CHAPTER

I

INTRODUCTION
1.1. INTRODUCTION

1.1.1. General Introduction

- **Professional Success**
  Professional success of every professional in his/her profession depends mainly on his/her up-date professional knowledge, fullest devotion & dedication along with his/her efficiency & effectiveness. For efficiency & effectiveness training is necessary. If a person is trained before being employed in a job this is called pre-training. By having some pre-training he/she will get success & full satisfaction in his/her job.

- **Pre- Service Teacher Education**
  Training is defined as a “systematic development of attitude, knowledge, skill & behavior patterns required by an individual in order to perform adequately a given job or task. A teacher must have knowledge of his/her subject, methods & techniques of teaching which affect his/her teaching. Planning commission projects, stated in their draft report-“Modern education aims at education of the whole person. So every teacher should have a deep knowledge & understanding of children & a skill for applying that knowledge & understanding”.

  **Inclusive education** - Inclusion is about school change to improve the educational system for all students. It means changes in curriculum, changes in how teachers teach & how students learns, as well as changes in how students with & without special needs interact with & relate to one another. Inclusive education is a process of enabling all students, including previously excluded groups, to learn & participate effectively within mainstream school systems.

  **Inclusion** - Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs. Inclusion can be defined and evaluated at the level of principles, place, purpose, practice & person.

  **The three levels were described as**

- **Locational integration**, where provision for children with special educational needs was to be made on the same site as their mainstream peers.
- **Social integration**, where children shared social spaces in the playground or in extra-curricular activities.

- **Functional integration**, where children with special needs & main stream children were to be educated together, pursuing the same set of curriculum goals & activities.

**1.1.2. Aspects of successful Inclusion** -

There are many different factors critical to the success of inclusion. Webber (1997) identified five essential features that characterize successful inclusion of students with special needs: (1) a sense of community & social acceptance, (2) an appreciation of students diversity, (3) attention to curricular needs, (4) effective management & instruction, & (5) personnel support & collaboration. Voltz, Brazil, & Ford (2001) list three critical elements: (1) active & meaningful participation in the inclusive setting, (2) sense of belonging & (3) shared ownership among faculty. Finally, Mastropiere & Scruggs (2001) add administrative support to the list.

**1.1.3. Role of teacher’s in successful Inclusion** -

The attitudes & behaviours of teachers toward students is the most important factor related to successful inclusion (Weiner, 2003). These attitudes & behaviours serve as a model for other school staff & students & are therefore critical (Horrocks et al., 2008).

The role of teacher’s is very important for successful Inclusion: facilitating the acceptance of the students with disabilities & providing services to support their academic success. Students with disabilities who are included in general education classroom are not always automatically accepted by their non disabled peer. As a result, it is a teacher’s responsibility to promote this acceptance. In addition to facilitating acceptance, teachers must also implement instructional strategies that can be used to support inclusion. Examples of these include: (1) response to intervention, (2) co-operative learning, (3) peer supports, (4) strategy instruction, & (5) self-determination strategies. Classroom teachers play an important role in the success of inclusion.

**1.1.4. To perform Role Competence of teachers & Competencies of teacher’s for Successful inclusion** -
Teacher must be able to perform many different functions & competencies for successful inclusion. These are as follows,

- Acting as team member on assessment & IEP committees.
- Advocating for children with disabilities when they are in general education classrooms & in special programs.
- Counseling & interacting with parents of students with disabilities.
- Individualizing instruction for students with disabilities.
- Understanding & abiding by due-process procedures required by federal & state regulations.
- Being innovating in providing equal educational opportunities for all students, including those with disabilities.

1.1.5. Teacher Education for inclusion -

Teacher education program must do a better job of preparing, both general & special education to work together to effectively implement inclusion in their schools & school must provide professional development for their staff to better prepare them for inclusive schools & classrooms. Teachers attitudes, self-efficacy & skills are very important for inclusion.

1.1.6. Pre-Service Teachers Attitudes, Self-Efficacy for and, Skills towards Inclusive Education -

Inclusive education requires that schools should be free from the effect of negative forms of discrimination based on gender, Disability, culture, ethnicity, Religion or differences arising from students socio-economic and or geographic backgrounds (UNESCO, 1994). However, it is still reported that educators are facing most discomfort & lack of confidence in including children with special needs in their programs. Inclusive education aims to high quality teaching & Learning. As a result of such changes in education sectors, classroom are welcoming diverse learners who were previously segregated & this situation is Creating more challenges for educators to meet every child learning needs. Extensive research literature has confirmed that teaching quality is the single most important variables for influencing student’s achievement. Teachers are therefore critical to successful implementation of inclusive
education in the classroom. While there is general agreement in the research literature that teachers have an important influence on student’s achievement, there is less agreement about the characteristics of teachers that are likely to contribute to student’s achievement and the quality of their educational experiences. Teacher’s attitudes concerns and sentiments have been found to have a direct impact on their competence in the classroom and in student’s achievement and these are also correlated with level of efficacy of a teacher. Derived from social cognitive theory, Bandura’s (1997) Concept of self-efficacy is defined as a person’s belief in his/her own competence to execute required behavior successfully to get expected results. Therefore, a teacher’s self-efficacy can be defined as his/her confidence in his/her own abilities to conduct teaching-learning activities effective. However, attitude is an individual’s continuing interpretation or liking & disliking of any event, person or any behavior. A person’s attitude may have positive or negative correlation with self-efficacy. Therefore a teacher may have both positive attitude and self-efficacy towards inclusive education or may have very positive attitude but very low self-efficacy towards inclusive education. These may occur due to the impact of various variables of a person. For example teacher’s self-efficacy for and attitude towards inclusive education can be affected by teacher’s age, gender, religion, previous experience with special need children, scope of having inclusive education course curriculum, teachers qualification ,teaching strategies & many other factors. Interestingly teachers self-efficacy beliefs and attitudes and skills towards inclusive education can be changed through the manipulation of such various independent variables.

Curriculum as a guiding document helps teacher’s in understandings standards that student need to achieve at the end of a developmental stage. Curriculum development studies will acquire a new dimension in the modern world of academics. The curriculum studies have a pivotal role to play in the teaching learning process.

For quite a long time curriculum was synonymous with syllabus of examinations. But academics have now recognized that curriculum is a wide term and is all encompassing of all the activities that take place in the school and the community. All the co-curricular activities and the actual subject teaching constitute the wider ambit of curriculum.
1.2. Theoretical Background (Conceptual Framework)

Conceptual framework of the study based on the following theories.

Table 1
Theories of Inclusive education

<table>
<thead>
<tr>
<th>1.2.1</th>
<th>INCLUSIVE EDUCATION</th>
<th>Act 45 PWD Act 1995, Inclusion is a philosophy which aims to provide a favourable setting for achieving equal opportunity and full participation for all, thus bringing children with special needs well within the preview of mainstream education.</th>
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<tbody>
<tr>
<td></td>
<td>Social Justice &amp; Equality</td>
<td>Inclusive education refers to a concept of inclusion that is “based on the notion that schools should, without question, provide for the needs of all the children in their communities, whatever the level of their ability or disability”.</td>
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<td>- (Foreman, 2011, pg. 548).</td>
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<td></td>
<td></td>
<td>It is an approach that seeks to address the learning needs of all children, growth and adults with a specific focus on those who are marginalization and exclusion. (Action Plan for Inclusive Education of children &amp; youth with disability Ministry of Human Resource Development 2005-2006)</td>
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<tr>
<td>1.2.2</td>
<td>Haward Gardener’s Multiple Intelligence Theory (Inclusive Ed.)</td>
<td>Adapting the curriculum to meet the needs of diverse learner’s adaptation is a way in which to implement Haward Gardener’s theory of Multiple intelligence, the Foundation of Inclusive Education.</td>
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</table>

1.2.3. Learning Theories of Attitude

There is no single dominant theory on attitude formation. Rather, there are three theories that are used most often to describe attitude formation: functionalism, learning and cognitive dissonance theories. Attitude formation theory suggest that perhaps we do what benefits us (functionalist theory), or may be our past experiences have taught us how to act (learning theory), or it might just be an attempt to restore harmony to two opposing truths that are held.
Attitudes are born out of what we know (cognitive).
Feel (Affective)
Do (behavioral) about someone or something.

Table 2

Theories of Attitude

| 1.2.3.1 | Functional Theory - Daniel Katz | Daniel Katz, a functional theorist, suggests that attitudes are formed according to how a particular person or thing meets our needs. To a functionalist, attitudes are shaped based on the personal benefit they offer. Katz also notes that we form attitudes to support our self-image or existing values. According to the functionalist, an attitude will change when the needs of the individual change. |
| 1.2.3.2 | Learning Theory - Ivan Pavlov | Ivan Pavlov, a learning theorist, gives the explanation that our attitudes are formed through conditioning. |
| 1.2.3.3 | Dissonance Theory - Festinger | Asserts that inconsistent attitudes cause tension. People alter their attitudes to reduce cognitive dissonance. Cognitive dissonance: exists when related cognitions are inconsistent (that is when, they contradict each other). Creates unpleasant state a tension that motivates people to reduce their dissonance. |
| 1.2.3.4 | Self-Perception Theory - Dary Bem. | It asserts that we develop our attitudes by observing our own behavior and concluding what attitudes must have caused. |
| 1.2.3.5 | Theory of Reasoned Action - I. Aijzen & M. Fishbein | According to Fishbein behavior is a matter of choice, the best predictor of behavior is person’s intention to perform it basing on person’s attitude and persons subjective norms. |
| 1.2.3.6 | Vygotskyan Social Constructivist theory | Every child can learn & learning strategies in the classroom to address diversity. |
1.2.4. Theories of Self-efficacy

**Table 3**

| 1.2.4.1 | Bandura’s Social learning theory | Personal factors, social environmental factors, individual behaviour outcomes interact & influence each other in the learning process. Personal belief factor that has a tremendous influence on peoples’ behaviour in different social contexts, which He named Self efficacy. |
| 1.2.4.2 | - Dr. Barbara Resniek | Self-efficacy is ‘the belief on one’s capabilities to organize & execute the course of action required to manage prospective situations. In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. Albert Bandura. |

1.2.5. Theories of Skill

**Table 4**

| 1.2.5.1 | Skill - Kurt Fischer | Kurt Fisher’s skill theory provides a life-span view of cognitive development. Fischer and his colleagues have described a progression of cognitive complexity in the ways people think and reason. The theory includes seven developmental levels that emerge between ages two and thirty and are clustered into two overlapping tiers. The representational tiers focuses on individual’s ability to manipulate concrete representations, objects, or events; the abstract tiers focuses on individual’s ability to integrate, manipulate, and reason using abstract concepts. |
1.2.6. Theories of Curriculum Development

Table 5
Theories of Curriculum development

<table>
<thead>
<tr>
<th>1.2.6.1</th>
<th>Curriculum development theory [John kerr]</th>
<th>All the learning which is planned and Guided by the school, whether it is carried on in groups or Individually, inside or outside the school.</th>
</tr>
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**CLASSIFICATION – I**

According to William H. Schubert (1986), curriculum theories are as follow:

| 1.2.6.2 | Descriptive Curriculum Theory – Kerlinger | ‘A theory is set of interrelated constructs(concepts), definitions, propositions that presents a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting the phenomena’. This theory is basically used in natural sciences. It is free of ideological values. |
| 1.2.6.3 | Prescriptive Curriculum Theory – Hirst | The purpose of prescriptive theory is to establish norms for action which is coined by Hirst (in Tibble, 1966). This theory does not go beyond its scope; it does not advocate that the theorist should have the job of discovering new knowledge and only policy makers go for advocacy. This theory is based on the assumption that curriculum theory is a form of recommendation. All those prescriptions are made by teachers and implemented in their unique classroom settings. The purpose of this is to establish norms for action that is given by Hirst (Tibble, 1966). It is theory in which principles, stating what ought to be done in a range of |
activities, are formulated and justified.

| 1.2.6.4 | Critical Curriculum Theory  
- Adorno, Marcuse, Horkheimer and Habermas | These are basically derived from post-Marxism theorists, which are denoted by Frankfurt school. Prominent ones included in this are Adorno, Marcuse, Horkheimer and Habermas. This theory deals with careful reflection of the so-called suppressed socio-economically backward people and how curriculum can be framed to bring them out. |
| 1.2.6.5 | Personal Curriculum Theory  
- Pinar & Grumet | The work of Pinar and Grumet (1976) is based on reconceptualists and also critique on traditionalists. It is a regressive-progressive-analytic-synthetic mode of theorizing. |

**CLASSIFICATION – II**

Most of these theories of knowledge, learning and teaching – some rooted in psychology, others in philosophy, sociology or history – are mainly concerned with understanding the nature of learning and teaching and the condition that facilitate these processes and also to understand the relationship between past and present. The curriculum theories are as follow:

| 1.2.6.6 | Scientific Theory  
- Herrick and Taylor | These theories are rational in nature. According to this theory, it is possible to prescribe a curriculum for each given level of schooling. This theory is based on ‘rational’ curriculum theory, a simple paradigm developed with three propositions: 1. Define objectives. 2. Create necessary learning situations. 3. Evaluate the achievement of the objectives. |
| 1.2.6.7 | Naturalistic Theory | This theory is not much interested in determining what subjects to be taught, referring to a theory of |
- Schwab knowledge, what objectives are to be achieved or the principles on the basis of which to be taught.

| 1.2.6.8 | Other theories | It does not believe in normal routine features of curriculum. It is in way called a sceptic theory. It suggests personal autonomy to a child. The radical curriculum theorists would like to liberate the child from the fetters of the unstated realities of the curriculum. In this direction, it is essential to reform both education and society. The questions relating to what to teach, how to teach and with ends in new should answered by the following:

1. Social context.
2. Analyzing the problems.
3. Having a sense of history of a social context.
4. In particular, the theory of action. |
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<tr>
<td>A)</td>
<td>Radical Theory</td>
<td>- Ivan Illich, Paulo Friere, Neo Marxists and Marx</td>
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<tr>
<td>B)</td>
<td>Hermeneutic Theory</td>
<td>In contrasts to radical theories, hermeneutic theory does not follow the action, doing and change, but is more interested in seeing things anew. It is not bothered about finding solutions to curriculum problems but to reach a better understanding of them. The major focus is on reconceptualization.</td>
</tr>
<tr>
<td>C)</td>
<td>Aesthetic Theory-Oram</td>
<td>Here, utmost importance is given to curricular transactions. How a drama is realized in theatre. Oram gave a clear interpretation with the help of a drama as a metaphor.</td>
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<tr>
<td>D)</td>
<td>Johnson’s Theory</td>
<td>He is critical about the earlier theories of curriculum wherein he says that those have mostly focused on curriculum development rather</td>
</tr>
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</table>
than on theory building. He has tried to distinguish between curriculum plan and curriculum development and also curriculum plan and process in curriculum development, which can be observed from the following graphical representation. However, there are certain contradictions between the theories.

| E) MacDonald’s Theory | It is like a model of the major systems in schooling, which include curriculum, instruction, teaching and learning. This theory presents a map indicating the key features of the educational landscape. This model shows it as one of four interesting systems. MacDonald defines curriculum as a social system, which produces a plan for instruction. He distinguishes between teaching and instruction. He has defined teaching as a personality system in which the teacher – acting in a particular manner – facilitates learning. Learning is defined as a personality system. All these four systems come together. (Talla, M. 2012). |

1.3. Inclusive Education-

- Concept of Inclusion
- The principles of inclusion
- Historical Perspectives
- International Initiatives
- National Initiatives for Inclusive Education
- Principles, models of Inclusive Education
- Current Provisions of Law and Policy
- National Policy for person with disabilities – 2006 with reference to Inclusive education
• Policies concerning Education of children with disabilities
• The International Framework for Inclusive Education

1.3.1. Concept of Inclusion-

• All children adults are part of society.
• The community helps the development of resources where all children are equally valued and have the same opportunities for participation.
• The underlying values of an educational system are ABC (Acceptance, Belonging, and Community) and 4R’s (Reading, Writing, Arithmetic, and Relationships).
• The schools which are a part of this system should be guided by a single unitary body that governs all education.
• It is an ongoing process, not a fixed state.

1.3.2. The principles of inclusion show the following characteristics -

- The system accepts and promotes the fact that the majority of children with special educational needs can be accommodated within the regular school system.
- There is explicit recognition that the education of all children with special educational needs is a responsibility of the national school system.
- Leadership and resources are provided to make primary teaching and curricula more flexible, allowing both for common experiences and specialized goals, in order to respond to a variety of individual need and environmental circumstances- as local cultures and communities dictate.
- Closer links between regular and special education, formal and non-formal systems, and school and community sectors are encouraged so as to benefit all children.
- There is recognition that teacher training is a highly interactive, continuous, and supportive process of enhancing the competence of the teacher to respond to a greater diversity of children’s learning styles and needs.
- Community and parental involvement, including distribution of control and responsibility is encouraged. (Puri, M. and Abraham,G.2004).
1.3.3. Historical Perspectives

More than half-a-century ago in 1948, the Universal Declaration of Human Rights was adopted by the United Nations General Assembly. In 1975, the same body adopted the Declaration on the Rights of Disabled Persons. Many important Conventions, Declarations and Action Plans have been either ratified, acceded to, or accepted by governments and international and national non-governmental organizations. Those which relate directly to “Education for All,” particularly disabled children are detailed here.

The Convention on the Rights of the Child, 1989 especially Articles 23, 28, and 29; along with Articles 2, 3, 6, and 12, has been ratified by all countries in the Asia-Pacific region. It is binding on them “to promote and protect the right of children with disabilities.” This report and a United Nations Economic and Social Commission for Asia-Pacific (UNESCAP) Report in 1999 on “Education for Children and Youth with Disabilities into the 21st Century” point out that while some significant progress has been made, there is paucity of specific disability-related data. The little that is available is also either unreliable or confusing, suggesting that much more remains to be done for a majority of disabled children.

The World Declaration on Education for All and its Framework for Action to meet Basic Learning Needs, 1990, Article3, Clause5, states: “the learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system”. Nothing could be more clearly stated. The Declaration and Framework were accepted with the year 2000 as the target for completion. But today, after the deadline is over, the scenario remains disheartening.

The World Conference on Special Needs Education and the Salamanca Statement and Framework for Action on Special Needs Education, 1994 brought together government representatives, world experts in special needs education, and international NGOs, to focus on the value of inclusive schools for a majority of children with disabilities, and to spell out guidelines for the implementation of such an approach. Once again, neither inclusive schools nor integrated education programs have been approached or expanded as much as they could have been in the years that followed. The Dakar Frame work For Action of the world education forum spells
out a new resolve to achieve real “education for all” by 2015, which is now the new target year. To achieve this ambitious goal for children with disabilities, all states will be requested to develop or strengthen existing national plans of action. These plans should be developed through more transparent and democratic processes, involving stakeholders, especially people’s representative’s community leaders, parents, learners non-governmental organizations (NGOs) and civil society.

1.3.4. International initiatives

**International Year of Disabled Person (IYDP, 1981)** - The united Nation’s declared 1981 as the International year of Disabled persons. “Full participation with equality” was the under-lying theme of this program. India’s response to the UN Declaration was the development of National plan of action (NPA) the Provide comprehensive services for persons with disabilities.

**Asian and Pacific Decade of Disabled Persons (1992)** - The Economic and Social Commission Asian and the Pacific (ESCAP), at its 48th session held in Beijing, declare 1993-2002 as the Asian and Pacific Decade for Disabled Persons. The Commission, while evaluating the situation of people with disabilities in member countries stated: “the opportunity for full participation and equality of people with disabilities, especially in the fields of rehabilitation, education and employment, continue to be far less than those for their nondisabled peer”. The Commission attributed this lack of opportunities for people with disabilities largely to the “negative social attitudes” towards such persons in these countries. It also stressed upon the need to change such attitudes and anticipated that only with improved attitudes and increased awareness, would it be possible to build social and physical environments that are accessible to all.

**United Nations’ World Conference on Special Education (1994)** - Representatives of more than 92 countries, including India, participated in a World Conference on Special Education in Salamanca, Spain in 1994. All participants adopted The Salamanca Statement, which proposed that children with special educational needs must have access to regular schools.
1.3.5. National Initiatives

The Indian Education Commission (1964-66) - The Indian Education Commission was the first statutory body to suggest that the education of handicapped children has to be organized not merely on humanitarian grounds, but also on grounds of utility. The Commission also emphasized that the education of children with disabilities should be “an inseparable part of the general education system”. At the times when the Commission made its recommendations there were less than 250 special schools in India. The Commission felt that services for children with disabilities were extremely inadequate and recommended the adoption of a dual approach, namely, the provisions of special as well as integrated education to improve the situation. The Commission also specifically emphasized the importance of integrated education in developing mutual understanding between children with and without disabilities.

Integrated Education for Disabled Children (IEDC, 1974) - In 1974, the Ministry of Social Justice and Empowerment, Government of India, initiated the IEDC program to promote the integration of students with mild to moderate disabilities into regular schools. The state governments were provided 50 percent financial assistance to implement this program in regular schools. However, the program met with little success. By 1979-80, only 1,881 children from 81 schools all over the country had benefited from this program. Due to the failure of the IEDC scheme, it was revised in 1992. Until 1990, the scheme was implemented in 14 states. Kerala is the only state that has shown remarkable progress in implementing this scheme. In Kerala, the scheme has been implemented in 4,487 schools and 12,961 children have been served under this scheme.

National Policy on Education (NPE, 1986-92) - In 1968, the Indian Government formulated the National Policy on Education for all government schools and articulated a need to integrate students with disabilities. It emphasized that whenever feasible, the education of children with motor handicaps and other mild disabilities should be provided in regular schools.

Project Integrated Education for the Disabled (PIED, 1987) - In 1987, the Ministry of Human Resource Development (MHRD) in association with UNICEF and the National Council for Educational Research and Training (NCERT) undertook “Project Integrated Education for the Disabled” (PIED). The aim of the project was to strengthen the implementation of the IEDC scheme.
District Primary Education Program (DPEP,1994) - A centrally sponsored scheme, the District Primary Education Program aims to reduce the overall dropout rates of all students enrolled in primary classes, to raise their achievement levels and to provide primary education for all children, including with disabilities. This is probably the largest program of the central government in terms of funding.

The Persons with Disabilities Act (PWD Act, 1995) - The Indian Government had considered provision for children with disabilities to be a welfare issue than an educational imperative. The PWD Act proposed the provision of improved educational services, medical care, vocational training, employment, and social security for all persons with disabilities. The Act further stated that whenever possible, students with disabilities should be educated in regular school settings.

1.3.6. Principles and Models of Inclusive Education- Introduction

Inclusive education is an integral part of general system of education; hence, the principles applicable to general/traditional form of education are equally important in inclusive education with only difference in their methodological difference because of varying characteristics and needs of various types of disabled persons. Similarly, the approaches and models of inclusive education differ in their formulation as per needs of the persons with disabilities.( Sharma, Y.K. and Sharma,M.2014).

1.3.7. Principles of Inclusive Education

All the principles applicable to general/traditional education are equally important in inclusive education, which are enlists are as follows in brief:

1. The principle of educational values
2. The principle of personality building
3. The principle of inculcating moral and ethical values
4. The principle of productive work
5. The principle of inter-cultural and international understanding
6. The principles of nationalism and national integration
7. The principle of democratic polity and good citizenship
8. The principle of modernization - scientific attitude towards vocational and technical education
1.3.8. Basic Principles of Human Rights Approach to Inclusive Education

a) The human rights approach in education recognizes the fact that every child is special in one way or the other.
b) A teacher with human rights approach understands and capitalizes the collective strength of the classroom.
c) A teacher who believes in human rights approach facilitates peer to peer learning.
d) In an effective classroom, the teacher makes optimum utilization of the available teaching aids and assistive devices.
e) A good teacher is always conscious of the fact that the students are human beings and not learning machines.
f) A good teacher will adopt multi-sensory approach in learning.
g) An effective teacher supervises the learning activities of the students regularly.

Human rights approach lays importance to the individual and respecting his/her potentiality in the learning process. ‘Recognizing the potential of the individual’ is what a child with disability requires in an effective learning environment. Therefore, adopting human rights approach in the classroom ensures effective teaching and hence better quality of education.

1.3.9. Models in Inclusive Education

Inclusive education is vital for making education for all children with disabilities a reality. The meaning of inclusive education is that the school should improve in all dimensions to address the educational needs of all children irrespective of sex, caste, religion, disability, etc.

1.3.10. Types of Models

All the models used in special and integrated education can be usefully used in inclusive education. India is a country with many variations in terms of geographical systems, and therefore, flexibility is required in meeting the needs of specific interests groups. In inclusive education too, many variations are needed. In serving children with visual impairment, as many as 12 context specific service delivery models are followed by government and voluntary organizations. Among them, the following models are worth mentioning.
Three main models of inclusive education depending upon socio-economic conditions, geo-political environment and general educations system are prevalent in developing countries.

1.3.10.1. Resource Model

In this educational model a visually impaired child is enrolled in a regular class with resource room facilities. In this set-up a special teacher is available to the child along with the regular teacher. While the special teacher is responsible for skill development using special techniques (Braille, abacus, large print) etc. for the child the regular teacher is in-charge of the general education programme. In this model a specialists teacher called “resource teacher” is appointed. She performs several functions such as preparing teaching-learning material, teaching plus-curriculum activities, providing guidance to different functionaries of the school and parents and transcribing books and other material into Braille as per needs. The implementing strategy of resource model varies from school to school because of reasons such as location of the school, availability of children and nature of school management.

Merits of Resource Model

- The services of the resource teacher is available full time in the same location, the quantity and quality of services are much superior in this model.
- This model is feasible when there are eight students in a single school. It is an extremely viable model for the urban schools, where established educational institutions can take up the responsibility of implementing integrated educational programmes.
- Normal life and education are gained by the children with the help of regular teachers, peer groups and resource teacher.
- The learning environment, adequate materials, aids and appliances give better learning experience for children with visual loss.
- The students with visual defects enjoy equal educational opportunities and experiences as that of sighted people.

1.3.10.2. Itinerant Model

In this model children with visual impairment are enrolled in a regular school in the vicinity of his own community, his needs are met with the combined efforts of a
regular teacher and that of a visiting specialist teacher who is qualified to offer special services such as preparation of special educational materials (teaching-learning material), skill training and the use of special equipment. One itinerant teacher caters to the needs of children studying in different schools. The itinerant teacher thus travel from one school to another as per the pre-determined schedule and the number of times she visits the school depends on the needs of the children (e.g. 1-3 visits per week).

**Merits of Itinerant Model**

- It is most effective model of complete and true integrated education and is a reasonably good option for children residing in rural areas where a regular school already exists.
- This model involves the family actively in the education of the children. It has been adopted by all the projects initiated and encouraged by Sight Savers through National Association for the Blind (NAB).

1.3.10.3. **Dual Teacher Model**

In this model the regular teacher assumes responsibilities of the classroom teacher as well as the resource teacher. The regular teacher takes care of the child with visual impairment in addition to the regular class teaching. Among all the service delivery systems the dual teaching model becomes an evitable approach to educate a vast majority of children with visual impairment.

1.3.10.4. **Cooperative Model**

This is an educational plan in which the visually impaired are enrolled with a teacher of visually impaired child in a special room from where he goes to the regular classrooms for a part of the day. In this plan the special room becomes his “homeroom”. The special teacher is responsible for his programme and it is executed in cooperation with regular classroom teacher. Late beginners and slow learners are benefited by the cooperative plan.

1.3.10.5. **Combined Model**

This model can also be called as “resource-cum-itinerant model”. This is an educational plan which usually combines several programme arrangements among teachers or within one teacher’s activity.
1.3.10.6. Cluster Model

This model envisages satellite centres in different regions with decentralized service delivery system. While the regional resource centres are responsible for the administration, the cluster centre can provide overall supervision. In the Regional Resource Centres (RRC), qualified leadership personnel have to be appointed who, in turn, can provide professional assistance to the various programmes and the teachers under the jurisdiction of the RRC.

- Cluster Model Programme

Thus, it can be seen that a single model may not be suitable for all children residing in different parts of the country. Therefore, any service model for integration being decided should be based on the need and accessibility by the children. In addition other factors such as culture, transportation, age, sex and nature of disability also influence the selection of suitable model. Any model which provides right materials in the right time at the right place can provide education of visually impaired children and also children with other disabilities very meaningfully.


There are four special legislations relating to the disabled and their rights in India which have been enacted by the Union Government so far:

1. The Mental Health Act, 1987
3. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act, 1995: let’s call it in short, the Person with Disabilities Act or PWD Act.

All these laws derive their mandate from Article 14 of the Constitution of India which states: “The state shall not deny to any person equality before the law or the equal protection of the laws within territory of India” which means that every person living
in this country has the fundamental right to be treated equally and to equal protection of law within the territory of India”.

1.3.11.1. SECTIONS 26 TO 31 of the PWD Act, pertaining to education for the

“Person with disabilities” is as follows -

26. The appropriate governments and the local authorities shall

(a) Ensure that every child with disability has access to free education in an appropriate environment till he attains the age of 18 years;

(b) Endeavor to promote the integration of students with disabilities in normal schools;

(c) Promote setting up of special schools in government and private sector for those in need of special education, in such manner those children with disabilities living in any part of the country has access to such schools;

(d) Endeavor to equip the special schools for children with disabilities with vocational training facilities.

27 The appropriate governments and the local authorities shall by notification make schemes for

(a) Conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis;

(b) Conducting special part-time classes for providing functional literacy for children in the age group of 16 and above;

(c) Imparting education by utilizing the available manpower in rural areas after giving them appropriate orientation;

(d) Imparting non-formal education through open schools or open universities;

(e) Conducting class and discussions through interactive electronic or other media;

(f) Providing every child with disability free of cost special books and equipment needed for his education.
28. The appropriate governments shall initiate or cause to be initiated research by official and non-governmental agencies for the purpose of designing and developing new assistive devices, teaching aids, special teaching materials or such other items as are necessary to give a child with disability equal opportunities in education.

29. The appropriate governments shall set up adequate number of teachers’ training institutions and assist the national institutes and other voluntary organizations to develop teachers’ training programs specializing in disabilities so that requisite trained manpower is available for special schools and integrated schools for children with disabilities.

30. Without prejudices to the foregoing provisions, the appropriate governments shall by notification prepare a comprehensive education scheme which shall make provision for:-

(a) Transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools;

(b) The removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training;

(c) The supply of books, uniforms and other materials to children with disabilities attending school;

(d) The grant of scholarship to student with disabilities;

(e) Setting up of appropriate mechanisms for the redressed of grievances if parents regarding the placements of their children with disabilities;

(f) Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;

(g) Restructuring of curriculum for the benefit of children with disabilities;

(h) Restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum;
31. All educational institutions shall provide or cause to be provided amanuensis to blind students and students with low vision.

Before going into an analysis of these provisions, it needs to be clarified at the outset that the act does not cover all the categories of disabled persons: it specifically covers only the persons who suffer from any of the following seven disabilities and to the extent of not less than 40 percent.

(a) Blindness (which is defined as a condition where a person suffers from any of the following conditions: total absence of sight; or visual acuity not exceeding 6/60 or 20/200 [Snellen] in the better eye with correcting lenses; or limitation of the field of vision subtending an angle of 20 degrees or worse).

(b) Low vision (which is defined as a condition of impairment of visual functioning of a person even after treatment but who uses or is capable of using vision for the planning or execution of a task with appropriate assistive device).

(c) Leprosy-cured person (which is defined as a condition when a person has been cured of leprosy but is suffering from: loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity; or manifest deformity and paresis but having sufficient mobility in the hands and feet to enable him to engage in normal economic activity; or extreme physical deformity as well as advanced age which prevent him from undertaking any gainful occupation).

(d) Hearing impairment (which is defined as a condition of loss of 60 decibels or more in the better ear in the conventional range or frequencies).

(e) Locomotive disability (which is defined as a condition of disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any other form of cerebral palsy).

(f) Mental retardation (which is defined as a condition of arrested or incomplete development of mind of a person, which is specially characterized by sub-normality of intelligence).

(g) Mental illness (which is defined as any mental disorder other than mental retardation).
The use of term “integration” in Section 26(b) and “integrated school” in Section 29, shows that the integrationist school of thought also has a presence here. As far as inclusive education is concerned, Section 26(a) which envisages “appropriate” environment gives a hint of an endeavor towards inclusive education in the act but after going through the entire clause, one almost wonders if this is wishful thinking, or a linguistic illusion arising purely out of the use of a particular terminology associated with inclusive education elsewhere. The provisions which do lend more credible basis for the view that inclusive education has been acknowledged in the act, are provisions like Section 28, which provide for designing and developing new assistive devices, teaching aids, special teaching materials or such other items as are necessary to give a child with disability “equal opportunities in education”. Or Clauses (f), (g), (h) of Section 29 which provide for suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision (f); restructuring of curriculum for the benefit of children with disabilities (g); restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum (h). Also Section 31 stipulates that all educational institutions shall provide amanuensis (scribes) to blind students and students with low vision. The phrase “appropriate environment”, which has been mentioned, is highly inadequate and ambiguous by itself, since as such, it fails to lay down any standard whatsoever, of the appropriateness of the environment. In fact, in the absence of any qualifying words, there is a certain danger that segregation could be pushed as appropriate. Further, the provisions like Clauses(f), (g),(h) of Section 29 which provide for suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision (f); restructuring of curriculum for the benefit of children with disabilities (g); restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum (h); are also inadequate for the same reasons as above, since, in some ways, they fail to clearly define the purpose for which these modifications and restructuring are called for. They in any case fail to make a definite statement in favor of inclusive education.

Section 28 of the PWD Act does provide for designing and developing new assistive devices, teaching aids, special teaching materials or such other items as are necessary
to give child with disability “equal opportunities in education”. Though Section 31, which stipulates that all educational institutions shall provide amanuensis (scribes) to blind students and students with low vision, also seemingly leans in favor of inclusive education, seems to be incomplete too. It does not specify the qualifications for the scribes, so as to be able to provide quality service to the students on whose behalf they write. At present, some rules are said to be in operation which have laid down that the scribe must have qualification of a level lower than the student and that he ought to have secured less than 50 percent. There could definitely be a better model for the system of providing scribes, for example, the scribe could be from a different stream of learning from that of the student and then his qualification need not be lower. By clever interpretative tactic, another hope for bringing in inclusive education through the present law could be found in the definition of “rehabilitation” in the PWD Act, which has been given as “a process aimed at enabling persons with disabilities to reach and maintain their optimal physical sensory, intellectual, psychiatric or social functional levels”. This very broad and all-encompassing definition of rehabilitation also has immense potential to be used for bringing in inclusive education especially in view of certain duties cast in the act towards rehabilitation of the disabled. Section 66(1) of the act imposes a duty on the government to undertake rehabilitation of all persons with disabilities and Section 48 obliges the government to promote and sponsor research, inter alia in the area of rehabilitation including community based rehabilitation, and Section 49 obliges the government to provide financial assistance to universities, other institutions of higher learning professional bodies and non-governmental research units or institutions, for undertaking research for special education, rehabilitation, and manpower development.

While one is analyzing the provisions of the PWD Act, it would be instructive to take a look at its preamble. It says that the act has been brought in to give effect to and implement the Proclamation on the Full Participation and Equality of the People with Disability in the Asian and Pacific Region adopted at the meeting to launch the Asian and Pacific Decade of Disabled Persons (1993-2002). This meeting was convened by ESCAP, and held at Beijing during December 1 – 5, 1992, to which India is signatory. This is of some importance since it is an established principle of law that the preamble discloses the primary intention of the statue and is a key to interpretation of its
provisions. Especially where the object or meaning of the provisions of the act is not clear or the provisions are ambiguous, the preamble can be taken as an aid for the purpose of finding their meaning and scope. The preamble of the PWD Act could certainly be utilized to iron out the ambiguities in the provisions mentioned above in favor of inclusive education.

One must also mention here that Section 39 of the PWD Act which says “All Government, educational institution and other educational institution receiving aid form the Government shall reserve not less than 3 percent seats for persons with disabilities”, though it is included in the chapter specifically titled as “employment”, has been rather interestingly and successfully used by several disabled students and/ or their parents to demand reservation of seats in higher professional institutions like the IITs, IIMs, medical colleges etc.

It would be also in place to make a mention here of a recent public interest litigation initiated in the Hon’ble High Court of Delhi by a group of lawyers concerned with disability rights, being Writ Petition No.1342 of 2003 titled as Social Jurist v Union of India & Other. In this sub judice petition it has been highlighted that though the PWD Act came into force w.r.t. February 7, 1996, till date the central government as well as the Government of Delhi have failed to prepare any comprehensive education scheme as required under Section 30 of the act and also that the central government and the Government of Delhi have failed to revise and to bring the centrally sponsored Integrated Education for Disabled Children (IEDC) scheme of 1976-77 in conformity with the provisions of Section 30 of PWD Act, 1995. It has further highlighted those children in disabilities studying in government and Municipal Corporation of Delhi (MCD) run schools in Delhi are denied even the benefits presently provided in the IEDC. It has been submitted that the aforesaid failures on the part of the respondents are violate of human and fundamental rights of lakhs of children with disabilities as guaranteed to them under the Constitution of India read with the provisions of PWD Act and Delhi School Education Act, 1973.

1.3.12. National Policy for Persons with Disabilities – 2006 With Reference To

Inclusive Education (Sharma, Y.K. and Sharma, M.2014)
1.3.12.1. Introduction -

National Policy for Persons with Disabilities – 2006 is a very comprehensive legislation for treatment of various types of disabilities and ensuring to persons with disabilities equality of opportunity in socio-economic and educational fields of human life, hence it is an instrument of vital significance for inclusive education.

1.3.12.2. National Policy Statement -

The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. The focus of the policy shall be on the following:

1.3.12.3. Prevention of Disabilities -

Since disability, in a large number of cases, is preventable, there will be strong emphasis on prevention of disabilities. Programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter will be intensified and their coverage expanded.

Table 6

1.3.12.4. National Policy for Persons with Disability – 2006 With Reference to

Inclusive Education

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1.3.12.4. A. Rehabilitation Measures -

Rehabilitation measures can be classified into three distinct groups: (i) physical rehabilitation, which includes early detection and intervention, counseling and medical interventions and provision of aids and appliances. It will also include the development of rehabilitation professionals; (ii) educational rehabilitation including vocational education; and (iii) economic rehabilitation for a dignified life in society.

(1) Physical Rehabilitation Strategies

(i) Early Detection and Intervention

Early detection of disability and intervention through drug or non-drug therapies helps in minimization of impact of disability. Therefore, there will be emphasis on early detection and early intervention, and necessary facilities will be created towards this end. Government will take measures to disseminate information regarding availability of such facilities to the people especially in rural areas.

(ii) Counseling and Medical Rehabilitation

Physical rehabilitation measures including counseling, strengthening capacities of persons with disabilities and their families, physiotherapy, occupational therapy, psychotherapy, surgical correction and intervention, vision assessment, vision stimulation, speech therapy, audiological rehabilitation and special education shall be extended to cover all the districts in the country by active involvement and participation of State Governments, local level institutions, NGOs including associations of parents and persons with disabilities. New District Disability
Rehabilitation Centres (DDRCs) will be set up with support from the State Government. The National Rural Health Mission through Accredited Social Health Activist (ASHA) addresses the health needs of rural population, especially the vulnerable sections of society.

(iii) Assistive Devices

The Government of India has been assisting persons with disabilities in procuring durable and scientifically manufactured, modern aids and appliances of ISI standard that can promote their physical, social and psychological independence by reducing the effect of disabilities. Every year through National Institutes, State Governments, DDRCs, and NGOs, persons with disabilities are provided with devices such as prostheses and orthoses, tricycles, wheelchair, surgical footwear and devices for activities of daily living, learning equipment (Braille, writing equipment’s, Dictaphone, CCplayer/tape recorder), low vision aids, special mobility aids like canes for blind, hearing aids, educational kits, communication aids, assistive and alerting devices and devices suitable for the persons with mental disabilities. The availability of devices will be expanded to cover uncovered and under-serviced areas.

(iv) Development of Rehabilitation Professionals

Human resource requirements for rehabilitation of persons with disabilities will be assessed and development plan will be prepared so that the rehabilitation strategies do not suffer from lack of manpower.

(2) Educational Rehabilitation of Persons with Disabilities

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit if the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the Census, 2001, fifty-one per cent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through inclusive education.
Sarva Shiksha Abhiyan (SSA) launched by the Government has the goal of eight years of elementary schooling for all children including children with disabilities in the age group of 6-14 years by 2010. Children with disabilities in the age group of 15-18 years are provided free education under Integrated Education for Disabled Children (IEDC) Scheme.

Under SSA, a continuum of educational options, learning aids and tools, mobility assistance, support services etc. are being made available to students with disabilities. This includes education through an open learning system and open schools, alternative schooling, distance education, itinerant teacher model, remedial teaching, part-time classes, Community Based Rehabilitation (CBR) and vocational education.

IEDC Scheme implemented through the State Governments, Autonomous Bodies and Voluntary Organizations provides hundred percent financial assistance for various facilities like special teachers, books and stationery, uniform, transport, readers allowance for the visually handicapped, hostel allowance, equipment cost, removal/modification of architectural barriers, financial assistance for purchase/production of instructional material, training of general teachers and equipment of resource rooms.

There will be concerted effort on the part of the Government to improve identification of children with disabilities through regular surveys, their enrolment in appropriate school and their continuation till they successfully complete their education. The Government will endeavor to provide right kind of learning material and books to the children with disabilities, suitably trained and sensitized teachers and schools which are accessible and disable friendly.

Government of India is providing scholarships to students with disabilities for pursuing studies at post-school level. Government will continue to support the scholarships and expand its coverage.

Facilities for technical and vocational education designed to inculcate and bolster skill development suited to various types of productive activities by adaptation of the existing institutes or accelerated setting up of institutes in un-served/under-served areas will be encouraged to provide vocational training.
Persons with disabilities will be provided access to the Universities, technical institutions and other institutions of higher learning to pursue higher and professional courses.

(3) Economic Rehabilitation of Persons with Disabilities -

Strategies for economic empowerment of persons with disabilities would be the following:

i) Employment in Government Establishments

The PWD Act, 1995 provides for 3 percent reservation in employment in the establishments of Government of India and Public Sector Undertakings (PSUs) against identified posts. The status of reservation for Government in various Ministries/Departments against identified posts in Group A, B, C and D is 3.07 percent, 4.41 percent, 3.76 percent and 3.18 percent, respectively. In PSUs, the reservation status in Group A, B, C and D is 2.78 percent, 8.54 percent, 5.04 percent and 6.75 percent, respectively. Government will ensure reservation in identified posts in the Government sector including public sector undertaking in accordance with the provisions of the PWD Act, 1995. The list of identified posts, which was notified in 2001, will be reviewed and updated.

ii) Wage Employment in Private Sector

Development of appropriate skills in persons with disabilities will be encouraged for their employability in private sector. Vocational rehabilitation and training centres engaged in developing appropriate skills amongst persons with disabilities keeping view their potential and abilities will be encouraged to expand their services.

iii) Self-employment

Considering slow pace of growth in employment opportunities in the organized sector, self-employment of persons with disabilities will be promoted. This will be done through vocational education and management training. Further, the existing system of providing loans at softer terms from the NHFDC will be improved to make it easily accessible with transparent and efficient procedures of processing. Priority in financial support will be given to self-help groups formed by the persons with disabilities.
iv) Women with Disabilities

According to Census 2001, there are 93.01 lakh women with disabilities, which constitute 42.46 percent of total disabled population. Women with disabilities require protection, exploitation, and abuse. Special programmes will be developed for education, employment, and providing other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocational training facilities will be set up. Programmes will be undertaken to rehabilitate abandoned disabled women/girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. It has been noted that women with disabilities have serious difficulty in looking after their children. The Government will take up a programme to provide financial support to women with disabilities so that they may hire services to look after their children. Such support will be limited to two children for a period not exceeding two years.

v) Children with Disabilities

Children with disabilities are the most vulnerable group and need special attention. The Government would strive to:

1. Ensure right to care, protection, and security for children with disabilities.
2. Ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights; enjoy equal opportunities and full participation in accordance with various statutes.
3. Ensure inclusion and effective access to education, health, vocational training along with specialized rehabilitation services to children with disabilities.
4. Ensure the right to development as well as recognition of special needs and of care and protection of children with severe disabilities.

vi) Barrier-free Environment

Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier-free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities. Therefore, to the maximum extent possible, buildings/places/transportation systems for public use will be made barrier free.
vii) Issue of Disability Certificates

The Government of India has notified guidelines for evaluation of the disabilities and procedure for certification. The Government will ensure that the persons with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple, transparent and client-friendly procedures.

viii) Social Security

Disabled persons, their families and care givers incur substantial additional expenditure for facilitating activities of daily living, medical care, transportation, assistive devices, etc. Therefore, there is a need to provide them social security by various means. Central Government has been providing tax relief to persons with disabilities and their guardians. The State Governments/U.T. Administrations have been providing unemployment allowance or disability pension. The State Government will be encouraged to develop a comprehensive social security policy for persons with disabilities.

ix) Promotion of Non-Government Organizations (NGOs)

The National Policy recognizes the NGO sector as very important institutional mechanisms to provide affordable services to complement the endeavors of the Government. The NGO sector is a vibrant and growing one. It has played a significant role in the provisions of services for persons with disabilities.

Some of the NGOs are also undertaking human resource development and research activities. Government has also been actively involving them in policy formulation, planning, implementation, monitoring and has been seeking their advice on various issues relating to persons with disabilities. Interaction with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs will be encouraged and facilitated.

**The following programmes will be undertaken -**

1. A Directory of NGOs working in the field of disability will be prepared properly mapping them by mapping them by geographic regions along with their major activities. For NGOs supported by the Central/State Governments, their resource
position, both financial and manpower will also be reported. Disabled persons organizations, family associations and advocacy groups of parents of disabled persons shall also be covered in the directory identifying them separately.

2. There are regional/State imbalances in the development of the NGO movement. Steps will be taken to encourage and accord preference to NGOs working in the underserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas.

3. NGOs will be encouraged to develop and adopt minimum standards, codes of conduct and ethics.

4. NGOs will be provided opportunities for orientation and training of their human resource. Training in management skill which is already being provided, will be strengthened. Transparency, accountability, procedural simplifications etc. will be guiding factors for improvement in the NGO-Government partnership.

5. The NGOs shall be encouraged to mobilize their own resources to reduce the dependence on grants-in-aid from the Government and also to improve the availability of funds in the sector. Tapering of assistance in a schematic manner will also be considered so that the number of NGOs to be helped within the available resources could be maximized. Towards this end, NGOs will be trained in resource mobilization.

x) Collection of Regular Information on Persons with Disabilities

There is a need for regular collection, compilation and analysis of data relating to socio-economic conditions of persons with disabilities. The National Sample Survey Organizations has been collecting information on socio-economic conditions of persons with disabilities on regular basis once in ten years since 1981. The Census has also started collection of information on persons with disabilities from the Census 2001. The National Sample Survey Organizations will have to collect the information on persons with disabilities at least once in five years. The differences in the definitions adopted by the two agencies will be reconciled. A comprehensive website for persons with disability will be created under the Ministry of Social Justice and Empowerment. Organizations both in public and private sector will be encouraged to make their websites accessible to the visually impaired using Screen Reading Technologies.
xi) Research

For improving the quality of life of persons with disabilities, research will be supported on their socio-economic and cultural context, cause of disabilities, early childhood education methodologies, development of user-friendly aids and appliances and all matters connected with disabilities which will significantly alter the quality of their life and civil society’s ability to respond to their concerns. Wherever persons with disabilities are subjected to research interventions, their or their family member or caregiver’s consent is mandatory.

xii) Sports, Recreation and Cultural Life

The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have rights to access sports, recreation and cultural facilities. The Government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities.

xiii) Amendments to Existing Acts Dealing with the Persons with Disabilities

Ten years have passed since the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 came into operation. With the experience gained in the implementation of the Act and developments in the disability sector, certain amendments to the Act have become necessary. These amendments will be carried out in consultation with the stakeholders. RCI and National Trust Acts will also be reviewed and if necessary, required amendments would be made.

1.3.12.4. B. Principal Areas of Intervention

1. Prevention, Early Detection an Intervention.
2. In order to ensure prevention and early detection of disabilities, the following action will be taken:
3. National, regional and local programmes of immunization (for children as well as expectant mothers), public health and sanitation will be expanded.
4. Medical and pare-medical personnel will be adequately trained and equipped for early detection of disability amongst children.
5. Training modules and facilities in disability prevention, early detection and intervention will be developed for medical and Para-medical health functionaries and Anganwadi workers.

6. Training programmes of postgraduate, undergraduate degree and diploma in medical education will include modules on disability prevention, early detection and interventions.

7. Disability specific manuals for families having persons with disabilities will also be developed and provided free of cost.

8. Human resource development institutions will ensure that the personnel needed to provide support services such as special education, clinical psychology, physiotherapy, occupational therapy, audiology, speech pathology, vocational counseling and training and social work are available in adequate illness.

9. Programmers will be undertaken for screening of children to identify at risk cases.

1.3.12.4.C. Programmers of Rehabilitation

Medical, educational and social rehabilitation programmes will be developed with the assistance of medical and rehabilitation professionals and with the participation of persons with disabilities and their families, legal guardians and communities. Convergence of Government programmers will be ensured and the following specific measures will be taken:

- State level centers for providing composite rehabilitation services including human resource development, research and long-term specialized rehabilitation will be set up.
- Community based rehabilitation programmers shall be encouraged. Self-help groups of persons with disabilities and their family member/caregivers shall be effectively involved in the process of rehabilitation.
- Setting up of mental health care homes for severely mental ill persons will be encouraged under district level Panchayati Raj institution with the involvement of NGOs. Alternatively, family support groups will be encouraged to set up Custodial Care Institutions for persons with mental disabilities without community and/or family support.
- Measures will also be taken to set up residential rehabilitation centers for providing vocational and social skills training for persons with mental disabilities.
1. Human Resource Development

The manpower will be developed in the following areas:

1) Training of primary level workers both in health care and in community development comprising of Anganwadi workers, Auxiliary Nurses (Midwives) etc.
2) Support for training and orientation of personnel of Government and NGOs providing services.
3) Training and sensitization of community decision makers such as members of Panchayats, head of families etc.
4) Training and orientation of family members as caregivers.
5) Human resources will be trained to meet the requirement of education for children with disabilities under inclusive education, special education, home-based education, pre-school education etc. The following training programmers of different specialization and level shall be developed.
6) Training modules for teachers for inclusive education.
7) Diploma, degree and high level programmers in special education.
8) Training of caregivers for home-based education and care services for disabled adults/senior citizens etc.
9) Rehabilitation Council of India shall be the nodal agency for preparation of plans for training of rehabilitation personnel. The role of the National Institutes in disability specific training will be clearly spelt out and a Five Year Plan of Action will be drawn up.

2. Education of Persons with Disabilities

It will be ensured that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020. Special care will be taken to-

i. Make schools (building, approaches, toilets, playgrounds, laboratories, libraries etc.) barrier free and accessible for all types of disability.
ii. Medium and method of teaching will be suitably adapted to the requirements of most disability conditions.
iii. Teaching/learning tools and aids such as educational toys, Braille/talking books, appropriate software etc. will be made available. Incentives will be
given to expand facilities for setting up of general libraries, e-libraries, Braille-libraries and talking books libraries, resource rooms etc.

iv. Sing language, Alternative and Augmentative Communications (AAC) and other modes as a viable medium in inter-personal communication will be recognized, standardized and popularized.

v. Schools will be located within easy travelling distance. Alternatively, viable travel arrangements will be made with the assistance of the community, State and NGOs.

vi. Parent-teacher counseling and grievance redress system will be set up in the schools.

vii. In some cases due to the nature of disabilities (its type and degree), personal circumstances and preferences, home-based education will be provided.

viii. Model Schools of Inclusive Education will be set up in each State/U.T. to promote education of persons with disabilities.

ix. In the era of knowledge society, computers play a very important role. Efforts will be made so that every child with disability gets suitably exposed to the use of computers.

x. Educational facilities will be provided in psychosocial rehabilitation centers for mentally ill persons.

xi. Include a module in induction and in-service training programmes of teachers on issues relating to management of children with disabilities.

xii. The Ministry of Human Resource Development will be the modal ministry to coordinate all matters relating to the education of persons with disabilities.

3. Employment
The following steps will be taken for employment of persons with disabilities.

i. The Government shall initiate a dialogue with private sector organizations to help persons with disabilities in getting employment.

ii. Develop appropriate home-based income generation programmes for the persons with disabilities especially for persons with severe and multiple disabilities, who opt for such programmes. The system of coaching for employment will also be encouraged for persons with disabilities and their caregivers.
iii. Facilitate modifications in the design of machinery, workstation and work environment necessary for the disabled persons to operate without barriers in training centers/factories/industry/offices etc.

iv. Provide assistance through appropriate agencies like Marketing Boards, District Rural Development Agencies (DRDAs), private agencies and Non-Governmental Organizations in marketing of goods and services produced by persons with disabilities.

v. Coverage of persons with disabilities in poverty alleviation programmers will be improved so that they get their due share of 3 per cent as provided under statutory provisions.

4. **Barrier-free Environment**

For creation of barrier-free environment, the following strategies will be adopted:

i. Public buildings (functional or recreational), transport amenities including roads, sub-ways and pavements, railway platforms, bus stops/terminals, ports, airports, modes of transports (bus, train, plane and waterways), playgrounds, open space etc. will be made accessible.

ii. Use of sign language in all public functions will be encouraged.

iii. State Transport Undertakings will ensure disabled friendly features in their vehicles. Railways will provide barrier-free coaches in a phased manner. They will also make the platform-buildings, toilets and other facilities barrier-free.

iv. Proactive steps will be taken to ensure disability-friendly IT environment in the country.

v. Banking system will be encouraged to meet the needs to the persons with disabilities.

5. **Social Protection**

The following steps will be taken to provide adequate Social security to the persons with disabilities:

i. A system of regular review of the policies of tax relief granted to the persons with disabilities will be put in place so that necessary income tax and other tax relief remain available to persons with disabilities.
ii. State Governments and UT Administrations will be encouraged to rationalize the amount of pension and unemployment allowance for persons with disabilities.

6. Research

Research for developing new technologies for persons with disabilities will be encouraged with international cooperation, wherever necessary. Results of research will be widely disseminated. It will be focused on the following aspects:

i. Socio-cultural aspects of disability, which inter alia, include study of social attitude and behavioral patterns towards persons with disabilities.

ii. Generate statistics about the employment status of persons by type of disability especially for those who become disabled due to accidents and other disasters.

iii. Study causes of different types and level of incidence of disabilities.

iv. Adaptive technology research focusing on enhanced personal mobility, verbal/non-verbal communication, design changes in articles for everyday usage etc. with a view to develop cost effective, user-friendly and durable aids and appliances with the help of premier technological institutes. Ministry of Science and Technology shall set up Rehabilitation Technology Centre for coordinating and undertaking research and development, testing and certifying technologies, training etc. Appropriate hardware and software suitable for persons with disabilities to ensure access to information technologies will be developed.

7. Sports, Recreation and Cultural Activities

The following steps will be taken to ensure equal opportunities for sports, recreation and cultural activities:

i. Make places for recreation, cultural activities and sports, hotels, beaches, sports arenas, auditoriums, gym halls, etc. accessible.

ii. Travel agencies, hotels, voluntary organizations and others involved in organizing recreational activities or travel opportunities should offer their services to all, taking into account the special needs of persons with disabilities.

iii. Identification of talent amongst persons with disabilities in different sports shall be made with the assistance of local NGOs.
iv. Formation of sports organizations and cultural societies for persons with disabilities will be encouraged. There will be mechanism to support the participation of persons with disabilities in national and international events.

v. A national award for excellence in sports for persons with disabilities shall be instituted.

1.3.12.4. D. Responsibility for Implementation of the Policy

The Ministry of Social Justice and Empowerment will be the nodal ministry to coordinate all matters relating to the implementation of the Policy. An inter-ministerial body to coordinate matters relating to implementation of Notional Policy will be formed.

The Ministries of Home Affair, Health and Family Welfare, rural Development, Urban Development, Youth Affairs and Sports, Railways, Science and Technology, Statistics and Programmer Implementation, Labor, Panchayati Raj and Departments of Elementary Education and Literacy, Secondary and Higher Education, Road Transport and Highways, Public Enterprises, Revenue, Women and Child Development, Information Technology and Personnel and training will set up necessary mechanism for implementation of the policy. A five-year perspective plan and annual plans setting targets and financial allocations will be prepared by each Ministries/Departments will indicate progress achieved during the year.

Every five year a comprehensive review will be done on the implementation of the National Policy. A document indicating status of implementation and a roadmap for five year shall be prepared based on the deliberations in a national level convention. State Governments and Union Territory administrations will be urged to take steps for drawing up State Policy and develop action plan.

1.3.13. Policies Concerning Education of Children with Disabilities

The Constitution of India and the educational policies envisaged in post-independent India reflect a perseverance and commitment to the fulfillment of UEE. The Constitution states that ‘free and compulsory education should be provided for all children until they complete the age of 14 years.
1.3.13.1. Kothari Commission -

The first education commission in India (Kothari Commission, 1964-66) addressed issues of access and participation by all. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. In 1968, the National Education Policy followed the commission’s recommendations and suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an ‘integrated programme enabling handicapped children to study in regular schools.

1.3.13.2. National Policy on Education (NPE) (1986) -

Two decades later, the National Policy on Education (NPE) (1986) stressed the ‘removal of disparities’ in education, while attending to the specific needs of those who had been denied equality so far (MHRD, 1986). It stated ‘the objective should be 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’. In 1987, to fulfill the provisions for disabled children in the NPE, the government launched the Project for Integrated Education Development (PIED). It states ‘wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of others’. According to the NPE, ‘the indicators of integration are that handicapped people enjoy the same rights as the rest, have opportunities for growth and development in environmental conditions available to the rest, have access to the quality of life like any other citizen, and are treated as equal in the community’. The programme of action outlined measures to implement the policy including massive in-service training programmes for teachers; an orientation programme for administrators; the development of supervisory expertise in resource institutions for school education at the district and block level; and provision of incentives such as supply of aids, appliances, textbooks and school uniforms.

1.3.13.3. The NPE Underwent Modifications in 1992 (MHRD, 1992)

It made an ambitious commitment to universal enrolments by the end of the Ninth Five-Year Plan for both categories of disabled children: those who could be educated in general primary school, and those who needed to be educated in special schools or
special classes in general schools. It also called for the reorientation of pre-service and in-service teacher education programmes. The NPE (1986) and revised NPE (1992) are the guiding policies at all levels. The most notable pedagogical recommendations is as follows;

‘Curriculum flexibility is of special significance for these children. Special needs for these children will be met if child-centred education is practiced. Child-to-child help in education of the children with disabilities is an effective resource in view of large classes and multi-grade teaching’.

1.3.13.4. The Equal Opportunities and Rights of Persons With Disabilities ACT 1996

The Equal Opportunities and Rights of Persons with Disabilities act 1996 called for the education of children with disabilities up to the age of 18 years in an appropriate environment. The act grants ‘equal opportunities, protection of rights and full participation’ to people with disabilities. It includes a number of provisions that ‘endeavor to promote the integration of students with disabilities into normal schools’. It also upholds the role of special schools by asking schools in the government and private sector to promote their establishment. Although there is no specific mention of inclusive education in the act, it is judged to be breakthrough legislation relating to education and economic rehabilitation of people with disabilities. The economic rehabilitation section under this act stipulates that certain posts in various government departments and in the public sector are to be identified, and a percentage (three percent) are to be reserved for people with disabilities. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act especially for the rehabilitation of people with disabilities.

1.3.13.5. Five Year Plans

The issue of ‘disability’ has also found a place in all the country’s five-year plans (Box1). Various national/apex-level institutes were established to deal with problems of specific disabilities. These institutes have been set up for education, training, vocational guidance, counseling, rehabilitation, research and training in various aspects of disability.
i) First Five-Year Plan

This witnessed the launching of a small unit by the Ministry of Education for the visually impaired in 1947. Subsequently a training centre for adults with visual impairments was established.

ii) Second Five-Year Plan

Under the Ministry of Education, a National Advisory Council for the Physically Challenged started functioning to advice the central government on issues concerning education, training and employment of the disabled.

iii) Third Five-Year Plan

Attention was given to rural areas. To facilitate the training and rehabilitation of the physically challenged, the government formulated policies around some services:

(a) planning employment exchange for the physically challenged;

(b) teaching and provision of work facilities in the home itself or neighborhood for those who are not mobile;

(c) Provision of recreation facilities for the physically challenged;

(d) At least three percent of job reservations and job facilities made available for the physically challenged.

iv) Forth Five-Year Plan

More emphasis was given to preventive work for people with visual, speech and hearing impairments. National centres for the physically challenged were instituted to serve as demonstration projects in various of the country and provide necessary training facilities.

v) Fifth Five-Year Plan

National policies were made around provision of community-oriented disability prevention and rehabilitation services to promote self-reliance, economic independence and social integration of the differently abled in the community, and comprehensive primary health care.
1.3.14. National Apex-Level Institute Set Up

- National Institute for the Visually Handicapped (1982), an autonomous body in Dehradun.
- Institute for the Physically Handicapped (1976), Delhi.
- Rehabilitation Council of India (1986), Delhi. Converted into a statutory body under the Rehabilitation Council of India Act 1992. One objective is to prescribe minimum standards for education and training of various categories of professionals dealing with people with disabilities. In addition to the various policy initiatives at the national level, India has actively participated in the global declaration on Protection of Child Rights, Protection of Rights of Persons with Disability, and UN Conventions on the Rights of the Child, Salamanca Declaration and other international policy initiatives. The UN Standard Rules for Persons with Disabilities states the following: States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system. General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.

  ‘Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system’

  ‘Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions’.
1.3.15. National – Level Practices On Education of Children with Disabilities

1.3.15.1. Early childhood care and education

It is now globally recognized that systematic provisions of early childhood care and education (ECCE) can help in the development of children in a very variety of ways, such as through group socialization, inculcation of healthy habits, stimulation of creative learning processes, and enhanced scope for overall personality development. ECCE is a support for UEE, and indirectly influence enrolment and retention of girls in primary schools by providing substitutes care facilities for younger siblings. At present, the Integrated Child Development Schemes (ICDS) is the most widespread ECCE provision. In addition, there are pre-schools and balwadis under the Central Social Welfare Board. There is a need to promote an active policy of inclusion in pre-schools for children with disabilities. There is also an urgent need to develop tools for early identification using inclusive principles rather than looking at disabilities. ECCE will be possible only when there are strong linkages with the primary health care system. At present, experiments such as district rehabilitation centres, which work separately from primary health care, have not achieved much progress in ECCE. This is mainly because primary health care personnel lack of knowledge and skills on ECCE. Components on early identification and intervention of children with disabilities are limited in the curriculum of medical, nursing and health workers training programmes, as well as in primary health care personnel training programmes. It is a requirement that curriculum should go beyond mere awareness building and lead to development of practical skills.

1.3.15.2. Project for Integrated Education Development (PIED) and Integrated Education for the Disabled Children (IEDC)

The government launched the Projects for Integrated Education Development (PIED) with assistance from UNICEF in 1986. The implementation of PIED in 10 demonstration sites in rural and urban contexts encouraged policy-makers to include children with moderate disabilities in 1992. In practice, children with multiple and severe disabilities were also integrated in project areas as consequences of the lack of special schools, and through the commitment to providing education for all that was generated in these areas. Evaluation of PIED showed higher retention rates of children with disabilities, and a positive change in teacher practices.
The success of this project resulted in the centrally sponsored scheme launched by the Ministry for Human Resource Development called Integrated Education for Disabled Children (IEDC) in 1992. The objective of the scheme is to provide educational opportunities for children with disabilities in ordinary schools, so as to facilitate their retention in the school system. This scheme offers financial assistance towards the salary of special teachers, provision of aids and appliances for children with special needs, training of special teachers, removal of difficulties due to building design, provision of instructional materials, community mobilization, and early detection and resource support.

It should be noted that no state government has state-sponsored schemes specifically for inclusive education. However, state governments sustain some components such as salaries of resource teachers in IEDC projects. IEDC has the scope for pre-school training of children with disabilities and counseling for parents, and 100 percent financial assistance can be provided for education of these children. The launching of IEDC led to a focus on pedagogical approaches that respond to the needs of children with disabilities. Under IEDC, over 120,000 children with disabilities are being educated in over 24,000 mainstream schools.

An evaluation of the project in 1994 showed that not only had enrolment of disabled children increased considerably, but the retention rate of disabled children had also increased, and was higher than that of children with disabilities. It created greater awareness in ordinary schools about education of children with disabilities. General teachers acknowledge that working with children with disabilities helped them in becoming better educators.

1.3.15.3. CBR Network (2001)

CBR Network (2001) also carried out a review with a view to scale up the educational access of children with disabilities in the state of Karnataka. The study reveals that the IEDC programme implemented by the government and NGOs had vast discrepancies in terms of teacher training and quality of services. Training programmes have been reduced from one year to 45 days or shorter periods. These training programmes or skills development programmes for general teachers and for resource teachers lack clarity. The short-term training curriculum to train general teachers varies from state to state in terms of objectives, content, duration and methodology. There also exists confusion about whether IEDC needs single-category disability teachers or multi-
category resource teachers. Presently, the government recognizes both these programmes, and no policy exists on the roles and responsibilities of teachers at different levels. The IEDC implemented by NGOs uses a different pattern in comparison to IEDC implemented by the government. Discrepancies in teacher preparation are certainly an area of major concern. There is a need for adequate preparation of general teachers, textbooks, and learning materials based on inclusive education principles.

1.3.15.4. National Council for Educational Research and Training (NCERT)

The National Council for Educational Research and Training (NCERT) acknowledges that there is lack of clarity at different levels in understanding regarding inclusive education in Indian context, and an urgent need to evolve operational frameworks for the planning and management of inclusive education. Although long overdue, recent efforts have been made by NCERT to evolve a framework in collaboration with NGOs who have initiated successful practices in inclusive education. Verma (2002) reports in an evaluation of IEDC in both DPEP and non-DPEP districts that 'IEDC needs to be redesigned on the lines of inclusive education for maximum reach and impact. The IEDC model used in DPEP districts has not gone beyond identification, and providing aids and appliances.

1.3.15.5. District Primary Education Project (DPEP) -

The government launched the DPEP with support from the World Bank. DPEP is converging with IEDC and other government and NGO programmes to bring synergy in the process of including more children with disabilities into the regular school system. It focuses on in-service training of general teachers to enable early detection, assessment, use of aids, and making of individual educational plans. Although DPEP was initiated in 1994, integrated education for children with disabilities was formally added as a programme component in 1997. The programme covers 60 percent of the child population of the country, and spreads over 176 districts in 15 states. Initially, states were provided with assistance to prepare action plans. By 1998, many states had carried out surveys and formal assessment camps, and had evolved strategies to provide resource support to children with special needs.

1.3.15.6. District Rehabilitation Centres and National Programme for Rehabilitation
The Ministry of Social Justice and Empowerment has set up 11 District Rehabilitation Centres in 10 states – Orissa, Andhra Pradesh, Rajasthan, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana, West Bengal, Madhya Pradesh and Karnataka. A similar scheme called The National programme for Rehabilitation for Persons with Disability (NPRPD) was launched in 1999. Under the scheme, financial resources are provided to state governments for initiating services at the district level. The government is using community-based rehabilitation as a strategy to scale up basic rehabilitation services, and to create a process for empowering people with disabilities, their families and communities. Within the scheme, the system of delivery of rehabilitation services is established from grassroots to the state level as follows:

- Each gram panchayat will have two community-based rehabilitation workers – for promoting community-based rehabilitation of people with disabilities, especially prevention, early detection and intervention.
- Each block will have two multipurpose rehabilitation workers – for providing basic rehabilitation services, and for coordinating activities with other government agencies.
- There is a District Refferal and Training Centre – for providing comprehensive rehabilitation services to people with disabilities covering all categories.
- There is a State Resource Centre – to serve as the state-level apex institution for training and human resources development, and providing rehabilitation services including those referred to it from lower level.

1.3.15.7. UN Support to Primary Education Community School Programme

The Community School Programme is a unique multi-state, multi-agency initiative; UN organizations – UNDP, UNICEF, UNFPA, UNESCO and ILO – are participating in the programme with five nodal ministries and nine state department s. The programme is a vehicle for channeling UN support for ongoing efforts towards UEE by helping to enhance and sustain community participation in effective school management and the protection of child rights. Support is being provided for improving the performance of teachers in the use of interactive, child-centred and gender-sensitive methods of teaching in multi-grade classrooms, and to redressing social constraints that effect attendance and performance of school-aged children,
mainly girls. The focus is on addressing the educational needs of working children, children with disabilities, and adolescent girls. The states participation in this programme includes Andhra Pradesh, Chattisgarh, Jharkhand, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. The interventions are location-specific and respond to situational variations. The UN-supported project clearly advocates an inclusive education strategy based on Salamanca principles and UNESCO guidelines. A study by CBR Network (2001) for identifying good practices in Karnataka and Uttar Pradesh noted that there is a lack of operational guidelines for teacher training programmes on the planning and management of inclusive education practices in the Indian context.

1.3.15.8. Sarva Shiksha Abhiyaan (SSA) (Movement to Educate All)

At present, the massive Sarva Shiksha Abhiyaan (SSA) programme aims to achieve UEE for all. Efforts within SSA will be underscored by effective decentralization, sustainable financing, cost-effective strategies for universalization, community-owned planning and implementation, and focus on girls, marginalized caste groups and ethnic minorities. Inclusive education is an integral component of SSA, and success will largely depend on the extent of enrolment, retention and achievement rates of children with special needs.

The SSA framework provides Rs. 1200 per challenged child per year to meet certain expenses. Interventions suggested for integrated education of disabled children are early detection and identification, functional and formal assessment, educational placement, aids and appliances, support services, teacher training, resource support, parental training and community mobilization, planning and management, strengthening of special schools, removal of architectural barriers, research, monitoring and evaluation, and a special focus on girls with disabilities. The provision of Rs. 1200 per challenged child per year made under SSA may not suffice, if all the interventions are to be supported. Therefore, the Union Secretary (Elementary Education and Literacy) convened a meeting of those departments/agencies of the government, who have stake in integrated education of disabled children, for seeking support and exploring the possibility of convergence of their efforts with SSA to achieve a common objective.
1.3.16. Role of NGOs

In India, the non-governmental sector plays an active role in the provisions of services for people with disabilities; NGOs have been involved in the field of educating children with disabilities since the early 1950s when parents of children with disabilities started special schools and parent organizations to meet the needs of their own children. Most of these organizations flourished in urban areas. The government recognized that these NGOs were well placed to reach people with disabilities and supported them through various grants in aid. In 1970s and 1980s, there was a dramatic increase in the number of NGOs in India. International development aid organizations, such as NORAD, SIDA, DANIDA, Action Aid and others, encouraged NGOs to try innovative approaches for reaching people with disabilities. UNICEF also played a significant role in supporting NGOs.

A number of NGOs have adopted innovative philosophies and strategies for educating children with disabilities, primarily through encouraging the use of an integrated and inclusive approach. The National Association for the Blind working in various states, Ramakrishna Vidyalaya in Tamil Nadu, and the Blind People Association in Ahmedabad have developed teacher training programmes and learning materials. In the area of mental retardation and cerebral palsy, the Spastic Societies in Bombay, Bangalore, Tamil Nadu, Calcutta and Delhi have made significant contributions by developing innovative approaches to providing access to services for a number of children with disabilities. Swasahaya Samuchaya in Mysore has helped in formation of self-help groups for families with children with mental handicaps. Samadhan in Delhi has initiated many programmes for children with mental handicaps. Nivedita Manovikas Kendra in Bengalore is a pioneer in initiating self-help mutual aid groups. Sajjan Rao Vidya Samsthe in Bangalore started the first inclusive school to bring in children with mental handicaps from urban slums. Large-scale programmes using a cross-disability approach were initiated by organizations promoting community-based rehabilitation such as the CBR Network. These programmes are run in close collaboration with state and central governments.

As a broad policy, the government is promoting the role of NGOs at all levels with a view to achieving participatory development, and supporting the administration in implementing its programme. It proposes that the programme be implemented in a
manner that will provide adequate opportunities for NGOs. The private sector can contribute towards the achievement of programme goals by developing community-owned for UEE. It is recognized that NGOs have the potential to contribute to innovating and implementing education programmes. As present, the involvement of NGOs is generally limited to running non-formal education programmes, and implementing small-scale innovative experiments in schooling. While continuing with existing NGO programmes, efforts should be made to identify technically competent NGOs, and enable them to assume larger role by functioning alongside government agencies in a significant manner.

1.3.17. Policy Directions for the Future

It is realized that the methods adopted so far may not be enough to achieve education for all within the next few years. This perspective must guide future policies and programmes.

Efforts should focus on three broad areas -

- The national resolve, as stipulated in the NPE, to provide free and compulsory education of satisfactory quality to all children up to the age of 14 years.
- The political commitment to make the right to elementary education a fundamental right, and to enforce this right through statutory measures.
- Greater decentralization, as provided for by the seventy-third and seventy-fourth constitutional amendments, and a significantly enhanced role for local and community organizations in efforts towards UEE.

Future government policy should deal specifically with the question of equity. One way to achieve this is by fulfilling the educational needs of disadvantaged children. This shift in policy would require additional training facilities and governmental support for infrastructure development. Local government can be drawn on initially.

Under SSA, there is a need for the government to evolve a clear operational framework on inclusive education and special needs in order to achieve meaningful results. The school system must change to enable it to respond to the educational needs of the disabled. For this reason, a changed curriculum that all children can follow should be developed. Teacher education reform should be undertaken to equip
mainstream teachers with appropriate knowledge and skills. Lastly, attention should
be drawn to the building of appropriate support systems.

1.3.18. The International Framework for Inclusive Education

Article 26 of the Universal Declaration of Human Rights, in particular adopted by the
General Assembly of the United Nations on December 10, 1948, recognizes that
everyone has the right to education and that education shall be directed towards the
full development of the human personality and towards the strengthening of respect
for human rights and fundamental freedoms. A significant landmark toward
advancing inclusive education is the legally binding Convention of the Rights of
Persons with Disabilities (CRPD), which was adopted by the United Nations in
December 2006 and currently has 139 signatories.

The Salamanca statement goes well beyond the still common view, which link
inclusion, only to the participation and learning of children with disabilities, by
reaffirming the fundamental right to education for every child and stressing their
unique characteristics interest’s abilities and learning needs (Booth & Dyssegaard
2008)

1.3.18.1. The Salamanca Statement (Salamanca, Spain 7-10 June, 1994)

On Principles, Policy and Practice in Special Need Education

Reaffirming the right to education of every individual, as enshrined in the 1948
Universal Declaration of Human Rights, and reviewing the pledge made by the world
community at the 1990 World Conference on Education for All to ensure that right for
all regardless of individual differences.

1) We, the delegates of the World Conference on Special Needs Education representing
ninety-two governments and twenty-five international organizations, assembled here
in Salamanca, Spain, from 7-10 June 1994; hereby reaffirm our commitment to
Education for All, recognizing the necessity and urgency of providing education for
children, youth and adults with special educational needs within the regular education
system and further hereby endorse the Framework for Action on Special Needs
Education, that governments and organizations may be guided by the spirit of its
provisions and recommendations.
2) We believe and proclaim that -

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- Every child has unique characteristics, interests, abilities and learning needs,
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs,
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building and inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

3) We call upon all governments and urge them to -

- Give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,
- Adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise,
- Develop demonstration projects and encourage exchanges with countries having experience with inclusive schools,
- Establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provisions for children and adults with special education needs,
- Encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision-making processes concerning provisions for special educational needs,
- Invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,
- Ensure that, in the context of a systematic change, teacher education programmes, both pre-service and in-service, address the provisions of special needs education in inclusive school.

4) We also call upon the international community; in particular we call upon -
Governments with international cooperation programmes and international funding agencies, especially the sponsors of the World Conference on Education for All, the United Nations Educational, Scientific and Cultural Organizations (UNESCO), the United Nations Children’s Fund (UNICEF), United Nations Development Programme (UNDP), and the World Bank:

- To endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes;
- The United Nations and its specialized agencies, in particular the International Labour Office (ILO), the World Health Organization (WHO), UNESCO and UNICEF:
  - To strengthen their inputs for technical cooperation, as well as to reinforce their cooperation and networking for more efficient support to the expanded and integrated provision of special needs education;
- Non-governmental organizations involved in country programming and service delivery.
  - To strengthen their collaboration with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special educational needs;

1.3.18.2. UNESCO, as the United Nations agency for education-

- To ensure that special needs education forms part of every discussion dealing with education for all in various forums,
- To mobilize the support of organizations of the teaching profession in matters related to enhancing teacher education as regards provision for special educational needs.
- To stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentations; also, to serve as a clearinghouse for such activities and for disseminating the specific results and progress achieved at country level in pursuance of this statement,
- To mobilize funds through the creation within its next Medium-Term Plan (1996-2002) of an expanded programme for inclusive schools and community support programmes which would enable the launching of pilot projects that showcase new approaches for dissemination, and to develop indicators concerning the need for and provisions of special needs education.
Finally, we express our warm appreciation to the Government of Spain and to UNESCO for the organization of the Conference, and we urge them to make every effort to bring this Statement and the accompanying Framework for Action to the attention of the world community, especially at such important forums as the World Summit for Social Development (Copenhagen, 1995) and the World Conference on Women (Beijing, 1995).

Adopted by the acclamation in the city of Salamanca, Spain, on this 10th June 1994.

1.4. Statement of the Problem

Status of Pre-service teachers Attitude, Self-efficacy and Skills towards Inclusive Education and developing inclusive education curriculum framework for teacher education and formulate syllabus for pre service teachers, implement this syllabus in three modes i.e. infused, isolated and isolated without training for the pre-service teachers and compare its effect.

1.5. Conceptual Definitions

Attitude
An attitude is a dispositional readiness to respond in certain situations persons or objects in a consistent manner which has been learned & has become one’s typical mode of responses. (Freeman, 1968).

Self-Efficacy
Teacher’s self-efficacy can be defined as the teachers own belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific task in a particular context. (Bandura, A. 1993).

Skill
The ability to use one’s knowledge effectively and readily in execution or performance. (Merriam, Webster Dictionary).

1.6. Operational Definitions

Attitude
Pre-service teachers’ attitude towards Inclusive Education is defined as ability of Sentiments, concerns about Inclusive Education. Aspects of attitudes are considered from Dr. Umesh Sharma, Loreman Tim, Forlin C.and Chris Earle’s SACIE Scale.
Self-Efficacy

Self-efficacy means pre-service teachers own belief in his/her capability to organize & execute courses of action required to successfully accomplish a special student with normal students in Inclusive Education context. Aspects of self-efficacy are considered from Dr. Umesh Sharma, Loreman Tim, Forlin C.and Chris Earle’s SEIIP Scale.

Skill

Pre-service teacher's skills towards Inclusive Education is defined as knowledge of what and how to teach in Inclusive Classroom and how to organize inclusive classroom, which skills are needed for inclusive classroom, these are the skills needed for Inclusive Education:-

1. Understanding needs & ability of children special need
2. Attitudinal change
3. Awareness
4. Pedagogic skills
   a)Instructional accommodation &
   b)Activity differentiation
5. Academic Survival Skills
6. Generic skills
7. Functional Life Skill

Inclusive education curriculum -

It is a plan of course of Inclusive education curriculum considering the objectives of Inclusive education & duties of pre-service teachers.

Mode of Implementation of syllabus (M.I.S.)

In the present study 3 Mode of implementation was used.

2. **Mode-II**-M.I.S. - Infused + Training + Providing Teaching Learning Material.
3. **Mode-III-M.I.S. – Isolated + Without Training + Not Providing Teaching learning Material.**

1. **Mode-I - M.I.S. – Isolated + Training + Providing Teaching Learning Material**

   In this implementation Inclusive Education syllabus (Optional paper -BED 107-B) was taught separately. Short Training programme was given to teacher educator and Teaching learning Material (PPT) was provided .This syllabus taught by only one Teacher Educator.

2. **Mode-II- M.I.S -Infused + Training + Providing Teaching Learning Material**

   In this Implementation Inclusive Education Papers Unit, Topics and content was taught in infused manner when Teacher Educator’s taught their core courses they were taught the topics of Inclusive Education with their course courses (core papers) & infuse it .short Training programme was given to the teacher educators for this mode of implementation and also provided Teaching Learning Material (P.P.T) Related to Inclusive Education Topics. These Inclusive Education Paper’s topics included in the B.Ed. Syllabus’s 6 core courses (BED101 to 106).This syllabus taught by 6 teacher Educators.

3. **Mode-III-M.I.S. – Isolated + Without Training + Not Providing Teaching learning Material.**

   In this implementation Inclusive Education Syllabus (Optional paper -BED 107-B) was taught separately. No training and no Teaching learning material given to the teacher educator. This syllabus was taught by only one Teacher Educator.

**Meaning / Explanation of Important Term -**

**Infused Syllabus -**

An Infused syllabus is a syllabus which is designed with the help of different subjects of B.Ed. Curriculum concerned with concepts Related to Inclusive education. Inclusive Education concepts was included in B.Ed. Syllabus’s 6 core courses i.e. BED 101- Education for Development in the 21st century, Course 102- Psychology of the learner and learning , course 103- Quality and Management of school Education – Issues and concerns ,Course 104 – Advance pedagogy and Teaching ,Course 105 – Advanced Evaluation procedures in learning ,Course 106 – Instructional, Design and Integration of ICT in Teaching Learning.
Isolated syllabus -

An Isolated syllabus in the present study is a syllabus which is imparted directly as a separate paper (Optional paper - BED 107A Inclusive Education.)

* Note:- Infused & Isolated syllabus’s content of units & Topics are same.

1.7. Need

Teachers are considered to be the most important variable for students’ achievements and successful implementation of inclusive education. Inclusive education movements have brought substantial change in the policy and practice level of education in different parts of the world. Teachers need to be prepared for such change. Teachers thinking, belief and attitude impact on their own teaching competence as well as students achievements. The journey towards inclusive education learning friendly schools is just at the beginning stage. In response to the international policy declarations, Pune University has started reforming policy and practice in education to promote inclusive education. The teacher education curriculum for the Secondary level teachers in Pune University has been revised in 2008. Therefore, this study would be scope to see the status of the B. Ed trainee’s self-efficacy for and attitude, skill towards inclusive education of Pune University. This status would help to understand the effectiveness of the current pre service teacher education programs on preparing teachers for inclusive education.

1.8. Importance

Traditionally exceptional children have experienced exclusion; discrimination and segregation form the mainstream education. Only some of the exceptional children are placed in separate schools or classes. A large number of these children are not attending schools. So the general education system should be accommodate these exceptional child and accept for inclusive education. Therefore Teacher education programmes, teacher educators, teachers, parents & members of community should facilitate for the successful implementation of inclusive education. For the successful implementation of inclusive education, teacher education programme should -

- Sensitize the teacher trainees about inclusive education practices.
- Create awareness among all teacher trainees about the education of exceptional children.
• Develop positive attitudes in teacher trainees towards children with disabilities.
• Provide the knowledge about various disabilities to the teacher trainees.
• Equip the teacher trainees with skill to manage different categories of exceptional children in general classrooms.
• Develop awareness in teacher trainees about educational policies and programmes for children with special needs.
• Prepare resource teachers to deal with specific categories of disabilities.
• Develop skill in teacher trainees for encouraging family and community participation for the inclusion of disabled children in local mainstream schools.
• Undertake in service programmes for the regular classroom teachers to equip them with the skill of dealing with exceptional children.

This study focused on to identify whether Teacher Education develops self-efficacy for and attitude, skills in trainees towards inclusive education through Teacher Education curriculum, so in this aspect this study is important.

1.9. Objectives of the Study

1. To analyze Teacher Education curriculum concerned with Inclusive education.
2. To assess pre-service teacher’s attitude, self-efficacy, and skills towards Inclusive education.
3. To Develop Inclusive Education curriculum framework for Teacher Education and formulate syllabus for pre-service teachers.
4. To compare the effect of imparted syllabus in Isolated, Infused and Isolated without training mode on attitude, self-efficacy, skills.

1.10. Research Questions

1. What is the status of attitude, self-efficacy & skills of pre-service teachers toward Inclusive Education?
1.11. Research Hypothesis and Null Hypothesis

**H1:** Pre-Service teachers combined (Attitude, Self-efficacy & Skills) performance towards inclusive education is impacted by implementing mode- I (Isolated + Training+ Providing Teaching Learning Materials)

**H01:** There is no significant difference between the means score of pre-test and post-test combined (Attitude, Self-efficacy & Skills) of Pre-service teachers by implementing mode- I (Isolated + Training+ Providing Teaching Learning Material).

**H2:** Pre-Service teachers combined (Attitude, Self-efficacy & Skills) performance towards inclusive education is impacted by implementing mode- II (Infused + Training+ Providing Teaching Learning Materials)

**H02:** There is no significant difference between the means score of pre -test and post-test combined (Attitude, Self-efficacy & Skills) of Pre-service teachers by implementing mode- II (Infused + Training+ Providing Teaching Learning Material).

**H3:** Pre-Service teachers combined (Attitude, Self-efficacy & Skills) performance towards inclusive education is impacted by implementing mode- III (Isolated + without Training+ Not Providing Teaching Learning Materials).

**H03:** There is no significant difference between the means score of pre-test and post-test combined (Attitude, Self-efficacy & Skills) of Pre-service teachers by implementing mode- III (Isolated + without Training+ Not Providing Teaching Learning Material).

**H4:** Pre-Service teachers Attitude performance towards inclusive education is impacted by implementing Mode- I (Isolated + Training+ Providing Teaching Learning Material).

**H04:** There is no significant difference between the means score of pre- test and post-test for Attitude of pre-service teachers by implementing Mode - I (Isolated + Training+ Providing Teaching Learning Material).

**H5:** Pre-Service teachers Attitude performance towards inclusive education is impacted by implementing Mode - II (Infused + Training+ Providing Teaching Learning Material).
H05: There is no significant difference between the means score of pre-test and post-test for Attitude of pre-service teachers by implementing Mode – II (Infused + Training+ Providing Teaching Learning Material).

H6: Pre-Service teachers Attitude performance towards inclusive education is impacted by implementing Mode - III (Isolated + Without Training+ Not Providing Teaching Learning Material).

H06: There is no significant difference between the means score of pre-test and post-test for Attitude of pre-service teachers by implementing Mode - III (Isolated + Without Training+ Not Providing Teaching Learning Material).

H7: Pre-Service teachers Self-efficacy performance towards inclusive education is impacted by implementing Mode- I (Isolated + Training+ Providing Teaching Learning Material).

H07: There is no significant difference between the means score of pre-test and post-test for Self-efficacy of pre-service teachers by implementing Mode - I (Isolated + Training+ Providing Teaching Learning Material).

H8: Pre-Service teachers Self-efficacy performance towards inclusive education is impacted by implementing Mode - II (Infused + Training+ Providing Teaching Learning Material).

H08: There is no significant difference between the means score of pre -test and post-test for Self-efficacy of pre-service teachers by implementing Mode – II (Infused + Training+ Providing Teaching Learning Material).

H9: Pre-Service teachers Self-efficacy performance towards inclusive education is impacted by implementing Mode - III (Isolated + Without Training+ Not Providing Teaching Learning Material).

H09: There is no significant difference between the means score of pre -test and post-test for Self-efficacy of pre-service teachers by implementing Mode - III (Isolated + Without Training+ Not Providing Teaching Learning Material).
**H10:** Pre-Service teachers Skills performance towards inclusive education is impacted by implementing Mode- I (Isolated + Training+ Providing Teaching Learning Material).

**H010:** There is no significant difference between the means score of pre -test and post -test for Skills of pre-service teachers by implementing Mode - I (Isolated + Training+ Providing Teaching Learning Material).

**H11:** Pre-Service teachers Skills performance towards inclusive education is impacted by implementing Mode - II (Infused + Training+ Providing Teaching Learning Material).

**H011:** There is no significant difference between the means score of pre- test and post-test for Skills of pre-service teachers by implementing Mode – II (Infused + Training+ Providing Teaching Learning Material).

**H12:** Pre-Service teachers Skills performance towards inclusive education is impacted by implementing Mode - III (Isolated + Without Training+ Not Providing Teaching Learning Material).

**H012:** There is no significant difference between the means score of pre -test and post-test for Skills of pre-service teachers by implementing Mode - III (Isolated + Without Training+ Not Providing Teaching Learning Material).

**Comparison of Means of 3 Modes:**


**For Pre – Test**

**H13:** Attitude of Mode I ( M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material).

**H013:** There is no significant difference between means score of attitude of Mode I and Mode II.
**H14:** Attitude of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode- III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).

**H014:** There is no significant difference between means score of attitude of Mode I and Mode III.

**H15:** Attitude of Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).

**H015:** There is no significant difference between means score of attitude of Mode II and Mode III.

**H16:** Self-efficacy of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material).

**H016:** There is no significant difference between means score of self-efficacy of Mode I and Mode II.

**H17:** Self-efficacy of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).

**H017:** There is no significant difference between Means score of self-efficacy of Mode I and Mode III.

**H18:** Self-efficacy of Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ Without Training + Not providing Teaching Learning Material).

**H018:** There is no significant difference between means score of self-efficacy of Mode II and Mode III.

**H19:** Skills of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material).
H019: There is no significant difference between means score of skills of Mode I and Mode II.

H020: There is no significant difference between means score of skills of Mode I and Mode III.

H21: Skills of Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).
H021: There is no significant difference between means score of skills of Mode II and Mode III.

For Post Test

H22: Attitude of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material).
H022: There is no significant difference between means score of attitude of Mode I and Mode II.

H023: There is no significant difference between means score of attitude of Mode I and Mode III.

H24: Attitude of Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).
H024: There is no significant difference between means score of attitude of Mode II and Mode III.
**H25:** Self-efficacy of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material).

**H025:** There is no significant difference between means score of self-efficacy of Mode I and Mode II.

**H26:** Self-efficacy of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).

**H026:** There is no significant difference between Means score of self-efficacy of Mode I and Mode III.

**H27:** Self-efficacy of Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).

**H027:** There is no significant difference between means score of self-efficacy of Mode II and Mode III.

**H28:** Skills of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material).

**H028:** There is no significant difference between means score of skills of Mode I and Mode II.

**H29:** Skills of Mode I (M.I.S. – Isolated+ Training+ Providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ Without Training + Not providing Teaching Learning Material).

**H029:** There is no significant difference between means score of skills of Mode I and Mode III.

**H30:** Skills of Mode II (M.I.S. – Infused+ Training+ providing Teaching Learning Material) is different than Mode III (M.I.S. – Isolated+ without Training + Not providing Teaching Learning Material).
**H030:** There is no significant difference between means score of skills of Mode II and Mode III.

### 1.12. Assumptions

Inclusive education Related Components are the part of curriculum of teacher education program (B.Ed) of Savitribai Phule Pune University. (SPPU Revised Syllabus, 2008).

### 1.13. Scope of the Study

- The scope of the present study was all pre-service teachers.
- This study was related to Inclusive Education curriculum and three modes of implementation.
- This study was related to improving these three parameters (attitude, self-efficacy, skills) in pre-service teachers for imparting Inclusive Education Curriculum/syllabus.

### 1.14. Delimitations

- This research was limited to only pre-service teachers of Savitribai Phule Pune University, Pune.
- This research was limited to pre-service teachers Self efficacy for and Attitude, Skills towards Inclusive Education.
- Course of pre-service teacher education is one year, so data was collected from pre-service teachers of Marathi and English medium in the same academic year (2014-15) only.
- This study was limited to three B. Ed colleges affiliated to Savitribai Phule Pune University (for experimental study) and twenty colleges of Education from Savitribai Phule Pune University (for survey method)
- Pre-Test was conducted on three Colleges of Education (Azam, Adarsh & M.I.T) and Inclusive Education syllabus (Optional paper – 107 B) was implemented in three modes of implementation of syllabus from February 2015 to April 2015 and post test was conducted also survey was conducted on Twenty colleges of Education (Including these three colleges) affiliated to Savitribai Phule Pune University.
1.15. Limitations

- The findings of present study were depending on responses given by pre-service teachers and data collection tools & involvement in the treatment.
- Responses of pre-service teachers depend upon maturation, age, interest, mental state.

1.16. Significance of the Study

After this study we knew whether teacher training course of Savitribai Phule Pune University, Pune approaches inclusion of special need children? Previously there is an optional paper “special education” to train & prepare teachers to identify & diagnose disability. But it is not a core subject. In core subject Psychology paper includes concept of Inclusive Education. Researcher has developed inclusive education curriculum framework for Teacher Education and formulate Inclusive education paper syllabus that was as it is accepted by Savitribai Phule Pune University B.Ed. Revised syllabus committee & this syllabus included in B.Ed. 2014-15 Revised syllabus as a optional paper 107B- Inclusive Education This study is focusing on how B.Ed. training develops pre-service teachers self-efficacy for, attitude, skill towards Inclusion education. The present study will be helpful to curriculum makers of Savitribai Phule Pune University, Pune in implementing modern and innovative ways of teaching strategies for Inclusive Education.