CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

ABOUT THE STUDY

Today Inclusive education is considered a human rights issue and hence any kind of exclusion is considered as violation of human rights of the disabled. There was for long a belief that the disabled were best taught in special schools and were therefore prepared separately from the everyday life of schools. The result was that when the disabled students are not members of the appropriate class for their age group and when there is no plan to include them, they are likely to be affected adversely. This realisation has been strong during the last three decades and thus began the movement for inclusion which is now being implemented vigorously at the school level in many parts of the world including in India and Goa. The existence of special schools represented a serious violation of students' human rights and the conversion or establishment of Inclusive schools was the apt response to this segregationist situation. It has been increasingly realised that the benefits of inclusion apply to all students, disabled and non-disabled alike. Legal enforcement of segregation on the grounds of disability, learning difficulty or emotional need is against international human rights agreements including the UNESCO Salamanca Statement and Framework for Action (1994), the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) and the UN Convention on the Rights of the Child (1989). The UN Convention on the Rights of the Child (1989), which has increasingly been concerned with including children in mainstream education rather than in segregated ‘special schools’ UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) and the
UNESCO Salamanca Statement and Framework for Action (1994) clearly indicated that the existence of separate ‘special’ educational provision is only acceptable insofar as mainstream education has not yet developed sufficiently to accommodate all children. The UN had set for its members including India a goal to achieve of Inclusion but despite this inclusive education has been and still is still a far cry especially in India. And in Goa Inclusive Education and inclusive schools is not only a very recent development but also a very limited one. Given this scenario it was essential that a study such as the present one had to be done and hence this study was undertaken.

The present study was intended to study the various aspects concerning the inclusive education in Goa as the same could prove to be helpful in finding the solutions to the problems besetting inclusive education in Goa and make improvements to the inclusive education implementation in Goa. Hence this study is very significant from various standpoints.

ABOUT THE RESEARCH

Statement of Problem

The present study has been entitled “A CRITICAL STUDY OF INCLUSIVE EDUCATION IN THE STATE OF GOA”.

Significance of the Study

The present study in the context of human rights is extremely relevant and timely. The present study was intended to study the various aspects concerning the Inclusive Education in Goa as the same could prove to be helpful in finding the solutions to the problems besetting inclusive education in Goa and make improvements to the inclusive education implementation in Goa. Also the findings of the study could help in better
education policy formulation for the disabled. Also Goa being a small and highly literate state, it was possible to conduct a comprehensive study on this subject and the finding and conclusions of this study could act both as indicators and example for the other states in the country trying to implement Inclusive Education. The usefulness of the study is thus to apply it to other states in the country. The findings can be logically extended to other parts of the country. This study will be of great help and useful to the teachers, to the school administrators, government policy-makers, NGO activists and the academic. The study will be useful for making changes to the schemes and to take corrective measures to improve Inclusive education.

The present study has been carried out keeping in mind much of the research that has been done elsewhere. Many of the parameters and aspects of Inclusive Education studies by other scholars have been kept in mind while carrying out this present study. Consequently this study has been able to shed light on the ground situation with regard to Inclusive Education in the State of Goa. It has been able to shed light on not only the status of Inclusive Education in Goa but also on the awareness, opinions, attitudes and concerns about Inclusive Education among the various stakeholders. The important contribution of this study lies in the fact that it has been able to bring to light the real status of Inclusive Education in Goa through a critical approach. This study is intended to help the government authorities, policy-makers and educations in taking appropriate decisions in formulating and implementing inclusive education in the state of Goa. An effective and successful implementation of inclusive education in the small state of Goa could then prove to be a model for the rest of the country to follow. Hence this study is very significant from various standpoints.
Objectives of the Study

The main aim of this study was to critically analyse the implementation of Inclusive Education in the State of Goa and to achieve this goal the following objectives were taken:

1. To find out the prevalence of disability in the state of Goa
2. To find out the status of enrollment of the disabled students in educational institutions in the state of Goa
3. To study the role of Government towards achieving inclusive education in Goa
4. To study the role of the Non Government Organizations towards achieving inclusive education in Goa
5. To study the activities undertaken by the Inclusive Education schools to achieve inclusive education in Goa
6. To find out the views of those working towards and/or associated with inclusive education in Goa.
7. To find out the attitudes of the teachers working in inclusive education schools in Goa.
8. To find out the attitudes of the parents of students studying in inclusive education schools in Goa.
9. To find out the concerns of the teachers working in inclusive education schools in Goa
10. To find out the level of awareness regarding inclusive education among the Principals of the regular schools in Goa
11. To identify the problems faced by the Managements in inclusive educational institutions in Goa.
12. To conduct in-depth case studies of some inclusive schools/educational institutions in the state of Goa
13. To conduct in-depth case studies of the disabled students enrolled in the inclusive schools/educational institutions in the state of Goa

**Delimitations of the Study**

The present study was intended to study and analyze the implementation of inclusive education in the state of Goa at various levels. It is essentially a thorough study of the status of inclusive education in Goa intended to look at the various measures adopted to make inclusive education successful in Goa. Briefly the following were the delimitations of this study:

1. Looking at the effectiveness of laws, policies and schemes implemented in Goa by both the Governments and NGOs.

2. Looking at the facilities provided by the government,

3. Looking at attitudes, concerns and issues connected with the teachers involved in inclusive education schools.

4. Looking at the benefits to the disabled students studying in such inclusive schools/institutions.

5. Understanding the level of awareness among the Principals and Headmasters of the regular schools.

6. Considering the attitudes among the parents of the students studying in the inclusive education schools.

7. Looking at views of the different stakeholders in the education field especially the government officials and educationists and scholars.

8. Attention was also focused on inclusive education in institutions of higher learning in Goa which included the colleges and the University.
9. Examining the present position of the Inclusive Education in Goa at all levels of Education by looking at the operation of the Inclusive Education at school, college and university levels.

10. The focus is more on the Inclusive Education at the school level since the need for inclusion in education is stronger at the entry and initial years which are also the formative years of the young including of the disabled students. Therefore the study was confined more to the field of education at the foundational level but is taken to its logical end and hence ends at the highest level of education which is the University.

PLAN AND PROCEDURE
Research Design

The present research is a study with a combination of different approaches. It is primarily a descriptive study. However given the extent and nature of the study a descriptive analysis alone cannot be the mainstay of this study. Historical approach is also imperative to a limited extent since a timeframe for the coming of Inclusive education to Goa is also considered. The study also involves statistical analysis especially of the attitudes and concerns of the teachers as also the attitudes of the parents of the students studying in the inclusive schools. The study is also done using comparative analysis wherever necessary.

Sample Design

Statistically the whole population of disabled children/students enrolled in the 12 inclusive schools and the institutions at higher levels in the state of Goa have been covered in the study. The entire population of the inclusive education schools at primary, middle, secondary and higher
secondary have been studied for the purpose of the study. Also the entire population of institutions of higher education under the Goa University has been covered in this study.

At the primary level the total population of primary schools both government and non-government were 1248. At the middle level the total population of middle schools covered both government and non-government were 69. At the secondary level the total population of secondary schools covered both government and non-government were 375. At the higher secondary level the total population of higher secondary covered schools both government and non-government were 82. At the higher education/university level the total population of higher education institutions including colleges both government and non-government, conventional and professional/technical were covered as also the Goa University and this figure is –conventional colleges 28, professional colleges 16 and technical/polytechnics 24. This also included Goa University’s all the Post Graduate Departments.

The number of inclusive education schools in Goa is 12. A substantial number of the teachers, both regular and special which numbered 145 were administered the scales for attitudes and concerns. Parents of the regular students and special students studying in the 12 Inclusive schools were also administered the Attitudes Scale. The Parents of the non-disabled students numbered 400 and Parents of the special/disabled students were 160. Awareness scale for Principals/Headmasters of the regular schools was administered to 120 Principals/headmasters of regular schools. Similarly other stakeholders such as school administrators, parents, government officials and ministers concerned directly or indirectly were also subjects for the study.
Data Collection Tools

The following tools were used in this research:

1. **Questionnaire** - Specific questionnaires were prepared to gathered the relevant data from the various school, governmental and non-governmental authorities.

2. **Interview Schedule** - Specific interview questionnaires were prepared to gathered the relevant data and views from the school, governmental and non-governmental authorities.

3. **Observation Schedule** - A special observation schedule was developed for observing the students and teachers in the Inclusive Educational set-up.

4. **Attitude Scale** – Two ATIES (Attitude Towards Inclusive Education Scale developed by Wilczenski, 1992/1995) was used to know the attitudes of the teachers and the parents in the 13 Inclusive Education schools in Goa.

5. **Concern Scale** - The CIES (Concerns Towards Inclusive Education Scale developed by Sharma & Desai, 2002) were used to know the concerns of the teachers in the 13 Inclusive Education schools in Goa.

6. **Awareness Inventory** - A special Awareness Inventory was prepared for the Principals/Headmasters of the regular schools to know their level of awareness about Inclusive Education.

7. **Case study** - A Specific questionnaire was prepared to gathered the information about 12 special students studying in Inclusive Education schools. This information was used to prepare the case studies of the special students studying in Inclusive Education schools. Similarly, a specific questionnaire was prepared to gather
the information about 13 Inclusive Education schools. This information was used to prepare the case studies of all the Inclusive Education schools presently functioning in Goa.

8. Relevant Documents /Records: A study of documents and circulars issued by the Government from time to time were considered.

Data Collection Procedure

All the inclusive schools and institutions of higher education were surveyed in the state of Goa and data was collected with the help of questionnaires, interviews, and observations. The study questioned sections of the stakeholders in the inclusive education scenario in the state of Goa. At first all the information from secondary sources was collected and collated. Thereafter information was collected from the administrations of all the schools, colleges, and Goa University. Questionnaires were administered to the government and non-government officials to elicit their responses and reactions to the concept and practice of Inclusive education in Goa. Similarly Interview Schedules were also administered to various educationists, activists, and authorities to gather their views on Inclusive Education. Interviews were conducted of the parents to get data about their wards studying in the inclusive education institutions. Attitude Scales were administered to the teachers and parents. Concern Scale was administered to the teachers. The Principals were administered Awareness Inventory to elicit their responses. Similarly through observations and interviews of the school authorities, teachers, and Principals case studies of inclusive schools were also done.
ANALYSIS AND INTERPRETATION
The data collected for this study was subjected to analysis and interpretations using the necessary descriptive and statistical analysis tools. Also group means M, standard deviation-SDs and t-values were computed to observe gross differences in various indices. ANOVA was used to establish and ascertain relationship between the awareness levels of principals and the type of institutions they belonged to. Also percentage and comparative analysis were used to bring out the clear picture of the reality.

RESULTS
The statistical studies about the attitudes of the teachers, attitudes of the parents and the concerns of the teachers in the inclusive schools and the awareness levels of the Principals of the regular schools gave results which are provided herebelow:

Results Regarding Attitudes of Teachers working in Inclusive Schools
1. The mean score for this Teachers’ Attitudes Towards Inclusive Education Scale (ATIES) was 2.97 and the same is almost 3 (i.e Disagree Somewhat), which indicates that teachers in this study mostly were quite mildly negative or guarded in their attitudes toward the inclusion of students with disabilities into regular classroom.
2. The lowest mean score (M=1.13) on the ATIES was for Test Item No 10 indicating that teacher’s attitudes in general were least favorable when trying to include students who need training in self help skills which is providing them training in ADL (Activities of Daily Living).
3. Test Item No 12 on the ATIES about students who do not follow rules of conduct attracted a less favourable response ( M=1.22).
4. Test Item No 15 on the ATIES about students who are likely to disrupt classes also attracted a less favorable response from the teachers (M=1.32).

5. Thus this study indicated that the teachers had far less favorable attitudes (i.e. almost negative attitudes) toward including students with behavioral and emotional problems in the regular classroom as part of inclusion.

6. Test Item 16 showed the highest mean score (M=5.44) signifying a more favorable attitude by teachers towards disabled students in the inclusive class who remained absent frequently.

7. Test Item 4 concerned with the inclusion of students who are shy and withdrawn showed a higher mean score (M=5.07), also signified a more favorable attitude by teachers towards students in the inclusive class who are shy and withdrawn.

8. The ascending mean scores on the ATIES obtained by teacher respondents from the 12 inclusive schools also indicated that the teachers are much more willing to accept in the same classroom those students who are lagging behind in academic achievement and those who often miss classes, than those students who have speech and language problems or those students who suffer various physical disabilities and need individualized programmes.

9. The findings and conclusions of this study are quite unique and do not match with the similar studies done in the West or elsewhere in India.

**Results Regarding Attitude of the Parents of students studying in Inclusive schools**

1. The mean score for this ATIES was 3.52, and is closer to 4 (i.e. Agree Somewhat), suggests that Parents in this study were somewhat positive
in their attitudes toward the inclusion of students with disabilities into regular classroom.

2. The lowest mean score (M=1.50) on the ATIES was for Test Item No 12 indicating that Parents attitudes in general were least favorable when trying to include students who cannot control their behavior.

3. Those students who are physically aggressive and those who need to use Braille also attracted a less favorable response from the Parents.

4. The Parents had negative attitudes toward including students with behavioral and emotional problems in the regular classroom as part of inclusion.

5. Test Item 4, concerned with the inclusion of students who are shy and withdrawn scored the highest mean (M=5.95), signifying a more favorable attitude by Parents towards students in the inclusive class who are shy and withdrawn.

6. The ascending mean scores on the ATIES obtained by parent respondents from the 12 inclusive schools also indicated that the parents are much more willing to accept in the same classroom those students those who miss classes often and those students who are lagging behind in academic achievement, than those students who do not follow rules and those who have physical problems.

**Results Regarding Concerns of Teachers working in Inclusive Schools**

1. Since both the mean score and the mode obtained by respondent-teachers on the Concern towards Inclusive Education Scale (CIES), were above 3 it meant that the majority of teachers in this study were Very Concerned or Extremely Concerned about including students with disabilities into mainstream settings
2. The teachers were greatly concerned about the difficulties in giving attention to all students in inclusive classroom having both the regular and special students which got the highest mean score (M=3.97).

3. The teachers were also much concerned about the inappropriate infrastructure of school for inclusive education (M=3.96).

4. The teachers were also much concerned about the inadequate resources and special Inclusive staff to cater to inclusive education (M=3.94).

5. The teachers were also concerned about the inadequate specialist equipment at school (M=3.84)

6. The study indicates that the inclusion of students with disabilities into regular classrooms, gives rise to the problem of providing sufficient attention to all the students in the classroom and this is their greatest concern.

7. The teachers appear to be greatly concerned about the possibility of all the students in an inclusive classroom not getting proper and sufficient attention and hence their education getting adversely affected.

8. The teachers state that the access to resources being limited and restricted is of great concern to them.

9. The teachers were also concerned about maintaining discipline in an inclusive classroom (M=3.75) but to a much lesser degree.

10. Test Item No 19 on the CIES, with a mean score of 3.07, showed that the mainstream teacher’s level of concern in assisting and including students with severe difficulties is comparatively less.

11. The teachers hardly view the inclusion of students with severe disabilities as inappropriate and disruptive, their inclusion being viewed as a far less obstacle to the academic progress of their non-disabled peers but a much greater problem for themselves to give sufficient attention to all.
12. The teachers are far less concerned about the need to provide trained and professional staff to assist schools to manage all students studying in the inclusive setting.

Results Regarding the level of Awareness of the Principals of Regular Schools

1. All the 120 respondent Principals/Headmasters of Regular Schools were aware about the concept of Inclusive education.
2. There was very less difference in their levels of awareness about inclusive education among the Principals/Headmasters of Regular Schools from all the three categories of schools.
3. The level of awareness among the Principals/Headmasters of Regular Schools about inclusive education in Goa is quite good.

CONCLUSIONS

Objective 1:

To find out the prevalence of disability in the state of Goa

Conclusions

1. Around 10 per cent of the total world's population, or roughly 650 million people, have some kind of disability and around 8% of people in India or around 70 million persons are with disabilities. In 25 European countries there were more than 45 million citizens. Disability affects upto 15-20% of every country's population.
2. While the figure of 10-12% is the normal prevalence of disability for many countries, for India the prevalence of disability is close to 8% of which are 10-12% severe and 1-2% are incapable of self-
care and among these 1% suffers from severe incapacitating mental disorders.

3. Goa, as per the Census of India, of 2001 had a population of 1.35 million and in 2010 it has a population of 1.5 million. The figure of prevalence of disability in Goa during 2001 was said to be around 11.9% but the latest figures of prevalence of disability in Goa (2010) is said to be close to the national average of 8% of which 10-12% are severe and 1-2% are incapable of self-care.

4. Statistically as per the 2001 Census Goa has 15,749 disabled persons, of which 8,889 are males and 6,860 are females. Out of the 15,749 disabled persons in Goa, 4,393 persons are visually impaired, 1,000 persons are hearing impaired, 4,910 are mobility or physically impaired, and 3,578 are mentally impaired and another 1,868 are speech impaired. However as per National Sample Survey of 2002 Goa has 22,000 disabled persons as on 2002.

5. The prevalence of disability by different types in Goa is slightly on the higher side as compared to the rest of the country. The issue of disability prevalence in Goa is as severe as anywhere else in the country or the world.

Objective 2:

To find out the status of enrollment of the disabled students in educational institutions in the state of Goa

Conclusions

1. The State of Goa has a high level of literacy and its school attendance is also quite high. The State of Goa at present boasts of
over 1784 schools. These schools are both under the government as well as various education societies.

2. There are 99607 students in primary schools, 66450 students in middle schools, 62146 students in high schools and 27340 students in higher secondary schools in Goa.

3. There are 14 special schools which are providing special education to children with various disabilities. These schools are providing special education to 1851 disabled students.

4. There are 13 inclusive schools which are providing inclusive education to children with various disabilities. These schools are providing inclusive education to 316 disabled students though according to the Government statistics it is 330 disabled students during the year.

5. Many of the regular schools which are providing regular education to children are also enrolling students with various disabilities. These schools had 568 disabled students enrolled on their strength in 2008-2009 and these disabled students are given education with the intention of mainstreaming them with the regular students.

6. Many of the regular higher secondary schools which are providing regular education to students are also enrolling students with various disabilities. These schools have provided education to 17 disabled students during 2007-2008 with the intention of mainstreaming these students with disabilities. These schools have provided education to another 18 disabled students during 2008-2009 and to 14 disabled students during 2009-2010.

7. This special programme at the Government Polytechnic has provided education and vocational training to 19 disabled students during 2007-2008, 13 disabled students during 2008-2009 and 16 disabled students during 2009-2010.
8. For the period 2009-2010, conventional colleges numbering 28 with an enrolled strength of 16902 had provided only 6 disabled students with education at the higher education level. The Professional colleges numbering 16 with an enrolled strength of 6490 had no disabled students on their roll. The Technical colleges numbering 24 with an enrolled strength of 6646 also had no disabled students on their roll. Clearly the number of students with disabilities reaching the higher education level in Goa is abysmally low and reflects on the state of education for the disabled at the higher education level in Goa.

9. For the period 2007-2010 there was not a single enrollment of a student with disability at the Post Graduate Departments of Goa University. Clearly the number of students with disabilities reaching the higher education level of Post Graduation in Goa University is nil and again reflects on the state of education for the disabled at the higher education levels such as Post Graduate levels of University education in Goa.

10. Therefore disabled students are studying in all the three types of schools in Goa namely the Special Schools, the Inclusive Schools and the Regular Schools. The number of disabled students studying in all the three types of schools have been showing an increase over the three years and this is indicative that the education of the disabled is taking place in Goa but in different situations and circumstances.
Objective 3:

To study the role of Government towards achieving inclusive education in Goa

Conclusions

1. Steps have been taken by the Central Government of India in the direction of providing the benefits including of inclusive education to the persons with disability and the laws made in this behalf are applicable throughout India and hence also in Goa. These laws which have impact on education of the disabled are Rehabilitation Council of India Act, 1992, Persons with Disabilities (Equal Opportunities, protection of Rights and Full Participation) Act, 1995, Persons with Disabilities Rules, 1996, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Right To Education Act 2009 and Right to Education Rules 2009.

2. The impact of national laws and policies has been gradually witnessed in Goa too. Goa enacted its own Goa Children’s Act in 2003 in which it has also made certain provisions favouring the disabled persons.

3. The Policies for the Disabled Persons made by the Central Government through its National Education Policy (NEP) 1968, National Policy on Education (NPE) 1986 NPE- Plan of Action 1992 National Policy for Persons with Disabilities 1993 are also being implemented in Goa and have impacted the education of the disabled in Goa.

4. Thus specific laws for the education of the disabled and policies supporting the cause of the education of the disabled through the
special education and inclusive education mode are being implemented in the State of Goa. The policy frameworks given by the Central and State governments is being gradually implemented in Goa. But so far there is no comprehensive legislation on the implementation of inclusive education in Goa and everything is done by way of experimentation or arbitrarily.

5. The Schemes for the Disabled have been made by the Central Government through its Integrated Education for Disabled Children (IEDC) 1986, Project Integrated Education (PIED) 1987, Inclusive Education for the Disabled at Secondary Stage (IEDSS) 1992, District Primary Education Programme (DPEP) 1994, Sarva Shiksha Abhiyan (SSA) 2002, National Curriculum Framework on School Education (NCF) 2005, National Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD) 2005 and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) 2009. These have been also implemented in Goa and have impacted the education of the disabled in Goa.

7. Other Schemes have also been implemented by the Government for the welfare of the persons with disabilities and include Deendayal Disabled Rehabilitation Scheme (DDRS), and Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP).

8. The Education Department and the Social Welfare Department of Goa Government have put implemented certain Central and State schemes to achieve the goal of inclusive schools in the state of Goa. However the benefits have not reached many and some of the steps taken by government in this regards do not reach the disabled in time. Besides its proper implementation is not done and the schemes appear quite vague and therefore only 13 schools have
adopted the Inclusive model for teaching in Goa. Therefore large number of the disabled students continues to study in the segregated settings of the Special schools and do not reap the benefits of the inclusive education. The officials are also not interested in solving the genuine problems of the inclusive schools once the schools enroll the differently abled students. This is discouraging the development and growth of inclusive education in Goa.

9. The Central Government supports seven autonomous National Institutes which provide rehabilitation services and undertake manpower development with the overall objective of providing rehabilitation services for different types of disabilities and these include the National Handicapped Finance & Development Corporation which provides concessional credit to persons with disabilities for setting up income generating activities for self employment, Scheme for Implementation of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (SIPDA), which provides assistance for setting up of District Disability Rehabilitation Centres, Regional Rehabilitation Centres, and helps in creating barrier free environment in public buildings, awareness generation etc, Scheme of Incentives to Employees in the Private Sector for providing employment to persons with disabilities which provides the employers’ contribution for Employees Provident Fund (EPF) and Employees State Insurance (ESI) for three years, for persons with disabilities employed in the private sector on or after 1.4.2008, with a monthly salary upto Rs.25,000/-.

10. Government has provides limited infrastructural and other facilities for inclusive educational institutions in Goa and these include
ramps for the disabled, hand-rails for the disabled, toilets for the disabled and tactiles for the blind

11. Education Department of Goa Government provides for financial assistance and other assistance such as providing stationery items for the differently abled students studying in the inclusive schools under the Scheme of Education of Children with Special Needs (2005)

12. The infrastructure and other facilities for the education for the disabled are not available sufficiently. The ramps for the disabled are found in only the primary government schools and that too at the ground floor level from the ground to plinth. Moreover this facility is not provided by the Government for the disabled students of the schools but by the Election Commission of India for the voters who cast votes in the Polling Booths which are located in these primary government schools.

Objective 4:

To study the role of the Non Government Organisations towards achieving inclusive education in Goa

Conclusions

1. There are at least 5 important NGOs involved in assisting in the education and training of the disabled persons in Goa. These are the National Association for the Blind (NAB) for the Education of the Blind persons, The Sethu Trust, Sangath, Spandan and DRAG for providing Education and Training in the area of Education for the Disabled
2. Non-governmental organizations have been in different ways assisting Governments by formulating needs, suggesting suitable solutions and providing services complementary to those provided by Governments. They have been sharing financial and material resources to help in the education of the disabled persons by expanding educational and community services and improved economic opportunities. They are managing the Resource Rooms in the schools and even providing their own special educators.

3. The NGOs have been involved in a networked endeavour to foster and strengthen the movement for education and training as well as upholding of the rights of the disabled in Goa. Activities undertaken by NGOs to achieve Inclusive Education are certainly contributing to the development of inclusive education in Goa. They are doing yeoman service by managing the Resource Rooms, training the teachers in special education field, development of curriculum for the disabled students, spreading awareness and fighting for the rights of the disabled students.

**Objective 5:**

**To study the activities undertaken by the Inclusive Education schools to achieve inclusive education in Goa**

**Conclusions**

1. The Inclusive schools being a mix of the regular and special/disabled students have undertaken activities to bring about the emotional development and socialisation of the special students studying in their schools apart from their academic training.

2. The 12 inclusive schools in Goa with 315 (or as per Government statistics 330) disabled students enrolled on their school rolls have
been providing special educators along side the regular teacher for educating the disabled students in the inclusive setup.

3. The disabled students are enrolled in the Inclusive schools and in many instances are placed in the regular classrooms and in some instances are also placed in separate resource room.

4. The disabled students are made to attend school assemblies along with the regular students.

5. The disabled students are taken out for picnics and at other social gatherings along with the other students. The disabled students also participate in other activities of the school.

6. Peer tutoring is encouraged in the classrooms where in the disabled students are made to sit next to these disabled students and help them with their studies.

7. The disabled students as per their abilities are made to sit on the first or second bench, especially so if they suffer from any visual hearing or speech impairments.

8. Special care is also taken to accommodate the orthopedically handicapped students.

9. During recess time the children are encouraged to mix and associate with each other.

10. Special attention is given by the resource room teacher /special educator to teach the disabled students in the main classroom.

11. Whenever required the disabled children are taken out to the resource room and given one to one attention.

12. If necessary the special educator sits in the classroom next to the disabled student and teaches him/her.

13. Parent Teacher Associations are formed wherein the parents of the regular students are made aware of the various disabilities and the need for inclusion.
14. During assemblies the school Headmaster/Headmistress orients all the school students about these special students/ disabled students.

15. Separate set of question papers for the disabled students are set with more objective type questions and less of essay type questions.

16. Various schemes and concessions which are issued by the Education Department from time to time are implemented by these schools.

17. The school identifies the students requiring special attention and refers the list of names to the concerned medical authorities for further assessment and diagnoses.

18. All the financial facilities which are provided for by the Department of Social Welfare for the benefit of the disabled students and especially so with regard to their education are also provided for to the disabled students in the inclusive schools by the concerned school authorities.

19. Special subjects are offered to the physically and visually impaired students in place of the regular subjects like puppetry for math.

20. Provision of a writer is made whenever required for these students who are visually impaired or orthopedically handicapped (upper limbs).

21. An extra half hour is allotted to the students to complete their papers.

22. The disabled students who have hearing impairment are exempted from having to study the Second and the Third language.

23. More of innovative teaching learning materials are used while teaching them.

24. The Inclusive Education schools implement the Government schemes including providing of financial assistance to the disabled.
This is done in order to encourage the retention of the disabled students in the inclusive schools.

25. In case of severe visual impairment subjects like work experience, physical education and social services / Red Cross / NCC / guiding is also exempted provided prior permission of the Medical Board is sought.

26. The visually impaired are also exempted from drawing figures, graphs, maps, etc. and the marks are increased, proportionately. Also those opting for Science are exempted from performing practicals and the marks secured in theory are increased proportionately.

27. The subject matter is taught at a slower pace, with lot of repetitions and clarifications. The important aspects of topics are highlighted and read out loud.

28. Personal guidance is given and at times one-to-one attention is given at the Resource Room after / during class houses.

29. Teachers of the relevant subjects take an oral test and / or multiple choice questions for the students along with the usual written examination for Standard V to VII. At the time of deciding final results at terminal examinations, the average of the combined written and oral exams are taken into account and are the deciding factor in promotion to higher standards.

30. When a disabled student fails in examination he/she is given 20 extra marks (grace marks). These are given in one or more subjects.

31. Students affected by Dyslexia and Dysgraphia are permitted to select only two languages prescribed and to choose under the “Word Practical Experience” section in place of the third language.
32. Permission is given to students with Dyscalculia to drop Algebra and Geometry and in their place to be examined in arithmetic taught in the Standard VII and one subject under the section “Work Experience”.

33. Spelling errors and reversal of numbers are overlooked of students with Learning Disability / Difficulty and these students are allowed to use the calculator.

34. If the educational institution is not disabled friendly the class of the orthopedically disabled student is shifted on the ground floor. They are also exempted from physical exercises and training and are given the option to choose the nearest centre for examination convenient to them.

35. The activities undertaken by the Inclusive Education schools and their managements to achieve inclusive education in Goa are laudable but of limited nature. These activities which include joint assemblies, joint gatherings, joint sports, common interval timings, and picnics are fostering the socialisation of the disabled students. Also awareness among the teachers and parents through the PTA activities and also giving several concessions for the disabled students and by encouraging their participation in the academic and social activities in the school the disabled students are being mainstreamed and included. However, the school managements do not get enough support and funding for increasing or expanding their inclusive education activities.
Objective 6:
To find out the views of those working towards and/or associated with inclusive education in Goa

Conclusions

1. The educationists, experts and academics are of the view that inclusive education is a good idea for the students who are suffering from disability which is 40% or less. For the severe and profound cases of disabilities they are of the view that the disabled students must continue to be sent to special schools. They are also of the view that the vocational education must be provided to the disabled students then merely academic education. They hold that inclusion is good as it helps in the socialisation of the disabled students and allows the acceptance of the disabled by the society. The activists from the NGOs were also of some what similar views.

2. The government officials were however quite sceptical about the idea of inclusive education though they were willing to give it a try. Taking all the above together there seems to be almost a consensus that the students with disabilities must be availed the opportunity to go to inclusive schools except those who are severely or profoundly disabled who should be cared for in the special schools.

3. Views of those working towards and/or associated with inclusive education in Goa i.e. the educationists, the activists and the authorities of the Government, are not only varied but at times contradictory with each other. Hence there is no uniformity or consensus on the issue of inclusive education among the educationists, activists and the governmental authorities.
Objective 7:
To find out the attitudes of the teachers working in inclusive education schools in Goa.

Conclusions

1. The study showed that most teachers in these 12 schools do not seem to be in favour of inclusive education or are somewhat in favour of inclusive education. They are generally open to allowing the disabled students to learn and be in the general education classrooms. However they also had several apprehensions with regard to inclusion of disabled children in the regular school classrooms along with the general non-disabled students.

2. The teachers teaching at the resource rooms, those teachers having significant interactions with such students among close relatives, friends or at the school, those having knowledge of various laws about disability, those teachers possessing a good knowledge of the legislation surrounding the education of students with disabilities and teacher participants having previous experience in teaching the disabled students were more positively oriented towards inclusive education set up for these students. However the differences were not significant to draw clear cut conclusions regarding the same.

3. However those possessing a high degree of confidence contributed to more positive attitudes toward the inclusive education than those who had lower confidence in teaching these students and the difference among the scores of these two was significant.
4. Similarly those teachers who had previous training in teaching the disabled students were significantly inclined towards the inclusion of the disabled students in the mainstream educational set up.

5. However no significant differences were evident between the mean ratings of those participants who were teaching at the resource room and those teaching at the regular classrooms, and between those teacher-participants who had significant interaction with the disabled persons and those who had not.

6. Those respondents having knowledge of disability laws and those who did not posses any knowledge regarding disability laws and those having previous experience in teaching the disabled students and those who did also showed no significant differences.

7. Significant difference was found to exist between the mean ratings of those participants who indicated having a high level of confidence and those participants who had low level of confidence in teaching the disabled students at the school. Those with a high level of confidence had a more positive attitudes toward including students with disabilities into the mainstream classroom.

8. Those teachers who had previous training in teaching the disabled students were significantly well disposed to the inclusion of the disabled students in the mainstream educational set up. Hence this has validated what has been found by other scholars who had found that general education teachers who are trained to teach students with disabilities in the mainstream classroom, are found to have more positive attitudes toward inclusive education.

9. Teachers who had a professional training to teach the disabled students appeared to hold more positive attitudes towards inclusive education compared to those who did not possess the necessary training.
10. Also teachers who had higher confidence levels in teaching felt better equipped and hence were more positively disposed toward the inclusion of such students into the mainstream classroom.

11. Significant differences were evident in the mean scores, between teachers who possessed a high degree of confidence in teaching students with disabilities and those who indicated a Low level of confidence. Research suggests that the view that teachers who feel more positive about including students with disabilities into mainstream settings, tend to exhibit more confidence in inclusionary programs and this had been the case according to Avramidis and others.

12. Hence most teachers in these 12 schools do not seem to be much in favour of inclusive education. The study indicates that they are generally not quite open to the idea of students with disabilities being educated in the general education classrooms.

13. The main conclusion of this study is that most teachers teaching in the inclusive setup schools in Goa are seen to harbor apprehensions and reservations with regard to inclusion of disabled children in the regular school classrooms along with the general non-disabled students and hence are disinclined to the idea of inclusion despite their own schools having been categorized as Inclusive schools.

14. However it needs to be noted that despite the findings of this study it needs to be understood in the light of the fact that the respondent teachers are under pressure to portray that the idea of inclusion is good and acceptable because teachers’ perceptions are linked to the influences of the policies of their school managements as well as government policies about education.

15. This study explored the attitudes about inclusive education of 145 in-service regular and special teachers working in the 12 Inclusive
Schools in the state of Goa. The sample size was certainly small and may not indicate the true depth of the attitudes of the teachers towards inclusive education in the entire state of Goa. However, if the findings of this study were to be generalized it would appear that among the teachers in Goa there is a guarded reservation towards inclusive education bordering on negative attitude. It is more likely that if the ATIES was applied to the teachers of the general education schools which do not admit students with disabilities; the attitude could be even more negative.

16. From this study it can be concluded that the teachers of the 12 schools which have implemented some sort of Inclusive Education in last 4-5 years, most teachers have expressed reservations about the idea of including students with disabilities in regular schools and general classrooms. It can thus be concluded that on the ATIES the overall scores lead to the impression that the attitudes towards inclusion of the disabled students in the general classrooms in an inclusive setup are quite negative.

17. The findings of this study need to be understood in the light of the fact that the respondent teachers are under pressure to portray that the idea of inclusion is good and acceptable. Hence teachers’ perceptions are linked to the influences of the policies of their school managements as well as government policies about education. This study explored the attitudes to inclusive education of 122 in-service regular and inclusive/special teachers working in the 13 Inclusive Schools in the state of Goa. The sample size was certainly small and may not indicate the true depth
Objective 8:

To find out the attitudes of the parents of students studying in inclusive education schools in Goa.

Conclusions

1. The attitudes of Parents toward inclusive education did not much depend on whether they are parents of disabled student or of non-disabled students.

2. Parents of students with disabilities seemed to be far more in favour of including the special children and children with disabilities in regular schools. Though some such parents were not quite agreeable and expressed apprehensions about inclusions.

3. Parents of students without disabilities also seem to be favouring inclusive education. However the Parents of students without disabilities were generally open to allowing the disabled students to learn and be in the general education classrooms. But they too had several apprehensions with regard to inclusion of disabled children in the regular school classrooms along with the general non-disabled students.

4. Parents who had children with disabilities showed a more positive attitude toward inclusive education than the parents who did not have children with disabilities. However no significant differences was evident between the mean ratings of those parent-participants who had children with disabilities and those parent-participants who had no children with disabilities. Both the types of respondents appeared to hold more positive attitudes toward inclusive education of the disabled students.
5. Parents of students studying in all the 12 Inclusive schools generally favoured inclusive education. The parents of general students are also quite open to the idea of students with disabilities being educated in the general education classrooms. Hence the Parents were not seen to harbor serious apprehensions with regard to inclusion of disabled children in the regular school classrooms along with the general non-disabled students.

6. However it needs to be noted that the findings of this study need to be understood in the light of the fact that the respondent Parents especially in a high literacy state like Goa generally being educated themselves are under pressure to portray that the idea of inclusion is good and acceptable in the society.

7. The parents’ perceptions are linked to the influences of the policies of their school managements as well as government policies about education and also about the society’s view about disabled persons. Their views and attitudes are also due to their greater educational background and awareness of the issue of inclusive education.

8. The sample size was certainly small and may not indicate the true depth and extent of the negative or positive attitudes among the parents towards inclusion.

9. If the findings of this study were to be generalized it would appear that among the Parents of students in Goa there is a reasonably open mind in favour of inclusive education. It is more likely that if the ATIES was applied to many more parents the attitude could be even more positive.

10. From the study it can be concluded that parents of students studying in the 12 Inclusive Schools in the state of Goa have generally expressed a hesitant acceptance about the idea of
including students with disabilities in regular schools and general classrooms.

**Objective 9:**

**To find out the concerns of the teachers working in inclusive education schools in Goa**

**Conclusions**

1. Teachers teaching at the Resource Rooms and those who did not teach at the Resource Room did not show any significant difference in concerns toward inclusive education when teaching students with disabilities in an inclusive setting.

2. There was no significant difference evident from the mean ratings of those teacher-participants who were teaching at the Resource Room and those teacher-participants who were not teaching at the Resource Room.

3. Both the types of respondents appeared to hold more or less the same amount of concern toward inclusive education of the disabled students and there was really no significant difference in their concerns towards inclusion in education.

4. In a more specific manner, the results of this study show that teachers are greatly concerned about the difficulties in giving attention to all students in inclusive classroom having both the regular and special students.

5. They are also much concerned about the inappropriate infrastructure of school for inclusive education and inadequate resources and special Inclusive staff to cater to inclusive education.

6. The teachers were also concerned about the inadequate specialist equipment at school.
7. The main concern was also that the inclusion of students with disabilities into regular classrooms, gives rise to the problem of providing sufficient attention to all the students in the classroom and this is their greatest concern. The teachers appear to be greatly concerned about the possibility of all the students in an inclusive classroom not getting proper and sufficient attention and hence their education getting adversely affected.

8. Also the teachers were concerned that the access to resources being limited and restricted to the students with disabilities.

9. Also maintaining discipline in an inclusive classroom in the inclusive setup also made for greater concern on part of the teachers teaching in the inclusive setup.

10. The mainstream teacher’s level of concern in assisting and including students with severe difficulties is comparatively less in relation to other studies elsewhere.

11. It was also apparent that some teachers hardly viewed the inclusion of students with severe disabilities as inappropriate and disruptive, their inclusion being viewed as a far less obstacle to the academic progress of their non-disabled peers but a much greater problem for themselves to give sufficient attention to all.

12. In a more specific manner teachers were far less concerned about the need to provide trained and professional staff to assist schools to manage all students studying in the inclusive setting.

13. Most teachers in the 12 schools seem to have genuine concerns about inclusive education. They are generally open to allowing the disabled students to learn and be in the general education classrooms. However they also harbor several apprehensions and concerns with regard to inclusion of disabled children in the regular school classrooms along with the general non-disabled students.
14. Both the types of respondents (those teachers who were teaching at the Resource Room and those teachers who were not teaching at the Resource Room) appeared to have similarity and closeness in their concern toward inclusive education of the disabled students.

15. Most teachers viewed the inclusion of students with disabilities, especially severe disabilities, as an important. They considered inclusion of the disabled as a block to the academic development and progress of their non-disabled peers.

16. The Special Teachers were concerned about their ability as educators to adequately cater for students with disabilities.

17. Teachers of regular classes were concerned as they did not believe that the needs of students with disabilities, especially severe disabilities could be met in the inclusive education schools.

18. This study explored the concerns about inclusive education of 122 in-service regular and inclusive/special teachers working in the 12 Inclusive Schools in the state of Goa. The sample size was certainly small and may not indicate the true depth of teachers concerns and may need a further detailed study at a later date.

Objective 10:

To find out the level of awareness regarding inclusive education among the Principals of the regular schools in Goa

Conclusions

1. Most of the Principals of the Regular/General Schools had heard about Inclusive education and were reasonably well aware about the concept and practice of Inclusive Education.
2. Most of the Principals of the Regular/General Schools were however not aware whether special curriculum has been framed for the education of the disabled students in regular schools.

3. The level of awareness among the Principals/Headmasters on inclusive education in Goa did not show any association to the type of institution they belonged to.

4. The level of awareness of Principals toward inclusive education from three different categories of schools (Principals of Government schools, Principals of Private unaided schools and Principals of Private aided schools) were not much different.

5. Irrespective of the categories of schools that the Principals belonged to almost all the Principals were open to the idea of students with disabilities being educated in the general education classrooms.

6. The Principals of the regular schools were not seen to harbor any serious apprehensions with regard to inclusion of disabled children in the regular school classrooms along with the general non-disabled students.

7. However it needs to be noted that the findings of this study need to be understood in the light of the fact that the respondent Principals especially in a high literacy state like Goa are well aware about the developments in the field of education and in all probability know about the Government policy about inclusive education and especially so since it can affect or involve their own schools. Hence they did not exhibit much resistance to the idea of implementing inclusive education for the disabled children in the regular school classrooms along with the general non-disabled students.
Objective 11:

To identify the problems faced by the Managements in inclusive educational institutions in Goa.

Conclusions

1. The problems faced by the Managements of inclusive educational institutions in Goa prominently concern financial problems, space problems, lack of government support, lack of infrastructure, lack of awareness, lack of teaching-learning aids, confusion about methodology and pedagogy, neglect of the disabled in the academic race, negative outlook of the teachers, lack of proper training programmes for the teachers, irrelevant curriculum and the like.

2. Despite the difficulties encountered and many problems faced the Management are trying to pursue the goal of inclusive education in the 12 inclusive education schools in Goa.

3. The managements are trying their best but they are still struggling with the idea of inclusive education.

Objective 12:

To conduct in-depth case studies of some inclusive schools/educational institutions in the state of Goa

Conclusions

1. The case studies of the inclusive schools/educational institutions in the state of Goa indicate that most of the inclusive education schools are benefited from the inclusive education more in a social manner and to certain extent in the academic field as well.
2. Most of the 12 inclusive schools are doing a good job in providing inclusive education and this despite the various problems faced by them.

Objective 13:

To conduct in-depth case studies of the disabled students enrolled in the inclusive schools/educational institutions in the state of Goa

Conclusions

1. The case studies of the disabled students enrolled in the inclusive schools/educational institutions in the state of Goa indicate that all of the disabled students studying in the inclusive education setup in Goa are positively benefited from the inclusive education more in a social manner and to certain extent in the academic area as well.

RECOMMENDATIONS

On the basis of the above findings, the following recommendations are proposed to the Government and other concerned agencies and organisations for ameliorating the existing conditions.

1. B.Ed- Only teachers holding a B.Ed Degree course of 2 years duration, having both special and general B.Ed training should be appointed as teachers in future in the Inclusive schools as they would be able to handle both the section of students more

2. Supply of aids and appliances free of cost must be provided to all the disabled students at the inclusive schools itself.

3. Inclusion should be done more in the rural area schools and not just in the urban set up. Transport facilities should be arranged for the inclusive
schools by the state government in order to encourage the disabled to go to inclusive setup even at the rural setup.

4. A separate budget should be allocated for inclusion by the education department and at the department of higher education, instead of a common one. The state Government should increase the funds of the inclusive schools for its expenses.

5. Holding of seminars and conferences at the state level must be made compulsory wherein main themes about inclusion should be discussed. Teachers from various institutions should be invited for the same. Resource persons from various states as well as abroad should be invited to orient the participants.

6. Professional counselors should be appointed at the schools to handle the problems of both the regular and the disabled students.

7. Therapists should be appointed for the students for a cluster of schools.

8. Appropriate monitoring facilities should be formed to monitor inclusive education.

10. Strict action should be taken by all those in charge for the implementation of inclusive education against those schools which do not enroll disabled students at the various stages of education. The monitoring body should see to it that the educational institutions do not refuse admission of the disabled students.

11. Appropriate cooperation and support should be given to all the schools when disabled students are enrolled in them by the various departments.
12. The salaries of those teachers teaching the disabled student should be higher than that of others. Presently they are lower and hence these teachers have lower motivation at the school level.

13. Barrier free environment should be created at all the inclusive education schools. All necessary ramps, railings, tactile tiles etc should be constructed in schools and institutions of higher learning, even before students with special needs are given enrollment.

14. Placement and job reservations should be made even for the mild and the moderately mentally retarded students as well along with the physically challenged.

15. Transport facilities should be arranged for the inclusive schools by the state government inorder to encourage the disabled to go to inclusive setup.

16. Committe should be formed for the effective implementation of inclusive education throughout the state, which studies the way how it is carried out in other states and abroad.

17. The special schools must be encouraged or allowed to enroll only the severly and the profoundly disabled students so that appropriate one-to-one attention can be given for them and some skilled based training could be imparted.

18. More of vocational and skilled based education should be given at the inclusive schools and stress should not be laid on the academic achievement only.

19. Curriculum should be flexible and vocational in nature for the inclusive schools.
20. Surveys should be conducted inorder to assess the total number of the disabled student population in the state and appropriate measures should be taken for the same. Appropriate statistics should be maintained about the disabled in the state.

21. Medical check-up should be made of these students and screening should be done inorder to identify early disabilities. Thus camps can be held at the village level for a cluster of schools.

22. The Social Welfare Department should maintain separate record of the disabled students who avail various facilities.

23. The State Government should give awards and incentives to all the inclusive schools and colleges who show good progress.

24. Appropriate sensitization, orientation and awareness should be done of all the teachers, parents, students, headmasters, principals, educational officers and the public at large so that inclusion is made clear to all.

25. There should be an overall collaboration and co-operation among all the departments like the social welfare, education department, the directorate of higher education, the NGO’s and the schools, so the inclusion is a success. The NGO’s should be also involved in the screening process as most of their professionals are well experienced and trained.

27. Various schemes should be updated and as per the requirements and needs.

28. At the education department and at the department of higher education, Government should appoint a personnel who is trained and well versed in the field of special and the inclusive education set up so that the implementation is smoother.
29. The framing of the curriculum for the inclusive schools should be done by the various experts and professionals involved in the field of special education.

30. The circulars and other scheme copies should be dispatched to all the schools in time regarding the differently able students.

31. At the resource rooms the disabled students should be enrolled who have behavioural problems and once the behaviour has been modified they can be enrolled in the mainclass for the whole day. Till then disabled child can be integrated in the school.

32. The assessment should be done by experts and professionals having experience at the IPHB. Tests used should be standardized ones and should be used appropriately.

33. The State government should ensure take the facilities to the student enrolled at the inclusive schools should be made available to the students at the higher educational level as well.

34. The inclusive schools should be given the facilities on priority basis and appoint the necessary staff to teach the disabled students so that their self respect and dignity can be maintained. These facilities should also be made available at the higher institutional level so that in case any student is desirous of higher studies he/she is not handicapped on account of the basis facilities required.

35. Various court judgements in favour of inclusion and latest circulars issued by the centre and the state should be made available to all the educational institutions in time.

36. Disabled friendly environment should be made at all the educational levels.
37. The NGO's should be also involved in the screening process as most of their professionals are well experienced and trained.

38. The teachers at the various educational levels should be given inhouse/inservice training so that they are made aware of the need and importance of the subject.

39. Similar concessions which are given at the inclusive school level should also be made available to the disabled students at the higher education level.

SUGGESTIONS FOR FURTHER RESEARCH

There are many areas about which research needs to be done in Goa on the subject of Inclusive Education. As the present research was mainly descriptive in nature the following aspects concerning inclusive education could also be taken up for further studies

1. A comparative study may be undertaken to understand the functioning of inclusive schools in Goa and other states in our Country.
2. A study could also be conducted to ascertain the attitude of the parents regarding inclusive education.
3. A study may also be conducted to ascertain the effectiveness of inclusive education schools on the performance of the disabled students academic and social development.
4. A study may also be undertaken to ascertain the attitude of the teachers regarding inclusive education.
5. A study could also be undertaken to ascertain the level of concern by the teachers about the education of the disabled children in the inclusive schools.