Chapter -1

The Research Problem
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THE RESEARCH PROBLEM

Inclusive education is a new venture in the field of education wherein children with disabilities are provided education and training with non-disabled peers in the same physical, social, emotional and educational environment. The purpose of the present study was to examine the position of implementation of inclusive education for children with disabilities/special needs in primary schools of Haryana in relation to administrative, physical and attitudinal barriers. It also aimed to study the perceptions of stakeholders regarding barriers to inclusive education. Accordingly, the present study undertaken by the researcher derived valid conclusions in the light of findings.

1.1 BACKGROUND OF THE STUDY

According to the Census, 2011, there are 26.8 million persons with disabilities in India constituting 2.22 percent of its total population. Out of the total population of persons with disabilities, 20.3 percent are locomotor impaired, 18.9 percent hearing impaired, 18.8 percent visually impaired, 7.5 percent speech impaired, 5.6 percent mentally retarded, 2.7 percent mentally ill, and 7.9 percent suffer from multiple disabilities. The official figure on persons with disabilities in India, obtained through National Sample Survey Organisation (2003) comprehensive survey on disability, revealed that there were 21 million disabled persons in 2002. The national Census of 2001 estimated that disabled persons were 2.13% of total population. However, estimates varied across sources and a World Bank Report (2005) on the disabled persons in India, observed that there was growing evidence that people with disabilities comprised between 5 to 8 percent (around 55–90 million individuals) of the Indian population. The figures indicated by Chief Commissioner of Persons with Disabilities (2007) are different from others. It has been observed that there is a large discrepancy among different sources/surveys which estimated prevalence of disabled population in India. This discrepancy in counting number of persons with disabilities in India is due to varied reasons like survey is done by untrained enumerators; lack of
single definition of disability and myths and conceptions attached to disability. Table 1.1 shows number of disabled and their respective composition as per Census, 2011.

Table 1.1

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Persons</th>
<th>Males</th>
<th>Females</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26,810,557</td>
<td>14,986,202</td>
<td>11,824,355</td>
<td>100</td>
</tr>
<tr>
<td>Movement</td>
<td>5,436,604</td>
<td>3,370,374</td>
<td>2,066,230</td>
<td>20.3</td>
</tr>
<tr>
<td>Hearing</td>
<td>5,071,007</td>
<td>2,677,544</td>
<td>2,393,463</td>
<td>18.9</td>
</tr>
<tr>
<td>Seeing</td>
<td>5,032,463</td>
<td>2,638,516</td>
<td>2,393,947</td>
<td>18.8</td>
</tr>
<tr>
<td>Speech</td>
<td>1,998,535</td>
<td>1,122,896</td>
<td>875,639</td>
<td>7.5</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>1,505,624</td>
<td>870,708</td>
<td>634,916</td>
<td>5.6</td>
</tr>
<tr>
<td>Mental Illness</td>
<td>722,826</td>
<td>415,732</td>
<td>307,094</td>
<td>2.7</td>
</tr>
<tr>
<td>Any Other</td>
<td>4,927,011</td>
<td>2,727,828</td>
<td>2,199,183</td>
<td>18.3</td>
</tr>
<tr>
<td>Multiple Disability</td>
<td>2,116,487</td>
<td>1,162,604</td>
<td>953,883</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Source: Census, 2011

The figures given in Table 1.1 reveal that the total number of people with disabilities is 26,810,557 out of which 14,986,202 are males and 11,824,355 are females. The numbers are very huge and thus demand special provisions for the disabled in all walks of life keeping in view their special needs.

It is important to discover and understand the various causes of disability and problems associated with it. The six specific categories of disabilities and two mixed/general disabilities cited in Table 1.1 indicate that various problems like health, illiteracy, poverty etc. are closely associated with them. A lot of myths and misconceptions are attached to disabilities which multiply the problems of the disabled manifold. The evidences from the research show that there is no agreement on common definitions of disability and related issues (Poonam, 2014). Therefore, it is important to explore the different definitions of disability and understand the terms associated with it.
1.2 DEFINING DISABILITY AND RELATED TERMS

While discussing the education of persons/children with disabilities, the terms such as children with special educational needs, disabled children, crippled etc. are frequently used. Recently a new term named ‘Divyang’ has been coined in India. There are some other terms like impaired, handicapped, challenged, differently able etc. which are being used in literature interchangeably to refer to persons with disability. There is a need to define these terms for better understanding of the concepts.

Commonly, a significant loss or deficiency in physical or mental faculties is known as impairment. According to International Classification of Impairments, Disabilities and Handicaps (ICIDH) published by World Health Organisation (WHO) in 1980, impairment is any loss or abnormality of psychological, physiological or anatomical structure or function. A disability is defined as any restriction or lack (resulting from impairment) of the ability to perform an activity in the manner or within the range considered normal for human beings. A handicap is stated to be disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal (depending on age, gender, social and cultural factors) for that individual.

The concept of disability is so subjective that different functional organizations have evolved different definitions. The International Labour Organisation (ILO) defines a disabled person as an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment.

The Persons with Disability (PWD) Act, 1995 defines different disabling conditions in Indian context. Some of the definitions provided for the disabled in the Persons with Disability Act, 1995 are as follows:


(i) ‘Blindness’ refers to a condition where a person suffers from any of the following conditions, namely:
a. total absence of sight; or
b. visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses; or
c. imitation of the field of vision subtending an angle of 20 degree or worse;

(ii). ‘Person with low vision’ means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device;

(iii) ‘Leprosy Cured Person’ means any person who has been cured of leprosy but is suffering from:
   a. 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;
   b. manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
   c. extreme physical deformity as well as advanced age which prevent him/her from undertaking any gainful occupation, and the expression ‘leprosy cured’ shall be construed accordingly;

(iv). ‘Hearing impairment’ means loss of sixty decibels or more in the better ear in the conversational range of frequencies;

(v). ‘Locomotor disability’ means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy;

(vi). ‘Mental retardation’ means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of intelligence;

(vii). ‘Mental illness’ means any mental disorder other than mental retardation;

The nomenclature and definitions used in Census 2001 and 2011 respectively for referring the persons with disability are different. The Census 2001 defined locomotor
disabled as those persons who have difficulties in bones and muscles whereas such persons are referred as persons with movement difficulties in Census 2011.

The terms ‘challenged’ and ‘differently-abled’ are also used by media houses and academicians to refer to persons with disabilities but such terms did not have legal sanctity in India since no legal documents has used or defined these terms in context of persons with disability.

The term ‘Children with Special Needs’ has been used in SSA documents for referring the children with disabilities.

In 2015, the Hon’ble Prime Minster of India Sh. Narender Modi suggested to use the term ‘Divyang’ instead of ‘Viklang’ for referring the persons with disabilities but there is a lack of consensus among academicians and disability activists on the purposed shift in terminology.

Based upon these definitions, terminologies and nomenclatures, it can be concluded that: (i) there is no single definition of disability, (ii) disability is a result of impairment, (iii) disability limits activities or functions of a person, (iv) the persons with disabilities are called by many names, and (v) the society perceives persons with disabilities as being different from the non-disabled persons in terms of appearance or functional limitations.

### 1.3 EDUCATION OF PERSONS WITH DISABILITIES

The persons with disabilities constitute a huge population in India. They are among the most excluded and neglected ones in the country. According to Rehabilitation Council of India (2004), ninety eight percent of the disabled in the country do not have access to educational services. Provisions of educational facilities to this segment of population in the least restrictive environment are a major concern and challenge for policy makers and educators. Efforts have been made in the past and policies are being run in the present to provide education to the persons with disabilities but still a lot has to be done in this area. Traditionally, there are two ways
to educate the persons with disabilities. One is to teach them in special schools and the other is to impart education to them in inclusive schools.

1.3.1 Special Schools

One way to provide education to students with disabilities is by establishing special schools. According to Thakur and Thakur (2012), such schools have been established and have served some purpose. Historically, the first special school in India was opened in Bombay in 1883 for the deaf. The first school for the blind was started at Amritsar in 1887. The Christian missionaries, parents of the disabled children and philanthropists were the first providers and the movement led gradually to the establishment of special schools for visually, mentally and hearing impaired children across the country. At the time of independence, India had a total of 32 such schools for the blind, 30 for the deaf, and three for the mentally retarded (Disability in India: www.ccdisabilities.nic.in as cited in Julka, 2007).

However, the disadvantage of special schools is that the children admitted to these schools stay far away from their family and that leads to a situation which is not conducive to the normal development of children in the very formative years. At the same time, such schools are few in numbers. Further, they seem to have largely failed to prepare and integrate children with disabilities in the social mainstream. Nowadays, special schools are preferred only by those parents whose child's disability is so severe that the child cannot be taught in inclusive schools. However, research makes it evident that still there are few parents who are not willing to send their disabled wards to inclusive schools due to misconceptions and myths attached to disability and inclusion. But, research suggests that it is better to educate children through inclusive schools than through special schools as latter schools develop disability culture rather than a culture of equality and oneness. Special schools are preferred in those cases where the disability is severe and where the students with disabilities find services and environment of a special school more suitable and convincing as compared to an inclusive school.

In India, special schools are run by the government as well as non-governmental organizations. In these schools, boarding and lodging are almost free and education is
provided with the help of specially trained teachers and appropriate support materials/services/strategies like Braille, talking calculators, sign language etc. In Haryana, the government has established a school for the Blind at Panipat and several schools at district headquarters are run by Red Cross Society under the administrative control of Deputy Commissioner of the concerned district.

1.3.2 Inclusive Schools

A recent trend to educate children with disabilities is the provision of inclusive education. Inclusive schooling refers to the mode of educating children with disabilities in normal neighbourhood schools with non-disabled peers and providing requisite support in the form of specially trained teachers, special materials and other resources. In contrast to special schools which provide education to these children in segregated environment, inclusive schools involve all children with disabilities learning together with their peers in the same physical and social environment. Inclusive schooling is a new concept which emerged from a statement released by UNESCO in 1994 after concluding a conference on education in Salamanca, Spain. The statement (popularly known as Salamanca statement) recommends that ‘school should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic and other conditions.’ This statement has been signed and adopted by 80 countries. India is also a signatory to this statement.

1.3.2.1 Inclusive Education: Evolution, Definitions and Benefits

(a) Evolution of Inclusive Education in India

Inclusive education has its root in the concept of ‘integrated education’. The concept of ‘integrated education’ was evolved in 1950s to address the shortcoming of special schools for handicapped. According to Thakur and Thakur (2012), the Royal Commonwealth Society for the Blind and the Christopher Blind Mission took a lead by starting small experiments. The government of India introduced a scholarship scheme in 1952 for the education of students with disabilities. The Planning Commission in 1971 included a plan for integrated education, and a scheme of Integrated Education for the Disabled Children (IEDC) was launched in 1974. The scheme aimed at providing education to children with disabilities at regular schools. The scheme included pre-school training, counseling of parents and special training in skills for all kind of disabilities and providing books, stationary, uniform allowances,
transport, reader and escort etc. Of late, it was realized that only a very small number of children with disabilities have been included in integrated setting and as a result Project Integrated Education for Disabled (PIED) was launched in 1987, after the recommendations of National Policy on Education, 1986. The National Policy on Education, 1986, recommended, as a goal, 'to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'. The PIED aimed at developing models for educating Children with Special Needs (CwSNs) in mainstream schools (UNESCO, 2005). In the meantime, the Parliament of India enacted Rehabilitation Council of India (RCI) Act, 1992. The RCI Act mandates that CwSNs are to be taught by trained teachers in an environment best suited to them in accordance with their unique needs.

In 1994, the District Primary Education Programme (DPEP) was started to universalize elementary education and PIED was merged into it and the education of CwSNs in an integrated or mainstream setting became the hallmark of DPEP. The Salamanca statement was released by UNESCO in 1994, at the conclusion of its conference in Salamanca (Spain), consequently the ‘integrated model’ of educating the disabled/CwSNs was converted into a new concept of ‘inclusive education’. This concept of inclusive education was European and American in origin, taking a holistic approach to bring changes in school system. In 1995, the Parliament of India enacted the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. The Act stipulates provisions for education of the disabled in special and inclusive schools. It covers seven aspects namely prevention and early detection, education, employment, non-discrimination, social security, research and manpower development, and affirmative action related to life of the disabled. The Act covers seven categories of disability namely ‘blindness,’ ‘low vision,’ ‘leprosy cured,’ ‘hearing impairment,’ ‘locomotor disability,’ ‘mental retardation’ and ‘mental illness.’ The PWD Act requires the Central, State, and Union Territory governments to ensure that all children with disabilities had access to a ‘free and appropriate’ education until the age of 18 years. It also calls upon these three tiers of government to promote ‘inclusive/integrated education.’ The Act outlines a comprehensive education scheme to provide scholarships, free text-books, transportation, barrier free school infrastructure, modified curriculum and examination system for the benefit of children with special needs.
The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was passed in 1999 by Indian Parliament that makes the services and support to severely disabled children an obligation of the government. Thereafter, the government of India launched Sarva Shiksha Abhiyan (SSA) in the year 2002 to achieve the target of universal elementary education. The programme included inclusive education as one of its intervention. In addition, the National Curriculum Framework for School Education, 2005 also talks about the provisions for inclusive education. Thereafter, the scheme of Inclusive Education for Disabled at Secondary Stage (IED-SS) came into being in 2009. Much debated and pragmatic Act titled ‘the Right of Children to Free and Compulsory Education Act’, implemented with effect from April, 2010, also contains provisions of education for the disabled in inclusive set ups. The Rights of Persons with Disabilities Act, 2016 mandates that accessible inclusive education should be provided to children with disabilities being a matter of their right.

It is clearly evident from description given above that a good deal of legislation has supported the evolution of inclusive education in India. The constitutional and legal obligations of the government for education of CwSNs leading to the evolution of inclusive education are presented in Figure 1.1

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**Figure 1.1: Constitutional and Legal Obligations of the Government for Education of CwSNs**
The National Curriculum Framework for Teacher Education (NCFTE), 2009 endorsed the government’s commitment to assure quality inclusive education to learners with disabilities. It was strongly recommended in the NCFTE that courses in teacher education should be reoriented and reframed by incorporating topics on perspective, concept and strategies of inclusive education.

Mukhopadhyay and Mani (2002) say that in India, inclusion in the mainstream is seen as a resource constrained, internal alternative, yet it is mainly urban based and impairment specific. Access to school in all areas and to inclusion and to equal treatment when in class is required in order to move learners to inclusive education. Julka (2012) is of the view that the evolution of inclusive education has its roots in urbanized society, whereas the majority of the children with disabilities live in towns and villages.

(b) Definitions of inclusive education

Many definitions of inclusive education have evolved throughout the world. A few definitions of inclusive education are reviewed in the following section:

According to Rogers (1993), ‘Inclusive education is an idea wherein the child is to be eligible to attend neighbourhood school and the school is expected to transform itself in terms of arranging resources for fully benefiting the child’. In its broad interpretation, the definition lays stress on the right of the disabled child who is eligible for admission in the nearest school and it is the duty of the school to modify itself to suit to the needs of the disabled child.

In view of Sebba and Ainscow(1996), inclusive education attempt to meet the diverse needs of students with disabilities through reorganization of school activities and curriculum. The researchers talk about the change in the existing school system to make it more comfortable for children with special educational needs.

Thomas (1997) defines inclusion as: ‘Inclusive education is virtually the practice that provides school experiences to children with special needs in the same school and classrooms they would attend if they did not have special needs. It is the process during which all children, regardless of their abilities and needs, participate into the
same school’. This definition provides a clear understanding of inclusion. The author calls it a process which means a series of actions--- actions to ensure participation of each and every child of the school, irrespective of abilities or disabilities, in curricular and co-curricular activities.

According to UNESCO (1998 as cited in Thakur and Thakur, 2012), inclusive education is a human rights issue. It is a matter of ‘Education for All’.

Bateman and Bateman (2002) explain that the term inclusion is confused with similar concepts such as Least Restrictive Environment (LRE) and mainstreaming.

Booth et al. (2000) defines inclusive education as a process of increased participation of students with disabilities in local schools and communities. According to these researchers, inclusion promotes learning and participation of all students, not only of those with impairments or those who are categorised as having ‘special educational needs’. From the point of view of Booth et al., inclusive education means ‘education for all’ not ‘for a few’. In the process of teaching and learning, ‘all’ will be the center of attention rather than ‘a few one’.

The following definition, advanced by Ryndack and Alper (2003), is comprehensive and relevant to the concept and practice of inclusive education. Ryndack and Alper describe inclusion as ‘Physical and social integration, and access to normalized educational, recreational, and social activities that occur in school’.

The Early Childhood Forum associated with the National Children’s Bureau of London defines Inclusion as ‘a process of identifying, understanding and breaking down the barriers to participation and belonging’. The definition lays down stress on breaking down the barriers of aloofness, inaccessible infrastructure, negative attitudes, old fashioned teaching methodologies and inflexible curriculum.

According to the UNESCO (2005), inclusion is about ‘welcoming diversity; benefiting all learners, not only targeting the excluded; providing equal access to education or making certain provisions for certain categories of children without excluding them’. Thus, inclusion is all about school reforms and it is not concerned only with the disabled child but it benefits all children. The definition highlights the
point that inclusion is not about meeting the needs of the disabled at the expense of non-disabled but it is a reciprocal process which benefits both.

Singal (2007) contends that the understanding and practice of inclusive education in India is different from the western world. Indian has a tendency to be ‘politically correct’ by imitating the western trends without having a real understanding of the implications of those trends in Indian context. In view of Singal, it is difficult to define inclusion in Indian context as the concept is new and developing. However, for the purpose of research, Singal defines ‘inclusive school’ as one where the children with disabilities study alongside their non-disabled peers with some support mechanisms for continuing their education in that school. Thakur and Thakur (2012) say, ‘Inclusive education is the result of a realization that segregation is harmful to the learners, the teacher and the society’. Deshprabhu (2014) defines inclusion as ‘an approach to educating students with special educational needs with non-disabled students’.

The presentation of the definitions has been done according to content and philosophy. Firstly, the definitions which focus on restructuring schools for serving all learners have been portrayed. These definitions adopt an institutional perspective and focus on organizational rearrangements for bringing about effective inclusion.

Though the broad meaning of inclusive education communicates that it includes all ‘differences’ in children, for the purpose of the present research there is a need to clarify that the concept only pertains to ‘differences in abilities or disabilities’. Based on above definitions, it can be said that inclusion is antidote to exclusion and inclusion not to be called inclusion if there are no supports and services available at school level to help the disabled to achieve their level best. In an inclusive school, the children with disabilities are provided all facilities which they are supposed to get in a special school. In addition, they are being helped by peers and least restrictive environment is assured in a re-arranged school climate. Inclusion not only widens the mental horizon of both disabled and non-disabled but also develops a culture of friendship and mutual acceptance. Inclusion means recognizing, accepting and celebrating diversity with happiness and gratitude.
(C) Benefits of inclusive education

The inclusion of children with disabilities in the general classroom is advantageous in a sense that children with disabilities in this setting can develop better social interaction, enhance their skills, and learn independent living skills. It enhances their self-respect and self-esteem. They feel good about themselves and about their overall experiences. All the four stakeholders of inclusion namely the children, family, teachers, and community at large are benefitted by inclusion. Inclusion gives chance for developing friendships and children with disabilities learn how to play and interact with one another. Inclusion runs in two directions: to prepare the disabled child to become parts of the society and prepare the society to receive them.

There are several advantages of inclusion. According to the research of Lipsky and Garther (1997), inclusion reduces fear among children with disabilities for human body based differences. Moore, Gilbreath and Maiuri (1998) found that students with medium to severe disabilities can do academic increases, and behavioral and social progress through inclusion. Almost similarly, the National Association for the Education of Young Children (1997) states the following as advantages of inclusion to children with disabilities: demonstrate increased acceptance and appreciation of diversity; develop better communication and social skills; show better development in moral and ethical principles; create warm and caring friendship; and demonstrate increased self-esteem.

It has also been reported that inclusion can be an advantage because it gives and ensures children with disabilities access to the general education curriculum based upon which the students with disabilities can appear in competitive examinations and fetch good jobs for a better livelihood. Furthermore, inclusion provides opportunities for expanding social networks and forming new friendships with peers of same age group which increases their acceptance and thus work for bonding and building the society wherein each person, either disabled or non-disabled, is contributing for its development in his/her own unique way.

1.3.2.2 Inclusion and Integration: The Difference

The historical perspective on the evolution of inclusion describes that the philosophy of inclusion has its origin in the concept of integration. However, history is full of related
terminologies ranging from normalization, mainstreaming, and integration to inclusive education. By and large, all terms convey the same meaning but there are minor differences in these at the level of conceptualization and implementation. The terms integration and inclusion have an edge over other terms as these two terms had been revolutionary in the field of education of children with disabilities: inclusive education is a more recent concept and, in a way, a replacement of an old ideology. The integration demands that ‘additional arrangements will be made by the children with disabilities to accommodate him or her within a school that remains unchanged’; inclusive education, on the other hand, aims at restructuring schools in order to respond to the learning needs of all children. Hence, integration means placing the child in a neighbourhood school without making modifications to its existing structure. Inclusive schools, on the other hand, means restructuring the school’s policy and structures to accommodate a child with disability. It requires modifications in school infrastructures like buildings, ramps, accessible libraries, classrooms, toilets, etc. as well as change in teaching methodologies and evaluation patterns to suit the needs of learners with disabilities.

Walker (1995 as cited in Thomas, Walker and Web, 1997) summarizes the difference between integration and inclusion. The same is presented in Table 1.2.

**Table 1.2**

<table>
<thead>
<tr>
<th>Integration Emphasises:</th>
<th>Inclusion Emphasises:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs of ‘Special Students’</td>
<td>Rights of all students</td>
</tr>
<tr>
<td>Changing or remediating the subject</td>
<td>Changing the School</td>
</tr>
<tr>
<td>Professionals, specialist expertise and formal Support</td>
<td>Informal support and the expertise of mainstream teachers</td>
</tr>
<tr>
<td>Benefits to the student with special needs of being Integrated</td>
<td>Benefits to all students by including all</td>
</tr>
<tr>
<td>Technical interventions (special teaching, therapy)</td>
<td>Good teaching for all</td>
</tr>
</tbody>
</table>


In Indian context, the difference between integration and inclusion has been explained by Julka (2005) through two separate diagrams. It is clear from the diagrams that inclusion is a child centered philosophy whereas integration is conceptually school centered. The concept of integration allows a student to visit the school like a ‘guest’ with no support from the school whereas inclusion welcomes a child with disability by accepting his/her diversity.
Berwal (2008) differentiates the three concepts namely traditional schools, integrated schools and inclusive schools in a way that is given in the Table 1.3.

**Table 1.3**

**Differences between Traditional, Integrated and Inclusive Schools**

<table>
<thead>
<tr>
<th>Traditional schools</th>
<th>Integrated schools</th>
<th>Inclusive schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education For some</td>
<td>Education for all (with conditions)</td>
<td>Education for all</td>
</tr>
<tr>
<td>Rigid curriculum</td>
<td>Rigid curriculum</td>
<td>Flexible curriculum</td>
</tr>
<tr>
<td>Learners in segregated settings</td>
<td>Learners placed in same setting without changing the environment</td>
<td>Learners placed in regular schools by adapting the system to accommodate them</td>
</tr>
<tr>
<td>Emphasis on academic literacy</td>
<td>Emphasis on academic literacy</td>
<td>Focus on academic and functional literacy</td>
</tr>
<tr>
<td>Teaching centers on whole class</td>
<td>Teaching centers on whole class</td>
<td>Individualized teaching</td>
</tr>
<tr>
<td>No chance of interaction</td>
<td>Learners just go to school as a visitor</td>
<td>Learners with disabilities participate in school activities</td>
</tr>
<tr>
<td>Promote Labeling</td>
<td>Restrict labeling, but half heartedly</td>
<td>No labeling</td>
</tr>
<tr>
<td>Promote negative attitude</td>
<td>Demonstrate somewhat negative attitude</td>
<td>Promote healthy attitude</td>
</tr>
</tbody>
</table>

There is plenty of literature available which differentiates between the terms special education, integration and inclusion. One such figural representation is given below to
describe the conceptual differences between the terms special education, normal education, and inclusive education.

**Figure 1.3: (a), (b), and (c): Difference between the Special Education, Normal Education, and Inclusive Education**

Figures 1.3 (a) show that special schools are meant for special children. It means that children with physical infirmities such as broken/missing limbs, hearing impairment, impaired vision or low intellect are to be taught here. Such children are represented in the figure as square pegs for which only square holes are required i.e. schools for blind are required for the visually impaired or schools for the mentally retarded are meant for mentally challenged and the like. The ‘special children’ in these ‘special schools’ are served by ‘special teachers’ having professional qualifications in the field of ‘special education’ prescribed by Rehabilitation Council of India, New Delhi. In contrast to special schools, Figure 1.3 (b) show that there are normal/general schools where non-disabled/normal children are being taught by general teachers having professional qualifications in general teacher training recognized by National Council for Teacher Education, New Delhi. These schools have been represented as round holes where as the normal (able-bodied) students are shown as round pegs. The ‘normal’/‘common’/‘general’ schools are not labelled as ‘school for the blind’ or ‘school for the hearing handicapped/impaired’ because the assumption is that these schools are for the ‘normal’ (able-bodied) children. The first system are the schools for the disabled whereas the second category of schools are meant for non-disabled although children with disabilities may take admission there but they are misfit to the system as there is no support available for them—the disabled are not welcomed in
such schools but they are considered burden on the system. The third category of schools, represented in Figure 1.3 (c), are ‘inclusive’ schools wherein disabled (square pegs) and non-disabled (round pegs) and other learners with diversity (hexagon, cylinder, triangle, moon like pegs etc.) are taught according to their individual differences. The ‘special’ as well as ‘general’ teachers teach these students through collaborative teaching strategies. It is openly accepted in the figure that children at ‘inclusive’ schools have individual differences and their differences are taken care of by the school authorities by restructuring the school system.

Figure 1.4 differentiates between the segregated education, integrated education and inclusive education for children with disabilities.

![Figure 1.4: Difference between the Segregated, Integrated and Inclusive Education](image)

Figure 1.4 depicts that in segregated culture, learners with disabilities and their able-bodied counterparts are taught in two different types of institutions. Here, the ‘blue’ circle denotes a normal/general school for the ‘non-disabled’ and the ‘red’ circle denotes a special school for the learners with disabilities. Thereafter, the red and blue circles are fused to give birth to a new system of schooling called ‘integrated education’ but there remains a small gap between the two categories of children as the red one (disabled) are not whole heartedly accepted by the blue (non-disabled) rather they are considered an imposition on them. The infrastructure of the institution is not changed to accommodate the disabled (red one), attitude is indifferent and that of neglect, no curriculum or evaluation modifications are incorporated to serve both categories of children. In integrating settings, the red ones are usually asked to change themselves so that they can fit conveniently into the unchanged education system. In
integration, change is accepted from the child rather than the school. In order to rectify these deficiencies, the system of ‘inclusion’ is coined.

According to Deshprabhu (2014), ‘inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability. By contrast, inclusion is about the child’s right to participate and the school’s duty to accept the child’.

Briefly, it can be concluded that ‘inclusion’ has been evolved as a child-friendly approach which stresses on educational outcomes for all children and not just allowing the child with disability to be in the regular setting. Inclusion is about adapting the education system so that it is flexible enough to accommodate any learner. Inclusive practice relies on knowledge, skills and understanding, resources and attitudes of the stakeholders. The positive attitudes are a necessary starting point for inclusion. Integrated schools need help to develop skills and knowledge by working with specialist professionals. This can enhance the capacity of the school to act in inclusive ways in relation to children with a range of special needs. The definitions indicate that inclusion is distinctly different from the notion of segregation, in which children with disabilities are taught separately from non-disabled children and integration, in which students with disabilities are educated together but changes in accordance with the needs of disabled children are carried out. Inclusion accommodates all type of children like the disabled, non-disabled and disadvantaged children in single school setting by modifying existing services and facilities in accordance with the needs of all children.

1.4 FEATURES OF AN INCLUSIVE SCHOOL

Kuth (2005 as cited in Das, 2012) identifies some common characteristics of inclusive schools, namely committed leadership, democratic classrooms, reflective teachers, a supportive culture, engaging and relevant curriculum, and responsive instruction. These features are briefly discussed below:

(i) Committed Leadership

The educational leaders like Head of the school, Block Education Officer, District Education Officer and members of School Management Committee have a key role in inclusion. They provide encouragement and support to teachers, educate families and
communities about the philosophy of inclusion, its objectives, difficulties in implementation, role of parents and communities in solution of problems and implementation of inclusion.

(ii) **Democratic Classrooms**

It means everyone (students, teachers, support staff, and family of students) is responsible for and contribute in the classroom transaction. In a democratic classroom everybody is treated equal with respect and dignity. The difference in opinions is accepted with respect and the individuals work in close co-operation.

(iii) **Supportive School Culture**

The culture in inclusive schools is ‘open, accepting and caring’. The educational leaders and teachers take interest in creating culture which is enabling and welcoming: for instance by inviting and implementing suggestions from students, parents and community, and giving equal opportunities to all students.

(iv) **Engaging and Relevant Curricula**

The inclusive school must have appropriate curriculum and instruction to suit individual needs and learning styles. Such things are required to nurture each child’s abilities and talents. The teachers are expected to inform children about the diversity amongst learners and are to promote cooperative learning.

(v) **Responsive Instruction**

In inclusive schools, teachers are expected to be flexible and skilled to modify teaching-learning and co-curricular activities in accordance with the diversity of classroom.

There are five components of inclusive education as proposed by Halvorsen and Neary (2001). Firstly, for schools to be inclusive, the classrooms must accommodate all children. It must have necessary facilities like furniture, lights, aisle, books, models, charts, teaching board etc. to accommodate all categories of students. Secondly, the curriculum is to be adapted well in planning and curriculum development and participation of all learners is to be solicited and encouraged. Thirdly, the teachers are to employ the best teaching methods to enhance learning of
all learners. Fourthly, co-operative learning must be promoted. Lastly, the staff should be provided necessary training on inclusive practices.

Anderson (2003) extends the key characteristics of Halvorsen and Neary and suggests that the critical strategies needed to support inclusive practice are (a) principals (head teachers) with leadership qualities, (b) collaborative stakeholders, and (c) inclusive strategies for teaching all students.

Some common characteristics of inclusive schools described by Berwal and Bala (2013) are given below:

(i) Location and Architecture
The inclusive school as far as possible should be located at the central place of the habitation. It must be free from architectural barriers like uneven surface, absence of ramps, railings, signage, inaccessible toilets, playgrounds, switches, wash basins, drinking water taps and black board at inappropriate height.

(ii) Curriculum
It refers to the provision of a curriculum which is easy to use by the non-disabled as well as the disabled. The inclusive curriculum is to be a combination of traditional as well as innovative areas comprising the subjects relating to meet the needs of learners with disabilities.

(iii) Classrooms
The inclusive classrooms must respect diversity among learners. The position of writing board (black or green), height of windows, switches, aisle between the desks, arrangement of natural light etc. should be like that everybody in the class can use them. The sitting arrangement in an inclusive classroom should not discriminate between the learners. The furniture should be according to the guidelines issued by government in this regard. In an ideal inclusive classroom, there are not more than 20 students including the learners with disabilities.

(iv) Pedagogy
Inclusive pedagogy is an essential feature of an inclusive school. The inclusive pedagogies include: team teaching, peer tutoring, co-operative learning, task analysis, co-teaching, collaborative teaching and multisensory approach.
(v) Examination and evaluation system

It refers to the need of modifying the examination and evaluating system as per the needs of CwSNs, for example: evaluating the computer response instead of oral responses and substituting the Braille for writing an exam in Hindi or English language might suit the disabled learners.

(vi) Library

The library must have a collection of literature on disability information and sensitive fiction titles to promote value and acceptance of disability in other students. Further, in order to facilitate teaching and learning of students with visual impairment, the library should keep books in Braille, in addition to large font books. Provision of educational C.Ds, DVDs, and DAISY systems for visually impaired may be another feature of an inclusive school library.

(vii) Resource Room

An ideal inclusive school must have a resource room to cater to the educational needs of learners with disabilities. The resources should be created according to the guidelines of government issued from time to time.

The above features represent an ‘ideal inclusive school’, which is not universal. The concept of inclusion varies from place to place and from one culture to another. However, there are some common features which are described above.

1.5 NEED FOR INCLUSIVE EDUCATION

As regard to education, there is an ideological shift in the world. Nowadays, education is not a right of ‘few ones’ but it is a right of ‘all’. The United Nations Convention on the Rights of the Child (1989), United Nations Standard Rules on Equalization (1993), the Salamanca statement (1994) and United Nations Convention on the Rights of Persons with Disabilities (2006) advocates that inclusive education is imperative for realization of ‘Rights’ based society. The sociological, economical and political condition of the world has necessitated the need for inclusion. Lindqvist (2009 as cited in UNESCO, 2009) says about the need to change the school system, because:
All children and young people, with their individual strength and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to a certain type of child. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children.

Emphasizing the legal aspects of inclusion, Bagga (2007) concludes that:

The law as it stands today does not make differentiation in the education of the slightly, moderately and severely handicapped children and therefore, disabled children who could have been integrated in the mainstream schools are denied the opportunity because the Legislature has failed to distinguish between the needs and requirements of the children suffering from slight, moderate and severe disability. Integrated and inclusive model of education needs to be applied keeping in mind as to what is more suitable in the given infrastructure and economic conditions prevailing in the area.

The research studies (Lipsky and Gartner, 1997; Singh, 2009; Barriga, 2011; Berwal, 2012; Dimitriadt, 2015) have supported the movement of inclusive education due to the following reasons:

(i) The segregated education negatively affects mental health, well-being and other psychological aspects of learners, therefore, not good for both disabled and non-disabled children.

(ii) The number of special schools is very small and these are located in urban areas whereas maximum numbers of disabled are living in rural areas. The small number of special schools has failed to facilitate the education of all the learners with disabilities.

(iii) The special education is costly in comparison to inclusive education. It needs separate infrastructure, teachers, and huge funding. The special schools are not well equipped to cater to the educational and social needs of the disabled.

(iv) The inclusive schools encourage personal development, social skills and student participation in normal and natural conditions which is not possible in special schools.
(v) The French slogan of equality, liberty and fraternity is being practiced in inclusive settings. These schools promote ‘education for all’ which is the need of the hour.

(vi) The enactments, policies and legislations within and outside India spear action to the cause of integration and then inclusion all over the world.

(vii) The inclusion increases social acceptance of the learners with disabilities after completion of the study. It develops mutual respect among all, hence, create a strong desire for developing an inclusive society.

(viii) The need for inclusion is also felt on the ground of morality. Avramidis, Bayliss and Burden (2000) are of the opinion that ‘segregation of any form is morally incorrect’.

(ix) The segregated settings promote the idea of a distorted and unjust society which is unacceptable in 21st century.

Research evidences all over the world suggest that persons with disabilities do better academically when taught in inclusive settings. Weiner (1985) compared academic performance of mainstreamed and segregated students with mild handicapping conditions and concluded that the mean academic performance of the integrated group was better than the segregated students. Piuma (1989) conducted a longitudinal study on students with severe disabilities and found after 15 years that the employment rate for high school graduates with special needs who had been in segregated programmes was 53% compared to 73% from those attending integrated programmes. Therefore, inclusive education is inevitable as children with special needs in inclusive settings do better as compared to children with special needs in special schools.

1.6 BARRIERS TO INCLUSIVE EDUCATION

Inclusive education is easy to talk about, but there are many problems relating to its implementation. UNESCO (2005) document titled ‘Barriers to Inclusive Education’ summarizes the following barriers in the implementation of inclusive education.
(i) **Attitudes**

Barriers to learning of children with disabilities are caused by negative attitudes. It is due to the negative attitudes that some people believe that educating the disabled is pointless.

(ii) **Physical Barriers**

Many schools are inaccessible to many learners, especially to those who have physical disabilities. In rural and geographically remote areas, the old and poorly maintained school buildings are often inaccessible. These are unsafe not for students with disabilities but for all learners. The physical barrier that prevents CwSNs from accessing the school includes: doors, stairs and ramps.

(iii) **Curriculum**

For the success of inclusion, curriculum should be able to meet the learning needs of all students. There should be a chance for local adaptations and experimentation. However, it is being experienced that the curriculums are centrally designed and inflexible. The contents are usually inaccessible and de-motivating.

(iv) **Teachers**

The positive attitude of teachers' towards inclusion is essential for its success. The existing programmes on teacher training lack coverage on inclusive education. Hence, in the absence of properly designed teacher training programme on inclusion, it is unlikely that the children with disabilities will receive satisfactory education.

(v) **Socio-economic factors**

Socio-economic factors such as poverty and HIV/AIDS adversely affect the education of children with disabilities; hence act as barrier to their education.

(vi) **Funding**

Lack of adequate funds to run inclusive education programmes create barriers. The inadequacy of resources available to meet the basic needs in education is a pervasive theme in inclusion. It is a huge funding provision which is a big challenge before the policy makers.
(vii) Organisation of the education system

In terms of decision making, the present system of education proceeds from top to bottom. Decisions are taken at the highest level whereas implementation takes place at the local level. The special schools created initially by philanthropists and parents to meet the learning needs of students with disabilities are not sufficient in number and resources. Moreover, majority of such schools are situated in urban areas whereas a large percentage of the disabled persons live in rural areas. The existing facilities in inclusive schools are inadequate to meet the learning needs of students with disabilities. The present education system needs a complete overhaul and re-organisation.

(viii) Policies as barriers

Policy makers’ limited understanding or acceptance of inclusive education is another barrier in the implementation of inclusive policies. In the absence of proper understanding, policies are framed which are not favourable for persons with disabilities. In some countries, there are policies which facilitate the possibility for authorities to declare that some children are ‘uneducable’. Due to these deficient policies, children with disabilities do not have the equal right to get education in least restrictive environment.

There is a long list of barriers that hinder inclusive education. These barriers emanate from scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents. Some of the barriers to inclusive education as applicable in Indian context are identified by Berwal (2012) and these are summarized here.

(i) Architectural Barriers

There are architectural barriers which restrict the free movement of the disabled students within or outside the school campus. The list of architectural barriers in school buildings include uneven surface, lack of ramps, railings, wide doors, adequate spacing between the desks in the classroom, slip-resistant flooring, accessible toilets and playgrounds, switches, wash basins, drinking water taps and chalk boards at appropriate height.

(ii) Attitudinal Barriers

Prejudiced mind set is greatest barrier in the education of the disabled children. The attitude of the parents, family members and the community is that, there is no use of a
child with disability to be educated and that it is wastage of time, money and other resources. People still believe that a child with disability is not productive in any way. The teachers also consider them a burden, imposed by authorities, to fulfill the constitutional obligations.

(iii) Administrative Barriers

It has been experienced that the members of School Management Committees and Principals do not understand inclusion well enough so as to support it. It is being considered by principals and teachers that inclusion is a complicated and expensive imposition by the bureaucrats. The school administrators are generally not having interests in developing outreach networks such as contacting the health department for regular health check-ups, liaison with the District Social Welfare Officer (D.S.W.O.) and the Red Cross Society for availing themselves of the benefits of scholarships, stipends and assistive devices, meant for the disabled children. It is due to the red-tapeism in the bureaucracy that most of the times, the purchase of aids and appliances for the disabled children are delayed inordinately.

(iv) Academic Barriers

Academic barriers refer to shortage of special teachers, teaching-learning materials, curriculum, Braille books, computer software, assistive devices etc.

(v) Social Barriers

Some members of the society treat the disabled as abnormal whether they are lame or blind or dumb, or deaf or mentally-deficient. People do not like to interact with the disabled children in social gatherings like birthdays, marriage parties and school functions.

(vi) Emotional Barriers

Sometimes, emotional instability among the disabled may act as a barrier to their education in the inclusive schools.

(vii) Language and Communication Barriers

Major communication barriers that apply to the school world in India are the lack of auditory signals, Braille codes/prints, talking software in computers and calculators
for students with visual impairment. Use of words like ‘Surdas’ for a blind child or ‘Shakuni’ for a deformed child in inter-personal communications make it difficult for the disabled to adjust in school world.

Barriga (2011) has found the barriers to the education of students with disabilities in Nepal. These are listed in the following paragraphs.

(i) Lack of Appropriate Classrooms

There is paucity of appropriate classrooms for children with disabilities in Nepal. Despite the focus on inclusive schools, classrooms that meet the needs of children with disabilities in the communities where they live are short. Due to lack of appropriate classrooms, children with disabilities are attending ‘day care centers’ or ‘informal schools’ set up by parents of the disabled. Government officials reported that they had requested for additional resource classrooms from the ministry but they are yet to receive any response. There are children with disabilities who have completed their primary education but they cannot access secondary schools due to lack of Braille teaching material for the Blind and Sign Language material for the Deaf.

(ii) Lack of monitoring

Monitoring mechanism on enrolment, pass rate, repetition and retention rate are found missing in case of students with disabilities though such mechanism was in place in case of normal students. Lack of monitoring mechanism is a barrier to access and good quality of inclusive education. This lack of monitoring mechanism has practical consequences. For example, funds are not appropriately allocated for children with disabilities, enough teachers are not trained, and programmes and classrooms are not fully inclusive, limiting the right to education for children with disabilities.

(iii) Lack of Information about Possibility and Availability of Education for Children with Disabilities

The majority of parents and members of the family of the disabled are not aware of the options and rights available for the education of their children. Due to prevailing ignorance, parents of the disabled think that their children are not capable of learning and hence, they prefer to keep them at home. As a result of such attitudes and lack of information, children with disabilities are denied their right to education.
(iv) **Low Enrolment**

The enrolment at primary school level in Nepal has increased 22 percent over the last five years, however, no similar statistics showing the increase in enrolment for children with disabilities are available and resultantly government has not set any target for improving their enrolment figures. Enrolment is low as there are no ramps and disabled friendly toilets as well as teachers are not trained for inclusive education.

(v) **High Drop-Out and Low Attendance Rates**

The irregular attendance and high drop-out rates among children with disabilities are acting as a barrier to their education. There are two reasons cited for high drop-out rate and low attendance: one is poor performance of disabled students in classroom activities and secondly, they get teased by students and teachers. In some cases, there are low attendances because the teacher and the management committees are not good.

(vi) **Low Pass Rate**

It is another barrier that is found by Human Rights Watch. The studies show that repeating a grade makes the disabled student less popular among the peer group. It negatively affects the self-concept of the disabled child and his possibility of drop-out from the class increases several times as compared to students who do not repeat the class.

(vii) **Inaccessibility of Schools**

Accessibility in the context of schools refers to physical access (ramps, toilets and other accessibility needs), communication (sign language instruction and Braille teaching materials) as well as the accessibility of the curriculum for children with different types of disabilities. It was required that governments ensure reasonable accommodation based on individuals’ needs, yet this still needs to be fully implemented. Despite its commitment to making inclusive and ‘child-friendly’ schools, it is found that the government failed to make the school environment accessible for children with disabilities, which in many cases effectively denied these children their right to education.

(viii) **Need for Reasonable Accommodation**

Reasonable accommodation refers to structural modifications in schools such as ramps and desks and blackboards at appropriate heights. It may include modifications to the
curriculum and evaluation methods such as having alternative and differentiated ways to express what students have learned or fulfill course requirements, using innovative teaching techniques, and providing supervised tutorial assistance and adaptive technology.

(ix) Physical Accessibility

The study found that there were little or no provisions making school accessible to children with disabilities, such as having ramps or accessible toilets.

(x) Denied Admission

There is a government policy which requires that schools must accept children with disabilities. However, in practice, public and private schools reject children with disabilities. Especially, the private schools violate government instructions and deny admission to children with disabilities.

(xi) Lack of Adequate Trained Teachers

Although one month to 45 days’ training was provided to teachers, yet all teachers are not trained. Due to lack of appropriate knowledge, skills and attitude, teachers do not follow inclusive education teaching methodologies while transacting curriculum in the classroom. Hence, lack of adequate training is also reported to be one of the barriers to the education of children with disabilities.

(xii) Inflexible Curriculum and Evaluation System

The curriculum is not flexible to accommodate the needs of children with different abilities. The governments have failed to modify the curriculum accordingly. It has failed to instill the daily life skills among the disabled.

(xiii) Ineffective Social Support

The government has issued various types of identity cards to persons with disabilities that entitle children to free education, discounted bus fares, monthly allowances and other services provided by the state, however, practically such services are not working effectively. Students with disabilities have been facing troubles in getting social allowances.
The Govt. of India launched Sarva Shiksha Abhiyan (SSA) in 2002 with an aim to achieve Universalisation of Elementary Education (UEE). It was stated that the UEE cannot be achieved unless Children with Special Needs (CwSNs) are provided education in an appropriate environment. Therefore, inclusive education for CwSNs was made one of the interventions in SSA. The policy of inclusive education in SSA deals with education of CwSNs up to class VIII. Afterwards, a scheme named ‘inclusive education for the disabled at secondary stage’ launched in 2009 caters to the needs of CwSNs up to XIIth class. In 2012, both these schemes were merged into a single window system by government of Haryana to cover education of CwSNs from class I to XII. The operational framework of SSA in Haryana is demonstrated in Figure 1.5. The policy is being implemented in schools by School Management Committees (SMCs) and monitoring of its implementation is done by State Project Director at Chandigarh.
community mobilization, and research (Dimitriadi, 2015). It is important to mention that the SSA documents have used the term Children with Special Needs (CwSNs) to refer to children with disabilities. Therefore, the term Children with Special Needs (CwSNs) is employed throughout the Thesis as it has legal determination under SSA as opposed to the term children with disabilities. The details of activities regarding CwSNs carried out under SSA are as follows:

(i) Identification

Identification of Children with Special Needs (CwSNs) is carried out through household surveys by special teachers, educational volunteers or personnel employed for this assignment at primary health centers.

(ii) Assessment

Functional and formal assessment of identified CwSNs is carried out every year with the help of medical board, constituted by the Chief Medical Officer of the concerned district. The Board issues Disability Certificate to each child depending upon the degree of disability. Based upon the certificate from board, education and placements of CwSNs are decided.

(iii) Aids and appliances

All children requiring assistive devices are provided with aids and appliances, obtained through the Ministry of Social Justice and Empowerment, State’s Welfare Department, National Institutes for the Disabled etc.

(iv) Support services and barrier free access

Support services like physical access, resource rooms at the cluster level, special equipment, reading materials, special educational techniques, remedial teaching, and curriculum adaptation or adapted teaching strategies are provided. Academic support is provided by special teachers appointed as per rules. Individualized Educational Plans are being developed by special and regular teachers in consultation with each other. Home-based education is provided to severely disabled children.
(v) **Teacher training**

There are in-service training programmes of three, five, seven days’ duration for teachers on how to teach CwSNs. All training modules at SCERT, DIET and BRC levels give adequate coverage to education of the CwSNs. Induction training of 20 days has also been conducted.

(vi) **Parental counselling and community mobilization**

Parents of the CwSNs are receiving counselling on how to bring them up and teach them independent living skills.

(vii) **Planning and management**

According to SSA norms, there is a need to constitute resource groups at state and district level to undertake effective planning and management of SSA programmes. An apex level resource group consisting of senior professors and academicians from NCERT, New Delhi, state Universities, SCERT, Gurugram and Board of School Education, Bhiwani was providing guidance and academic support to teachers training and inclusive education for CwSNs in Haryana.

(viii) **Research**

SSA encourages research in all areas of education of CwSNs including research for designing and developing new assistive devices, teaching aids, special teaching materials and other items necessary to give CwSNs equal opportunities in education.

1.7.1 **Miscellaneous Provisions to Support Implementation of Inclusive Education in Haryana**

(i). **Sports, Cultural, Art and Craft Activities**

According to letter ref. no. 1/37-2013 IEDSS dated 6.2.2014 issued by the office of Director School Education, Haryana, the sports and cultural activities form a very important part for developing the personality of CwSNs. Such activities help to develop inherent talent of CwSNs with a spirit of competition as well as give them exposure. In view of this, the state government has made provisions for conducting State, district and block level sports, cultural, arts and craft activities for CwSNs. The
Sports activities are organized with the rider that 80 percent of the total players would be CwSNs whereas 20 percent would be from non-disabled peers.

(ii). Adventure and Nature Study Camps for CwSNs

The summer and winter adventure and nature study camps for CwSNs are being organized by state of Haryana through National Adventure Club, India at Manali. The objectives of such camps inter-alia include providing camping experience to CwSNs in the lap of nature along with non-disabled peers and give them opportunities to explore natural resources including flora and fauna. Another objective is to inculcate team spirit and confidence among CwSNs. The camps aims to create attitude of oneness and equality among peers towards CwSNs and help them become friends (Letter ref. no. SSA/IED/4078-4098 dated 20.5.2016)

(iii). Transport/Escort Allowance to CwSNs under SSA

Since all CwSNs are to be placed in neighbourhood schools with needed support services, transport/escort facilities are provided by government to children with disabilities. The Government has made a provision of transport allowance at the rate Rs. 250 per month per child to provide them direct support services from their home/schools to resource rooms as per their needs and requirements (State Project Director letter ref. no. 34132-52 dated 2.2.2017).

1.8 SIGNIFICANCE OF THE STUDY

Worldwide, a shift from special and integrated education to inclusive schooling has been observed. India is not an exception. The national programme of government of India namely ‘Sarva Shiksha Abhiyan’ lays stress on inclusion of children with disabilities/special needs in general school settings. Moreover, the Persons with Disability Act, 1995; Right of the children to free and compulsory education Act, 2009, and Rights of Persons with Disabilities Act, 2016 also put statutory obligations on the government to provide free and compulsory education to all children with disabilities in the least restrictive environment with requisite support and services. However, inspite of these concerted efforts by the government, CwSNs have limited access to education in India.
The primary reason for poor access of education facilities by children with disabilities/CwSNs is scant availability of special schools and barriers erected in the path of inclusive education. It has been argued that the strength of CwSNs in the school can be enhanced by removing the barriers and implementing inclusive education effectively. The implementation of inclusive education is closely linked to how the school world conceptualizes disability and removes the barriers. It has been observed that concept of disability is poorly conceived and conceptualized by the stakeholders of the school world namely head teachers, teachers, children with disabilities and parents of CwSNs. It is a matter of regret and concern that there are teachers, parents, CwSNs and administrators who still consider disability a curse of God or a divine justice. Under such beliefs and opinions, it has been extremely difficult for CwSNs to continue their school education. It has been personally experienced by the researcher, in the capacity of special education teacher, that students with disabilities are not only bullied by their able-bodied peers but they are also being physically assaulted. The non-disabled peers, usually under the influence of ignorant parents and teachers, do not make students with disabilities their friends. The non-disabled students usually hesitate to share desk with a disabled classmate. The fear of being bullied, assault, discrimination and humiliation prevents the CwSNs to attend an inclusive school. Further, the research suggests that non-disabled students and teachers perceive students with disabilities to be ugly, boring, coward and unintelligent than their non-disabled classmates. The inclusion of students with disabilities has been perceived problematic by the parents. The administrators’ feel themselves resource constrained and unskilled to implement inclusive education. The inability of the school heads to execute the policies and provisions with reference to the inclusive education of students with disabilities is a barrier to the implementation of inclusive education. The physical obstacles like steep ramps, narrow doors, slippery floors, unsafe stairs, inaccessible libraries, classrooms, toilets, recreational areas etc. restricts the movements of students with disabilities within and outside the school.

Taking into consideration all these factors, it was felt that the existing inclusive education programme needs a fresh look at barriers to implementing inclusion and
suitable measures recommended to government for promoting inclusion in Haryana. Providing effective and successful inclusive education is the need of the hour and demand of the day to enhance the educational opportunities for CwSNs and to make India a leader in this 21st century world. While selecting the problem for research, it is assumed that inclusive education is a revolutionary change in the philosophy and practice of education and such a change is likely to face problems/barriers.

It is assumed that the findings of the study make a significant contribution by identifying the barriers to inclusion at the primary school level and recommending their removal by putting the facilitators in place. The study further assumes that smooth and effective implementation of provisions of SSA will ensure barrier free education to CwSNs.

The study is also significant in that it is confirmative of the research which has already been done in the area of inclusive education but it is more significant because of its contribution to the knowledge in the area of barriers to inclusive education at the primary school level in Haryana and the recommendations it make for their removal.

1.9 STATEMENT OF THE PROBLEM

A study of literature, researcher’s own experience as a special education teacher and visits to neighbourhood regular/inclusive schools convinced her that the implementation of inclusive education at the primary school level in Haryana State is not up to the mark and a study of various barriers is required to be undertaken to facilitate the barrier-free inclusion of students with disabilities in mainstream education system. More specifically, the statement of the problem is as follows:

A Study of Administrative, Physical and Attitudinal Barriers to Inclusive Education at Primary School Level in Haryana

1.10 OPERATIONAL DEFINITIONS OF KEY WORDS USED

It is worthwhile to define operationally some specific terms used in the study. These are:
(i) **Administrative Barriers**

These refer to the inability of the school head to execute the policies and provisions with reference to the inclusive education of students with disabilities.

(ii) **Physical Barriers**

These refer to the obstacles in physical infrastructure like steep ramps, narrow doors, doors with threshold, slippery floors, unsafe stairs, inaccessible libraries, classrooms, toilets, recreational areas etc.

(iii) **Attitudinal Barriers**

These refer to the negative views, opinions, feelings, beliefs etc. as held by various stakeholders towards the students with disabilities. Lack of knowledge and understanding about causes of disability, prejudiced mind, social discrimination of the disabled also fall in the category of attitudinal barriers to successful implementation of inclusive education.

(iv) **Inclusive Education**

This refers to an educational setting/philosophy where the disabled and the non-disabled students are provided education in the same physical, social and emotional environment with requisite support system in the form of special teachers and equipments.

(v) **Primary School**

A primary school is an educational setting where all categories of students, irrespective of caste, class, gender, ability or disability, study together, starting from grade one to grade five.

(vi) **Stakeholders**

These refer to individual who are directly or indirectly associated with implementation of inclusive education. In this study, head teachers (administrators), teachers, CwSNs and their parents are taken as stakeholders.
1.11 OBJECTIVES OF THE STUDY

The study was planned to achieve the following objectives:

(i) To find out the position of implementation of inclusive education in primary schools in Haryana State.

(ii) To identify the nature of barriers (administrative, physical, attitudinal) in implementing inclusive education programme in Haryana State.

(iii) To study the perceptions of various stakeholders regarding barriers to the implementation of inclusive education in Haryana State.

(iv) To find the relationship among the perceptions of administrators, teachers and parents in relation to administrative, physical and attitudinal barriers to the implementation of inclusive education in the primary schools in Haryana State.

(v) To suggest measures for overcoming barriers and strengthening the facilitators for successful implementation of inclusive education in Haryana State.

1.12 HYPOTHESES OF THE STUDY

To lend empirical bases to the research questions, the following null hypotheses were generated:

H₀₁ There is no significant correlation among the perceptions of administrators and teachers in relation to administrative barriers to the implementation of inclusive education in the primary schools in Haryana State.

H₀₂ There is no significant correlation among the perceptions of teachers and parents in relation to administrative barriers to the implementation of inclusive education in the primary schools in Haryana State.

H₀₃ There is no significant correlation among the perceptions of parents and administrators in relation to administrative barriers to the implementation of inclusive education in the primary schools in Haryana State.
There is no significant correlation among the perceptions of administrators and teachers in relation to physical barriers to the implementation of inclusive education in the primary schools in Haryana State.

There is no significant correlation among the perceptions of teachers and parents in relation to physical barriers to the implementation of inclusive education in the primary schools in Haryana State.

There is no significant correlation among the perceptions parents and administrators in relation to physical barriers to the implementation of inclusive education in the primary schools in Haryana State.

There is no significant correlation among the perceptions of administrators and teachers in relation to attitudinal barriers to the implementation of inclusive education in the primary schools in Haryana State.

There is no significant correlation among the perceptions of teachers and parents in relation to attitudinal barriers to the implementation of inclusive education in the primary schools in Haryana State.

There is no significant correlation among the perceptions of parents and administrators in relation to attitudinal barriers to the implementation of inclusive education in the primary schools in Haryana State.

1.13 DELIMITATIONS OF THE STUDY

The study was delimited to:

(i) investigate the implementation of inclusive education in four districts of Haryana State.

(ii) 28 government schools of total schools that are either designated/declared as inclusive schools or getting grants from State of Haryana for inclusive education.

(iii) only 28 school heads (administrators), 56 teachers, 56 parents, and 28 disabled students/CwSNs.

(iv) three barriers—administrative, physical, attitudinal—to inclusive education.