with enough resources for CWD in terms of infrastructural facilities, teaching and learning methodologies adopted by teachers, audio-visual aids and lack of training to teachers and parents. However, normal students these days accept and understand the concept of inclusive education. And they learn to learn together in an inclusive environment with all categories of students present in the classroom which leads to their holistic development. Lack of parental support and awareness of parents about inclusive education also affects CWD comfort level. Family support is a must. It acts as excellent motivation to the students who are involved in inclusive education.

Most of the teachers feel comfortable in the inclusive school environment, whether we talk about their teaching or evaluating or adapting new pedagogical practices regarding inclusive education. Individualized Education programs are also a hurdle for few teachers who don't feel comfortable when it comes to developing one. More than 90% of teachers don't feel the language as a barrier in teaching and classroom assessment in an inclusive classroom. Classroom management (grouping and seating arrangement) is a problem faced by teachers regarding inclusive schools and inclusive classrooms. In RRL as well teachers with no training were found ineffective in creating an inclusive environment and those who were given training brought difference in classroom. The present study has also followed the tend where teachers are ready to learn IEP and feel comfortable in inclusive environment. Teachers find themselves comfortable and but incompetent when they are in inclusive classroom.

## **CHAPTER- VI**

### **SUMMARY AND CONCLUSION**

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## CHAPTER- VI

### SUMMARY AND CONCLUSION

#### 6.0 Introduction

Every individual on this planet has the right to be educated and competent regardless of their *disabilities, impairments, and handicapped*. Inclusion has been a very debatable concept from the moment it was introduced, historically it was initiated in special education, but after **RTE Act, 2009**, Free and Compulsory Education for all children from the age of *6 to 14 years* was provided. Then **RPWD Act 2016** “promoted and protected the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political. It applies to government, non-government and private organizations”.

This study is an *attempt* to study the status and understand implications of government *Policies and Programs* in the field of Inclusive Education in terms of Infrastructural facilities, to study the efforts made by headteachers to ensure implementation of Inclusive education and how comfortable students and teachers are in that environment at the elementary level.

#### 6.1 Education

Education is an internal – out continuous process that is never-ending in nature. It is an enlightening experience that comes from within. And is also considered an art of life. The major part of education is schooling. Its main purpose is to make a good citizen (independent and responsible) of the nation irrelevant of their impairments, disabilities, and being handicapped so that they can contribute to the growth and development of the nation. An Educated person is supposed to be competent and proficient in his/her Skills, Knowledge and Abilities.

#### 6.2 Elementary Education

Elementary Education includes students between 3 to 14 years of age group. It is divided into two sections- Primary, i.e. Standard I to V and Upper Primary, i.e. Standard VI to VIII.

Elementary Level is a stage where a kid builds up a *strong foundation*. Hence, more emphasis should be given to building the fundamentals of the children. At this level, kids' commitment towards learning and developing is more. They adapt to the changing environment quickly, which allows them to be more cooperative and understanding.

#### 6.3 Inclusive Education

Inclusive education is not a reform of special education but an approach that facilitates the public education system to meet the needs of the *changing society*. *Inclusive education is for*

*everyone*, this kind of concept is introduced for women (or girl child), acid attack survivors, students from backward areas, all students irrespective of their castes (SC, ST, OBC and Minorities), all the dropouts, students for learning or other disabilities, students who are gifted and talented, students infected or affected with HIV, students with social, emotional or behavioural disabilities, ESL (English for speakers of other languages) and last but not the minor students belonging to LGBTQ.

### **6.3.1 Inclusive Education in India**

Inclusive education in India is at its fourth stage, i.e. *Inclusion*. Inclusion allows students enough opportunities to grow and develop their *skills, knowledge, and abilities* to become competent with this world's daily-changing demand and challenges. The government has taken many initiatives to give a *mixed experience* to both *normal students* and *special students* to be more successful in social interactions leading them to further success in life which is very effective for all students.

### **6.3.2 Historical Background of Inclusive Education**

Earlier education was categorized majorly in two *separate parts*: **general or normal education and special education**. It was believed that children with special needs should be taught separately. Still, this concept failed to bridge the *gap between normal students and students with disabilities in the education system* and nor had reached the goal of "education for all" across the country. This resulted in inclusion which means welcoming all children without discrimination in normal schools or mainstream schools.

#### **6.3.2.1 General Education**

General education is the standard curriculum and teaching and learning techniques presented without unique teaching methods or supports.

#### **6.3.2.2 Special Education**

Special Education is specially designed instruction that is individualized to meet exceptional students' unique or particular educational and related needs.

- ❑ Individual Differences
- ❑ Disabilities
- ❑ Special Needs

### **6.3.3 Present Status of Inclusion Education**

There had been four phases of the Education System for Children with Disability till now:

1. Exclusion of Children with Special Needs

2. Segregation of Children with Special Needs
3. Integration of Children with Special Needs
4. Inclusion - (**Present Stage in India**)

#### **6.4 Policy Support**

##### **The Kothari Commission (1964)**

The Kothari Commission 1964 was named after its Chairman, D.S Kothari. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944 and again in 1964 by the Kothari Commission (Julka, 2005). But the implementation was slow.

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

The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence". It focused on the need for integrating children with special needs with other groups.

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

Parliament passed the said act in 1992. This act makes it mandatory for every special teacher to be registered by the council and lays down that every child with a disability had the right to be taught by a qualified teacher. Its objectives were to provide standardized training for professionals dealing with Persons with Disability and regulate these standards in Teacher Education Institutes. It also promoted research programs in this area.

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

According to this act Person with a Disability means a person suffering from not less than 40% of any disability as certified by medical authority. Disabilities like- Mental retardedness, Mental illness, Blindness, Low Vision, Hearing disability, Speech disability and Locomotor disability were included under this act.

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

Under this act, too many new schemes and programmes were initiated to better a person with a disability. And one of them was Disha- Early intervention and school readiness scheme for 0 to 10 years of children.

##### **Sarva Shiksha Abhiyan (2002)**

Sarva Shiksha Abhiyan (2002) is a centrally sponsored integrated flagship **scheme** launched by the Central government of India in the year 2001-2002, which the government of India introduced to Universalize Elementary Education and make free and compulsory education to

the children of 6 – 14 years of age group. The three main dimensions of SSA are access, enrolment and retention. The majorly focused groups under Sarva Shiksha Abhiyan are Girls, SC and ST children, CWSN, Urban deprived children and children in difficult circumstances.

### **Right of Children to Free and Compulsory Education Act or Right To Education Act (2009)**

To provide legal stability to SSA after looking at its success, the Government of India introduced the new constitutional act called the Right to Education Act (2009), making free and compulsory elementary education a fundamental right for every child in the age group of 6 – 14 years.

### **Right to Persons with Disability (2016)**

The number of recognized disability conditions has been increased from seven to twenty-one in the RPWD Act 2016. Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Locomotor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological Conditions, Specific Learning Disabilities, Multiple Sclerosis, Speech and Language disability, Thalassaemia, Hemophilia, Sickle Cell Disease, Multiple Disabilities including deaf-blindness, Acid Attack victim and Parkinson's disease.

### **National Education Policy (2020)**

This National Education Policy talks about *Equitable and Inclusive Education: Learning for All* where it recognizes high dropout rates among socioeconomic strata and vulnerable minorities. In addition, it talks about giving an equal number of opportunities to the *Children with Special Needs (CWSN), also called DIVYANG*.

## **6.5 Characteristics of Inclusive Environment**

- Breaking down barriers
- Equality and non-discrimination
- Reasonable accommodation
- Accessibility
- Freedom

## **6.6 Role of Education in bringing Inclusivity**

- Socialization
- Social Acceptance
- Social Awareness
- Togetherness

- Equality and Equity

### **6.7 Implications of Review on the present study**

From the available studies, it was observed that the majority of the studies had focused following areas or variables, 'attitude of headmaster, teachers and parents, approaches and concepts required in an inclusive school, social inclusion and their acceptance, educational practices practised for students with disability, stages from segregation to inclusion, the status of inclusive education and trends and practices in inclusive education, challenges faced by CWSN and Intrinsic Motivation and Self Esteem as a factor affecting inclusion. However, the status of teachers, comfortness of CWD and teachers areas or variables still need to be further explored.

The major studies conducted in this areas are quantitative, but qualitative studies have also been conducted. The approach used to know the attitude of teachers or parents, or students have been done using descriptive survey research method. The rest of the studies are conducted to get conceptual clarity. For example, Devi Poonam (2019), "Teaching efficacy knowledge and attitude of pre-service and in-service teachers towards inclusive education", Das Ajay (et al.) (2013), "Inclusive Education in India: Are the Teachers Prepared?", Nizeyimana Pamela (2016), "Impact of Inclusive Education to Children with Special Needs An Educational Survey in Selected Inclusive Primary Schools of Uganda", and Kaul Pallavi (2015), "A study of Status of Inclusion of Children with Special Needs at the Elementary School Level" etc. have used this technique.

The findings of the existing studies do not conclusively bring out any significant understanding in this area as far as the realization of the goals of inclusive education is concerned. The studies conducted so far states the present scenario of Inclusive Education in our society (both globally and nationally) but not every aspect of inclusive education has been considered collectively in any study. Hence, which doesn't result in showing a significant and actual scenario of Inclusive education in India. The current status of CWD and the inclusive schools in reports and researches at both elementary and secondary level have been actualized. The government of India has implemented many policies and programs for the upliftment of CWD and made free and compulsory education for children 6 – 14 years of age. After which, the concept of Inclusive Education came into force, but all this have succeeded only to an extent. The government is putting efforts to bring Social inclusion to make us understand its importance and meaning. And therefore, there is a need to carry out further studies in those directions.

We can say that neither the positive attitude of society nor their acceptance towards CWD nor different teaching methodologies and curriculum can make the concept of inclusion successful. Still, it is required to understand and accept that every child is equal and every child has equal rights to study, also for which mainstream schooling has to come in force. Moreover, bringing every child under the same roof will lead to the holistic development of every child.

As far as the methodology is concerned, the researchers have chosen either a case study or a survey method and sometimes experimental research. So for conducting this study, the researcher will be conducting survey research. And for checking, analyses used tools like information schedule, questionnaire and structured or semi-structured interviews. Therefore the researcher will also be constructing such tools and techniques to explore these areas.

Based on the above observation in the present study, the investigator has considered the need to know the status of Inclusive Education, efforts made by headteachers, how comfortable teachers and CWD are in a school environment and infrastructural facilities.

## **6.8 Rationale of Study**

*Inclusion* and *Inclusive Education* is currently the need of an hour for the education system. All children and young people have the right to education, and the school system must be adjusted to meet their needs and make it inclusive. Inclusive education is about all children learning together even if they differ in styles and pace of learning (**NCERT**). It is one of the most necessary concepts to be studied and explored these days. Though many studies have been conducted in this area and researchers, have tried exploring it. Still, most of these studies have been conducted either for checking the status of Inclusive education or the attitude of teachers towards CWD or Inclusive education. Not every aspect has been explored. Inclusion is not confined to the disabled. It also means non-exclusion (**NCF-2005**). The government of India has taken many initiatives to introduce and successfully implement the concept of *INCLUSION*. It promotes and protects the rights and dignity of people. It applies to all organizations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services (**DEOC**). The number of recognized disability conditions has been increased from seven to twenty-one (**RPWD Act 2016**). A 25% reservation for the children from weaker sections and disadvantaged groups was mandated in the private schools (**RTE 2009**). However, institutes and individuals have recognized their rights but not realized or actualized them. That is why the policies and programs by the government have not been able to bring the ideal impact on society.

Relevant data can be collected to know the enrolment of CWD in schools. And to see the status of Inclusive education, the data will consider students enrolled in schools of the Municipal School Board. Generally, either the Survey method or case study method is used; ‘A study of Status of Inclusion of Children with Special Needs at the Elementary School Level (**Kaul Pallavi 2015**), the survey method was used. So researchers will also be using the same ‘descriptive survey method’.

The studies had been conducted keeping the elements like the attitude of the teacher, attitude of parents, comparison between the attitude of government school and private school teachers, social inclusion, status, practices, motivational factors, self-efficacy level of teachers, effectiveness, implementation of policies and programs etc. Very few studies had been undertaken in India, especially trying to study how comfortable children with disabilities are in a school environment and teachers in a school environment. Headteachers are the main hurdle of any institution for the successful implementation of Inclusive Education. Hence it is necessary to know their efforts towards its implementation. So the status of inclusive education, comfortness of teachers, comfortness of CWD, efforts by headteachers and infrastructural facilities available in schools should be the significant elements of any study to know the status of Inclusive Education, but none had been conducted yet. In the current literature available, very few studies offered information about the inclusion of children with disability, teachers' attitudes and infrastructural facilities provided to them. Also, a research gap was found between conceptual/theoretical framework and actual status of implementation of inclusive education.

Still, people of our country are unaware that inclusive education will help our country and grow individually and globally. This is because inclusive education lacks in its conceptual clarity. As demanded by the government, the institutions are forced to implement new education policies on providing inclusive education in their schools. However, the primary work done by the government should be to make people aware of this concept and its advantages.

Therefore, in order to know the status of Inclusive Education at the elementary level, one needs to know the status of inclusive education, how comfortable teachers are in the school environment, how comfortable CWD are in the school environment, efforts made by headteachers to ensure the implementation of inclusive education and the availability of required infrastructural facilities.

## 6.9 Statement of Problem

Status of Inclusive Education in Elementary schools of Gadarwara, Madhya Pradesh.

## 6.10 Research Questions

1. To what extent has the goal of Inclusive Education been actualized in the elementary schools of Gadarwara, Madhya Pradesh?
2. What are the existing impediments (if any for teachers and students) in the process of attainment of goals on Inclusive Education in elementary schools of Vadodara City?
3. What is the preparedness of government, teacher and all community?

## 6.11 Objectives of the Study

1. To study the status of Inclusive Education at Elementary Level.
2. To study the efforts made by headteachers to ensure implementation of Inclusive education.
3. To study the infrastructural facilities available for inclusive education in schools.
4. To study how comfortable CWD are in a school environment.
5. To study how comfortable teachers are in a school environment.

## 6.12 Explanation of the Terms

- ❑ ***Inclusive Education***: Inclusive education means all children should learn together in the same school. No one should be excluded, including CWD, SC, ST, OBC, minorities, acid attack survivors and girl child.

An education system that includes all students and welcomes and supports them to learn, whoever they are, or their abilities or requirements. This means making sure that teaching and curriculum, school buildings, classrooms, play areas, transports and toilets are appropriate for all children at all levels (UNICEF).

- ❑ ***Mainstream School***: A mainstream school is a place where Children with Disabilities and children with no disability share the same classroom.
- ❑ ***The comfort of teachers***: Comfort of teachers refers to the satisfaction of teachers with their work, administration, management and school environment.
- ❑ ***The comfort of children with disability***: Comfort of children with a disability refers to children's satisfaction with teaching methods, teachers and school environment.

- ❑ ***Status of Inclusive Education (students):*** Status of students refers to the total no. of enrolled CWD in school, category wise students (SC/ST/OBC/Minorities) and gender-wise students (Male/Female).
- ❑ ***Status of Inclusive Education(teachers):*** Status of teachers refers to the total no. of teachers in schools for CWD and training provided to teachers and special educators.
- ❑ ***Status of infrastructural facilities:*** Status of Infrastructural facilities refers to the no. and fair usage of ramps up to ground level, engraved and embossed blackboards, furniture arrangement and audio-visual aids.

### **6.13 Delimitation of the Study**

The study is delimited to the Government Schools of Saikheda Block, Tehsil Gadarwara, District Narsinghpur, Madhya Pradesh.

### **6.14 Limitation of the Study**

This study demanded the Focused Group Discussion with CWD but due to the unprecedented world pandemic and subsequent lockdown and restriction on movement, researcher could not contact them and thus their comfort level is perceived from head teachers perspective. The whole population is taken as a sample i.e. 30 government schools, but due to this pandemic only 15 head teachers gave the interview.

### **6.15 Research Methodology**

Research Methodology is the specific procedures or techniques used to identify, select, process and analyze information about a topic. The present study will follow mixed methods where both Qualitative and Quantitative methods are used to find the answers to the research questions.

#### **6.15.1 Research Design**

The present study entitled "Status of Inclusive Education in the Elementary Schools of Gadarwara, Madhya Pradesh" attempted to study inclusive education at the elementary level of education in Gadarwara (Madhya Pradesh). The descriptive survey method of research was the most appropriate one as the purpose of the study was to find out the status of inclusive education. While adopting this method of research, both quantitative and qualitative approaches to data analysis have been followed.

### **6.15.2 Data**

The present study deals with the study to know the status of inclusive education at the elementary level through collecting the data of headteachers efforts to ensure implementation of Inclusive education, the infrastructural facilities available for inclusive education in schools, comfortable level of CWD in a school environment from teachers perspective and comfort level of teachers in a school environment.

### **6.15.3 Sources of data**

For the present study, the source of data was the government schools teachers and headteachers in the academic year 2020-2021, which was made accessible by the cooperation of DEO of Narshingpur District.

### **6.15.4 Population**

The population of the study includes all 30 government schools at the elementary level present in Saikheda Block, Gadarwara, Madhya Pradesh.

#### **6.15.4.1 Target Population**

For the present study, the target population was all the government schools until the elementary level in Saikheda Block, including their teaching and non-teaching staff in the academic year 2020-2021.

### **6.15.5 Sample**

The study sample was taken from all 30 government schools at the elementary level present in Saikheda Block, Gadarwara, Madhya Pradesh, divided into 15 Cluster Resource Centres.

### **6.15.6 Tools for Data Collection**

To achieve the objectives of the study, appropriate tools were developed to investigate the status of inclusive education. The researcher developed the tools under the guidance of her guide. The tools developed by the researcher, and the data was collected using a Questionnaire, Semi-structured Interview and Information Schedule.

#### **6.15.6.1 Questionnaire**

A close-ended questionnaire was developed to study teachers' comfort level and what kind of difficulties they face in the approach of inclusive education. The questionnaire consisted of three sections. Section-I required general information about the educator. Section-II consisted of ten questions on the comfort level of teachers. Finally, Section-III consisted of ten questions to clarify the difficulties faced by the teachers at the elementary level.

### **6.15.6.2 Semi-structured Interview**

This tool was constructed to study the efforts made by headteachers to ensure implementation of Inclusive education and how much they cooperate in providing inclusive education, which consisted of eight questions.

### **6.15.6.3 Information Schedule**

An information schedule was constructed to know about the infrastructural facilities available in inclusive schools and study the status of infrastructural facilities and impediments (if any) faced by CWD in the school environment. In addition, the total number of Children with Special Needs to be admitted to that school. The information schedule consisted of two sections. Section-I required general information. Section-II information needed on several CWSN at elementary level enrolled trained teachers for special education and infrastructural facilities available in the school.

### **6.15.7 Data Collection**

The data was collected in April 2021. First, the researcher went to the District Education Office, where the officer permitted her to survey the government schools of Saikheda Block. Then, the list of principals of the government school of Saikheda Block, Gadarawara, Madhya Pradesh, was issued to the researcher with the permission letter to conduct a survey on the Status of Inclusive Education at Elementary Level in Gadarwara, Narsinghpur District. As the study was being conducted during the pandemic, all the data was collected telephonically or through online mode.

Semi-structured interview and Information schedule's data was collected through telephonic interview taken by the researcher. The questions were asked, and responses were filled. The questionnaire was sent to the teachers of respective government schools, and they cooperated with the researcher in conducting her study. The answer to the questionnaire was positive after DEO's permission letter was sent to them. It took almost four weeks to complete the whole process of data collection by the researcher.

### **6.15.8 Data Analysis**

Qualitative data were analyzed through content analysis and quantitative data through frequency and percentage analysis.

## 6.16 Major findings of the study

- ❑ From the present study, it was observed that not many people are aware of the term 'Inclusive Education' though they were aware of the concept when explained by the researcher.
- ❑ It was also found out that only 4.60% of students are only registered as CWD in school, 7.79% are ST, 25.08% are SC, and 56.37% are OBC with general students in government schools.
- ❑ The enrolment of ST students is significantly less as compared to other category students. However, the rate of enrolment of girls in such schools is higher than boys in every category. CWD students are enrolled, but they have never attended the schools.
- ❑ Few head teachers of government school are still not favouring inclusive education; CWD belongs to special schools.
- ❑ There are 40% of government schools in which not even a single CWD is admitted.
- ❑ It was found out that headteachers don't have enough knowledge about Inclusive education. They were especially not aware of the terminology.
- ❑ Headteachers are aware of the needs of CWD resources; still, proper resources are not made available in government schools except the ramp facility.
- ❑ 13% of government schools have the facility of bench and desk for CWD, and 27% of schools have a wheelchair for them to sit. Headteachers make this available by asking for it from village Panchayat. In addition, 7% of schools conduct yearly health check-up in their schools.
- ❑ Most children who are visually impaired and locomotor disability are enrolled in government schools.
- ❑ 67% of headteachers conduct in-school sessions and induction programs for their teachers to make them aware of inclusive education.
- ❑ 74% of headteachers cooperate with the government and send their staff members to attend workshops and conferences, seminars on inclusive education.
- ❑ Based on available infrastructural facilities for providing inclusive education, Headteachers have found their schools 68.3% equipped with resources for Inclusive school.
- ❑ No training is given to teachers for dealing with CWD, 1 MRC is allotted to every cluster, but they only visit twice a year.
- ❑ It was found out that only 33% of government schools have audio-visual aids available in their schools.

- ❑ Only 47 % of schools have Inclusive washrooms available on government school premises, and the rest of schools don't even have Inclusive washroom.
- ❑ 100% ramp facility is available in all the government schools.
- ❑ CWD belonging from EWS could not afford their day to day expenses, so either they don't take admission or turn out as drop out.
- ❑ Lack of parental support is also there.
- ❑ Improper training and awareness towards inclusive education to teachers and parents also make CWD uncomfortable in the school environment.
- ❑ 98.40% of teachers are comfortable in teaching in an inclusive school environment
- ❑ 89.5% of teachers are ready to learn IEP for teaching CWD, and 25% are ready to develop new IEP.
- ❑ 95.2% of teachers are comfortable evaluating an inclusive school without being biased or partial towards any student.
- ❑ Between 90 to 95% of teachers are ready to adopt new pedagogical practices for government schools and teaching in an inclusive environment.
- ❑ 53.2% of teachers think that teaching in an inclusive environment increases their stress level.
- ❑ 90 to 99% of teachers don't face language teaching or linguistics difficulties while teaching in an inclusive classroom. However, 57.25% & 76.61% of teachers find science teaching and mathematics teaching difficult in an inclusive classroom, respectively.
- ❑ 90 % to 95% of teachers find that the classroom assessment and grouping and seating arrangement are difficult.
- ❑ Classroom management is a problem when it comes to taking or getting attendance of CWD.

### **6.17 Implication of the present study**

Some of the implications of the present study are as follows-

- ❑ There should be more awareness among Teachers, Headteachers and parents regarding Inclusive education.
- ❑ Inclusive toilets should be made separately for girls and boys in every school.
- ❑ To the teachers, Individualized education programs development will help you in developing your growth.

- ❑ For CWD, more resources should be made available in every government school through proper channel.
- ❑ To the government, proper training sessions must be conducted at least quarterly to increase the awareness and understanding among all about inclusive education and how to deal with CWD in an inclusive school.
- ❑ To the headteachers and staff teachers, learn to adapt new pedagogical methodologies to teach all categories of students together in an inclusive classroom.
- ❑ Teachers should use child-centred teaching techniques in an inclusive school for better understanding and learning of students.

### **6.18 Suggestion for further research**

- ❑ The present study was delimited to 1 block of Madhya Pradesh District Narsinghpur.
- ❑ Research studies may be conducted on children's perception of special needs towards inclusive education from their perspective, checking their comfort level and barriers faced by them.
- ❑ Comparative studies of the comfort level of government and private schools on inclusive education may be undertaken.
- ❑ A status survey on inclusive education under Sarva Shiksha Abhiyan may be carried out and involve all sorts of categories.
- ❑ The exploratory study can be conducted to check the difficulties faced by teachers during the implementation of the inclusive education system at the elementary stage and its impact on the development of learners.
- ❑ A comprehensive study can be conducted to know the growth and development of CWD in inclusive setup and special schools.
- ❑ Comparative studies of inclusive education in rural and urban government educational institutes may be undertaken.

### **6.19 Conclusion**

In today's scenario, where we are talking about inclusive education, everyone should know about it. Because the way we introduce inclusive education is how we perceive things, and we want others to perceive it. Hence it can be concluded that awareness of inclusive education is very much crucial to Students with Disability. Still, it should be restricted to Students with Disabilities only but for everyone else, including all categories of inclusive education, to develop an inclusive culture and inclusive values among everyone. Therefore, the government should carry out some certificate courses, workshops, orientation programs,

guidance and counselling sessions to increase the students and teachers' awareness with inclusive education, awareness regarding the norms and facilities they should get from others.

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# **APPENDICES**

**Appendix- I**  
**(REQUEST LETTER)**

आदरणीय,

सादर प्रणाम,

मैं महाराजा सयाजीराव विश्वविद्यालय बडौदा की रिसर्च स्कॉलर हूं। मैं साईं खेड़ा ब्लॉक के स्कूलों में समावेशी शिक्षा से संबंधित विषय पर अपना शोध कार्य कर रही हूं। इस हेतु मुझे आपका सहयोग अपेक्षित है। कोविड की विभीषिका के कारण आपसे व्यक्तिगत संपर्क संभव ना होने के कारण मोबाइल के माध्यम से प्रश्नावली भरकर मुझे भेजने का निवेदन करती हूं।

कृपया सहयोग प्रदान कर मुझे शोध कार्य पूर्ण करने में मदद कर अनुग्रहित करें।

वैष्णवी प्रियदर्शिनी

[8889555374]

## Appendix- II

### Appendix A

#### Close ended Questionnaire-

विद्यालयों में समावेशी शिक्षा की स्थिति / Status of Inclusive Education in Schools

शिक्षक का नाम / Teacher's Name- .....

शाला का नाम / School's Name- .....

<b>Comfort level of teachers</b>	YES	NO
प्रश्नावली: समावेशी शिक्षा में शिक्षकों के आराम का अध्ययन करना। Questionnaire: To study the comfort of teachers in inclusive education.		
1. क्या आप समावेशी कक्षा में सहज हैं? / Are you comfortable in inclusive classroom?		
2. क्या आपको व्यक्तिगत शिक्षा कार्यक्रम विकसित करने में असुविधा होती है? / Do you find discomfort in developing Individualized Education Program?		
3. क्या आप व्यक्तिगत शिक्षा कार्यक्रम सीखने में सहज हैं? / Are you comfortable in learning Individualized Education Program?		
4. क्या आप पक्षपात या पक्षपात के बिना उन सभी का एक साथ मूल्यांकन करने में सहज हैं? / Are you comfortable in evaluating them all together without being biased or partial?		
5. क्या आप विकलांग व्यक्तियों के लिए नई शैक्षणिक प्रथाओं को अपनाने में सहज हैं? / Are you comfortable in adapting new pedagogical practices for Individuals with Disability?		
6. क्या आप उपहारित बच्चों के लिए नई शैक्षणिक प्रथाओं को अपनाने में सहज हैं? / Are you comfortable in adapting new pedagogical practices for Gifted Children?		
7. क्या आप समावेशी कक्षा में सामान्य छात्रों के लिए नई शैक्षणिक प्रथाओं को अपनाने में सहज हैं? / Are you comfortable in adapting new pedagogical practices for normal students in inclusive classroom?		
8. क्या आप समावेशी वातावरण में CWSN को प्रेरित करने में असुविधा महसूस करते हैं? / Do you find discomfort in motivating CWSN in inclusive environment?		

9. क्या आप मुख्यधारा के स्कूली शिक्षा की तुलना में समावेशी वातावरण को अधिक तनावपूर्ण पाते हैं? / Do you find inclusive environment more stressful as compared to the mainstream schooling?		
10. क्या समावेशी पर्यावरण आपके व्यक्तिगत विकास में मदद करता है? / Does inclusive environment help in your individual growth?		

### Appendix- B

<b>Difficulties faced by teachers</b>	YES	NO
प्रश्नावली: समावेशी शिक्षा में शिक्षकों द्वारा सामना की जाने वाली कठनाइयों का अध्ययन करना Questionnaire: To study the difficulties faced by teachers in inclusive education.		
1. क्या प्रारंभिक स्तर पर सफलतापूर्वक शामिल करने के लिए आपके पास पर्याप्त प्रशिक्षण है? / Do you have enough training in order to implement inclusion successfully at elementary level?		
2. क्या आपके पास प्राथमिक स्तर पर स्कूलों में समावेशी वातावरण रखने के लिए पर्याप्त संसाधन हैं? / Do you have enough resources in order to have inclusive environment in schools at elementary level?		
3. क्या समावेशी स्कूल में भाषा शिक्षण एक बाधा है? / Is language teaching a hurdle in inclusive school?		
4. क्या समावेशी स्कूल में गणित शिक्षण एक बाधा है? / Is Mathematics teaching a hurdle in inclusive school?		
5. क्या आपको प्राथमिक स्तर पर समावेशी कक्षा में विज्ञान पढ़ाना मुश्किल है? / Do you find it difficult to teach science in inclusive classroom at elementary level?		
6. क्या आपको कक्षा में समावेशी वातावरण के दौरान कक्षा का मूल्यांकन कठिन लगता है? / Do you find classroom assessment difficult during inclusive environment in a class?		
7. क्या ग्रुप और सीटिंग मैनेजमेंट आपके लिए एक बाधा है? / Is grouping and seating management a barrier a difficulty for you?		
8. क्या आपको कक्षा में पढ़ाने के दौरान भाषाई समस्या का सामना करना पड़ता है? / Do you face linguistic problem during classroom teaching?		

9. क्या समावेशी विद्यालय में कक्षा प्रबंधन (अनुशासन) एक समस्या है? / Is classroom management (discipline) a problem in inclusive school?		
10. क्या समावेशी विद्यालय में कक्षा प्रबंधन (उपस्थिति) एक समस्या है? / Is classroom management (attendance) a problem in inclusive school?		

### *Appendix- C*

#### Semi-structured Interview

1. What are the resources that you provide for creating an inclusive environment?  
वे कौन से संसाधन हैं जो आप समावेशी वातावरण बनाने के लिए प्रदान करते हैं?
2. What are the resources that are required for creating an inclusive environment?  
एक समावेशी वातावरण बनाने के लिए कौन से संसाधन आवश्यक हैं?
3. What are the categories of students that can be taught in your school till elementary level?  
ऐसे छात्रों की श्रेणियां क्या हैं जिन्हें आपके स्कूल में प्राथमिक तक पढ़ाया जा सकता है?
4. What are the audio-visual aids that your school provides?  
आपके विद्यालय द्वारा प्रदान किए जाने वाले दृश्य-श्रव्य साधन क्या हैं?
5. What kind of facilities do you provide to your teachers?  
आप अपने शिक्षकों को किस प्रकार की सुविधाएं प्रदान करते हैं?
6. How many trainings, workshops, seminars and induction program have your staff attended related to inclusive education at elementary level?  
कितने प्रशिक्षण, कार्यशाला, सेमिनार और प्रेरण कार्यक्रम में आपके कर्मचारी हैं प्रारंभिक स्तर पर समावेशी शिक्षा से संबंधित?
7. How many trainings, workshops, seminars and induction program have your school administration conducted, related to inclusive education at elementary level?  
आपके स्कूल में कितनी ट्रेनिंग, वर्कशॉप, सेमिनार और इंडक्शन प्रोग्राम हैं प्रशासन, प्राथमिक स्तर पर समावेशी शिक्षा से संबंधित है?
8. How much appropriate do you think your institutes infrastructural facilities are for having an inclusive school rate it on the scale of 0 to 10?

आपको कितना उपयुक्त लगता है कि आपके संस्थान बुनियादी सुविधाओं के लिए है एक समावेशी स्कूल रेटिंग 0 से 10 के पैमाने पर है?

### ***Appendix- D***

#### **Information Schedule**

- Name of the Inclusive Elementary School

Components	Numbers or Quantity
Number of CWSN at elementary level	
Trained teachers in B. Ed. (Special Education)	
Ramp facility	
Audio-visual aids	
Wheel Chair	
Inclusive washroom for girls	
Inclusive washroom for boys	