CHAPTER-1

THE PROBLEM : BACKGROUND AND SETTING
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Introduction:

The promotion of the organisations like the United Nations with its number of declarations and the Decade of the Disabled Persons (1983-92) followed by The Asian and Pacific Decade of Disabled Persons (1993-2002) endorsed by all nations in the Asian Pacific region has had a significant effect on the policies regarding the persons with disabilities. The World Conference on Education For All held in Jomtien (Thailand) in 1990 placed much emphasis on Inclusive Education. According to the Salamanca Statement, regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

(UNESCO, 1994)

Over the past ten years after the Salamanca Statement of 1994 (UNESCO, 1994), there have been strong initiatives for the full inclusion of children with disabilities in mainstream schools. Within the developing context of inclusion and inclusive education (Villa e t. al,1992) and initial research findings (Putman, 1994) have reported some psychological-educational gains for particular children within particular contexts. These
gains are based on changes that guarantee rights, organisational setting at the school level, personal changes at the teacher level, support for non-disabled pupils and the structure and nature of the curriculum, etc. These research findings showing the complex nature of the interrelationship of these changes, need further investigations in the context of specific diversified situations.

As we know, in our country, there exist a number of different languages, different cultures, different view-points, different resources, etc. Here, the philosophical beliefs and values that underlie education of children who have some special educational needs (SEN) emerging from physical or intellectual impairments or social disadvantages, are diverse, dynamic and interrelated. They reflect broad social issues like attitudes towards such children and also specific educational concerns.

In our Constitution, Article 45 of the Directive Principles urge all States to provide free and compulsory education for all children until they complete the age of fourteen years. This directive has now been made a fundamental right by the 93rd Amendment Bill of the Constitution.

Keeping above constitutional commitment in mind, National Policy on Education, 1986 states that the objectives should be to integrate the physically and mentally handicapped children with general community as equal partners, to prepare
them for normal growth and to enable them to face life with courage and confidence.

Positive initiative like the education of children with physical and mental impairments, so far in India, were confined to residential institutions run mostly by Christian missionaries, Non-Government Organisations (NGOs) and the government. In 1974, the government of India introduced a scheme of Integrated Education for the Disabled Children (IEDC). As illustrated by the statistics, Over 90,000 children with disabilities enrolled in general schools. The scheme has been successful in bringing the children to the fold of general education.


The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Protection) Act, 1995 affirmed the principle of disabled children's right to education in appropriate environment. This act further stipulates that the appropriate Government and the local authorities shall

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

(b) endeavour to promote the integration of students with SEN in the normal schools.

In a very recent past, the Department of Elementary Education, Ministry of Human Resource Development and many
other organisations took several initiatives to achieve the target of Universalisation of Elementary Education (UEE) placing all students (including children with SEN) of 6-14 age-group in schools. **Sarva Shiksha Abhiyan (SSA 2003-2010)** is one such positive initiative emphasising the education of disabled children and mainstreaming them in schools. Expenditure upto Rs. 1200 per disabled child could be incurred in a financial year to meet the special learning needs of such children.

**National Policy on Education, 1986** has focused on the need to equalise educational opportunities for all children, including special children with impairments. The Integrated Education Scheme launched by Government of India in 1988 has further enabled special benefits for these handicapped children with special needs and studying in selected schools especially in rural areas. The **Persons with Disabilities Act, 1995 (PWD ACT 1995-Equal Opportunities and Full Participation and Protection of Rights of Disabled implemented in Feb, 1996)** has made provision for inclusion of special children in general schools. Also to fulfil the goal of Education for All (EFA) and universalisation of Primary Education, children with disabilities of mild to moderate degree, are required to be accommodated in the formal schools where other normal children are receiving their education. This phenomenon has been named as **Integrated Education for the Disabled (IED) Children** meaning their education with the education of other children of mainstream schools. The inclusive education is the latest manifestation of integrated education and providing a
significant breakthrough. It is a major change in recent years in the field of education in our country.

Inclusive education provides more options for learning to all children including the special education needs by restructuring, reorganising the existing school system and instructional methodology. It recognises the special children (disabled children) as an integral part of the entire school system and promotes an inclusive environment for learning for all children. (Lalitha Pratap-Aug, 2000)

Sharma, A.K. (1997) have referred Jangira, N.K. who has expressed his view that the emerging concept of inclusive schooling is not an alternative but an inevitability. Dealing the context of meeting special educational needs focusing on the educational system as a whole is the need of the hour today.

According to Mani, inclusive education means creating effective classrooms where the educational needs of all children are addressed irrespective of ability or disability. General classroom teachers take most of the responsibilities for the Education of Children with Special Needs (SEN).

Inclusive education seeks to make schools responsive to pupil diversity. Infact the diverse approach in the operation of inclusive education programmes without changing the general principle of mainstreaming, makes India different from other developing countries. In India, inclusive education
for children with special needs is treated as desired innovation in mainstream schools and now it is a ground level reality.

In Indian context, inclusive education aims :-

(i) to increase the coverage of the children with special needs.
(ii) to enable the disabled children to get opportunity for education in their own locations.
(iii) to integrate the disabled children of different categories of rural areas in general schools of education.
(iv) to sensitise general education to meet the needs of the children of different extent of disability ranging from mild to severe and profound cases.
(v) to ensure equity among diversity by recognising learner diversity specially in ways and pace of learning.
(vi) to strengthen the case for integrated education and effective learning by adopting learning through mutual sharing, discussion, group-work, problem-solving, etc.

In order to fulfil the above-mentioned aims of Inclusive Education, researchers and subject experts have reported the following indicators for successful implementation of inclusive education :

* An attitudinal change among general teachers, school authorities and the community at large including students in general schools in favour of inclusive education.
* A significant increase in enrolment of disabled children and significant decline in school drop-outs.

* An inclusive classroom environment with modification in seating arrangement of disabled children, keeping in mind their special needs.

* Disability-issues seen as an inclusive component of all activities with general school system.

* Adaptations and flexibility in curriculum planning, teaching methodology and evaluations.

* Resource teacher's functions as an effective liaison among general teachers, school authorities, parents and community.

* An overall improvement in the quality of teaching consequently leading towards improved performances of the students in examinations.

* To generate potential master-trainers who will, in turn be able to train other teachers in their respective regions which is extremely important for replication of inclusive education in unreached communities of rural areas.

1.1.0 INCLUSIVE EDUCATION IN CHHATTISGARH STATE

Realizing that the inclusive perspective has been promoted by various Declarations and Resolutions all over the world including India, various Indian States took initiative to orient the teachers in the schools to make necessary changes.
in the existing system of teaching. If the policy of inclusion is to have value, it has to be extended to the teachers so that they are prepared with the requisite skills to meet the widening range of pupil-needs in the classroom.

Newly established Chhattisgarh State is carved out of Madhya Pradesh and came into existence on 1.11.2000. Implementation of Integrated Education for Disabled Children and Inclusive Education for the children with special needs in Chhattisgarh State is on the same pattern as it was in erstwhile Madhya Pradesh. In a National workshop on "IED: Towards inclusive schools" held at Pune from 13th to 14th March 2001 (DPEP Calling May- June 2001: Vol VI, No. 4,5), a review report on IED in Madhya Pradesh states that 19021 children with special needs have been identified and enrolled, no aids and appliances have been provided so far, 780 resource persons have been given special orientation to IED and 1,50,000 general teachers given orientation to IED through mass trainings.

Out of these 1,50,000 general teachers oriented to IED through mass-trainings, more than 2000 teachers were from new Chhattisgarh State. In addition to these, 900 general teachers are given mass-trainings on IED per year by 7 DIETS, 7 BTIs two government training colleges and several NGOs working in the State. Twenty seven special teachers trained in inclusive education and several resource teachers trained by NCERT, NIEPA and some other apex institutions like Regional Institute of Education, are also working in Chhattisgarh State.
In a Survey Report presented by Mr. B.L. Agrawal (IAS) Special Secretary, Department of Social Welfare, Chhattisgarh State (July 22, 2001), it is reported under the head "LAKSHYA" that complete implementation of Persons with Disability Act 1995, will be made in Chhattisgarh State. Every disabled and each kind of disability will be identified and certified and their physical, personal and social rehabilitation will be made. This survey has reported that there are 347531 disabled in the state who form 1.67 percent of total population: Disability wise percentage found are Locomotor Disability 49.97%, Visually impaired 15.23%, Hearing impaired 17.55%, Mentally retarded 6.02%, Multiple disabled 5.93%.

Districtwise disability break up gives descending order to 16 districts such as Raipur, Durg, Bilaspur, Raigarh, Sarguja, Rajnandgoan, Janjgi-Champa, Mahasamund, Bastar, Kawardha, Dantewada, Dhamtari, Jashpurnagr, Kanker, Korba and Korea. The following Map of Chhattisgarh (Fig. 1) depicts this facts. Raipur Durg, Bilaspur are the district showing the highest Percentage of disabled children in the schools going age-group 6-14 yes. Similarly Kanker, Korba and Korea are the districts having least number of disabled children in the school going age-group 6-14 years.

In a report published in 'SAMCHAR LOK" (31Oct.2001-
MAP OF CHHATTISGARH

Districts having High Percentages of Disabled Children of Age-Group 6-14 years

Districts having Low Percentages of Disabled Children of Age-Group 6-14 years

FIGURE 1 DISTRICTS HAVING HIGH AND LOW PERCENTAGES OF DISABLED CHILDREN IN SCHOOL-GOING AGE-GROUP 6-14 YEARS

(Reference: Data in Table 3.01)
In a report published in ‘SAMCHAR LOK’ (31 Oct. 2001-02), institutions imparting special education of disabled children in Chhattisgarh are given below:-

1.2.0 POSITION OF SPECIAL SCHOOLS IN CHHATTISGARH

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Kind of Disabled Children being educated</th>
<th>Kinds of Schools</th>
<th>Location-Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hearing impaired children</td>
<td>Government Schools</td>
<td>Jagdalpur, Raipur, Bilaspur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Government Schools</td>
<td>Bhilai, Rajnandgaon, Korea, Vishrampur</td>
</tr>
<tr>
<td>2.</td>
<td>Visually impaired children</td>
<td>Government School</td>
<td>Jagdalpur, Raipur, Bilaspur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Government Schools</td>
<td>Bilaspur, Pamgarh, Manendragarh</td>
</tr>
<tr>
<td>3.</td>
<td>Mentally retarded Children</td>
<td>Government Schools, Non-Government Schools</td>
<td>Bhilai, Raipur (Mana)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Government Schools</td>
<td>Rajnandgaon (Asthha)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught in general classes of both Govt. and Non Govt. Schools</td>
<td>Raipur (Akanchha)</td>
</tr>
<tr>
<td>4.</td>
<td>Locomotor Disabled Children (Orthopaedically disabled)</td>
<td>Taught in general classes of both Govt. and Non Govt. Schools</td>
<td>Durg, Special homes at Raipur and Jagdalpur, All over State</td>
</tr>
</tbody>
</table>

All above mentioned special schools run either by State government or by Non-Govt. organisations are engaged in the implementation of the programmes for disabled children and they are associated as resource institutions for teacher trainings of teachers of all sixteen districts of Chhattisgarh State and also they are associated for material production.
1.3.0 RATIONALE OF THE STUDY

The rationale for the present study can be seen in the rationale for inclusive education which can be discussed in terms of benefits to students, teachers and society.

* When proper arrangements in classrooms are present, inclusion works for all students with and without SEN in terms of mutually held positive attitudes, gains in academic and social skills and preparation for community living.

* Inclusive schooling empowers teachers. They develop their professional skills through collaborative consultation and team-teachings.

* The most important advantage for inclusive schooling is the social value of equality. Inclusive schools promote wider social acceptance, peace and cooperation. When schools include all students with and without SEN, then equality is respected and promoted as a value in society. In order to judge these targets, a study of effectiveness of Inclusive Education is very much needed. Further if we review the research findings reported on national and international levels, we find very mixed results.

In a global agenda on new paradigms in research on special needs, several evaluative studies concerning the effects of inclusion show a wide range of outcomes (Sodar, 1980). Zigmond and Baker (1990) point out that separate special class placements can result in inferior outcomes. A number
of studies show that inclusion is effective in terms of pupil outcomes (OECD, 1995a).

However, there are research findings that show that the effect of inclusion are not particularly promising (Bless 1995). In this way, research findings concerning the effects of inclusion on international level are very controversial and they do give very mixed results.

On National level, in the Fifth Survey of Educational Research in India, Jangira, et.al. (1988) have identified the trends of researches in Special Education. According to them, maximum number of researches on Special Education appeared during 1976-80. On the visually handicapped 45 studies, on the education of hearing impaired 14 studies, on the orthopaedically handicapped 45 studies and on the education of the mentally retarded only 43 studies had been conducted so far. Special education adopted in the form of inclusive education is a new area for the education department since it was mainstreamed only in late 80s. Hence there is a room for improvement in both quantity and quality of researches.

It is clear that the most of the researches stated above are concerned with different types of impairments. Researches on effects of inclusion are very rare and they failed to give concluding results.

On the State level, present research effort is first in nature in new Chhattisgarh State. In this way rationale of
present evaluative research is widely open and it has got very much educational implications on the following grounds: -

Out of 16 districts of Chhattisgarh, except Durg, all 15 districts are covered under DPEP, and in this way almost whole state is being benefitted with the initiatives of DPEP taken to meet the educational needs of the children with special needs. Very recently, each district carried out a survey of the disabled children in the course of its microplanning exercise and household survey. The purpose of these surveys was to find the number of children who can be educated in the normal school setting as they are e.g. orthopaedically disabled or those whose education in an integrated setting can be promoted through corrective measures e.g. by providing spectacles, hearing aids, etc. Also they aimed to identify those children whose disability will require special arrangements for education, training and rehabilitation and therefore special institutions need to be equipped for the purpose. Plans and procedures implemented so far in the direction of inclusive education have been reviewed in the light of these surveys. A Project Integrated Education of Disabled Children (PIED) has already been completed its 7 years tenure in Chhattisgarh with very positive impact on the education of children with special needs.

Keeping inclusive education in view, block-wise intensive trainings of school teachers of general schools have
been organised and over two thousands teachers have so far been trained in the state.

Core curriculum with well defined contents on inclusive education of the children with special needs is developed and teachers-guides are also prepared for the course.

Moreover, according to Jangira (1988), in the Indian context, it is essential today that each school should cater to the needs of all children and all children must learn to their potential. This is on what inclusive education is based and now the line of research should focus on inclusive education especially in the early years of the 21st Century.

In this way, this study seeks to determine the effectiveness of inclusive education of special needs children by assessing indicators of its successful implementation in Chhattisgarh State.

1.4.0 OBJECTIVES OF THE STUDY

Inclusive education of special needs children is a need-felt innovation in mainstream schools of recent years and has very well defined aims and objectives. Keeping aims and indicators for its successful implementation in view, objectives set in for the present study are as under :-

* To assess the attitudes of general teachers of inclusive primary schools towards inclusive education,
* To assess increase in enrolment of disabled children and decline in their school drop-outs.
To assess inclusive classroom environment with modifications in seating arrangement of disabled children, keeping in mind their special needs.

To have information regarding disability-issues seen as an inclusive component of all children with general school system.

To assess the extent of adaptations and flexibility in curriculum planning, teaching-methodology and evaluation.

To collect information about the functions of resource teachers working as liaison among general teachers, schools authorities, parents and community.

To have information about generation of potential master-trainers and their multiplier-effects resulted in the trainings of other general teachers specially of rural areas.

1.5.0 CONCEPTUAL FRAMEWORK

There is a general recognition that an educational intervention in the form of innovative practice of mainstreaming special needs children in general schools and exposure to their inclusive education-issues and problems could sensitize children, teachers, parents, school authorities and other community members. After in-service trainings of teachers and frequent exposures of different aspects and issues of inclusive education through media, teachers, school authorities, parents, community members and children are expected to acquire positive attitudes towards inclusive education. The conceptual framework is illustrated in the model below:-
Inclusive education training based on teacher-guides + Media exposures

- Attitudinal change.
- Increase in enrolment and retention.
- Adaptations in curriculum planning, teaching methodology and evaluation techniques.
- Improvement in quality teachings.
- Increase in number of master-trainers and their multiplier-effects.

1.6.0 ASSUMPTIONS AND RESEARCH HYPOTHESES

This study posits the following hypotheses and assumptions:-

Attitudinal Change

H1. Implementation of inclusive education of children with special needs would result in the enhancement of very high positive attitudes of general teachers of inclusive primary schools of the state towards the programme.

The total scores of attitudes of general teachers towards inclusive education will be taken to find out the level of attitudes possessed by the sub-samples as well as total samples of the study.

In order to test the significance of difference between the mean attitude scores of sub-samples, two null hypotheses framed are as under :-
H0₁: Attitudes of male and female general teachers of inclusive primary schools towards inclusive education would not differ significantly.

H0₂: There would be no significant difference between the mean attitude scores of general teachers working in the inclusive primary schools of the urban and rural locations.

Enrolment and Drop-outs -

H₂: Inclusive education would be found to increase the enrolment of disabled children and decline of their school drop-outs.

Adaptation, Modification in Curriculum, Methodologies and Evaluation

H₃: Classroom environments would be modified in order to meet the special needs of disabled children.

H₄: Disability-issues would be taken care of and would be included as an inclusive component of all children in general school activities.

H₅: School calendar, teaching methodologies and evaluation techniques would be made adaptive to the needs of disabled children.

Resource Teachers as liaison

H₆: Special Resource Teachers of Inclusive Education would prove to be very effective liaison among general teachers, school authorities, parents and community members.
Multiplier-Effect

H7 : Sufficient potential would be generated among master-trainers of the State who will in turn be able to train other teachers in their respective regions creating an environment of multiplier-effects for the replications of inclusive education in unreached communities of rural areas.

1.7.0 OPERATIONAL DEFINITIONS OF THE TERMS USED

INCLUSIVE EDUCATION

According to Thomas (1997), Inclusion has been defined as the acceptance of all pupils within the mainstream education system, taught within a common framework and identified as the responsibility of all teachers.

By inclusive education, it is meant to provide more options for learning to all children including the special needs children (disabled), by restructuring, reorganising the existing general school system and instructional methodology. It recognises the special children as an integrated part of the entire school system.

In operational terms, its coverage is the contents of teacher-guides and related literature used for the training and preparing teachers for inclusive primary schools.
INCLUSIVE SCHOOLS

Schools imparting inclusive education are termed as inclusive schools. In such schools, general teachers teach normal as well as special needs children in the same class without any discrimination.

Some special features of these schools are :-
* They are meant for education for all,
* They are flexible,
* They emphasize individualized teaching, peer tutoring and child-centred approach,
* They promote learning and teaching in integrated settings.

In the present study, all Government primary schools in which both normal as well as special needs children study together, are taken as inclusive schools.

GENERAL TEACHERS

Teachers of inclusive primary schools who have undergone trainings on the basis of teacher-guides and who teach normal as well as special needs children together in their classrooms of general schools, are taken here as general teachers.

MASTER-TRAINERS

In face to face training mode, resource persons who directly train primary school teachers of inclusive schools, are meant in this study, as master-trainers. They generally train primary school teachers at DIET, BTIs, BLOCK, AND SCHOOL levels training-camps.
MULTIPLIER-EFFECT

Multiplier effect in this study refers to the number of other teachers, parents and community members of respective regions with whom special resource teachers along with master-trainers impart trainings and share their views about inclusive education. In this way, the number of trained teachers and other personnel gets multiplied and a large number of trained personnel becomes available for replicating the inclusive education, especially in unreached communities of rural areas.

MAINSTREAMING:

This is an idea which results in socialization of the SEN children in the mainstream environment. It helps all students to develop an understanding and appreciation of the diversity in our society. The goal of full inclusion is placement and instructions to all students in the nearby schools, with or without a resource teacher.

ATTITUDES TOWARDS INCLUSIVE EDUCATION

It refers to the scores received by respondents on Attitude Scale prepared by the investigator for measuring attitudes of general teachers towards inclusive education. It refers to one's evaluation of inclusive education in terms of positive or negative traits.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

The groups of students, according to Lynch (1994), that form the major concern of teachers include:
* Students who may be currently enrolled in schools but for various reasons do not progress adequately.
* Students who may be out of schools, because of the school-environment not being responsive to their needs.
* Students with impairments who have Special Educational Needs (SEN) that may have to be met with support-services.

Such a group of students called Children with special educational needs.

Children with special needs are meant, in this study, children with visual impairment, hearing impairment (deaf-included), locomotor impairment, mental retardation and learning disabilities, multiple disabilities (included in other categories).

**VISUAL IMPAIRMENT**

It is meant by children who feel difficulty in seeing and/or reading.

**HEARING IMPAIRMENT**

It is meant by children feeling difficulty in hearing sounds from behind or any other side.

**LOCOMOTOR IMPAIRMENT**

It refers to the children who face difficulty in moving any part of the body.

**MENTAL RETARDATION**

It includes children who face difficulty in understanding and in appropriate social behaviour.
LEARNING DISABILITIES

It is meant by children feeling marked difficulty in reading/writing/calculating or in switching from any activity to other without completing any one.

COOPERATIVE LEARNING

Cooperative learning is a procedure used by a mixed ability-group to achieve a common goal with mutual collaboration and support. In this way, the children help each other learn, they work together to seek solutions to the problems and to complete the assignments.

In this learning, teacher has to evaluate the performances of individual child and the group as a whole in terms of level of mastery, completion of task, quality and quantity of work done, peer interaction and collaboration and satisfaction of the group as a whole.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

In order to assess the student with disability and to provide him guidance, an IEP for each disabled student is developed. It must state
a) the child's current performance level,
b) annual and short term instructional objectives,
c) the special services and the extent of regular classroom participation,
d) the projected date for initiation and anticipated duration of such services,
e) criteria and evaluation to determine progress of the disabled child.
1.8.0 DELIMITATIONS

* The study is delimit to the selected government primary schools of the rural and the urban areas in which children with special needs are mainstreamed with the normal children.

* Research instruments prepared and used in this study, are based on the contents of teacher-guides and other related literature like Inclusive Education: Orientation Package for Teacher Educators (Department of Education of groups with special needs NCERT-New Delhi) used for training the teachers of primary schools of both rural and urban areas.

Some main themes of teacher-guides are as under:-

- Concept of inclusive education, cause and kinds of disability, identification of disability, diagnosis of disability, awareness of teachers, children, parents and community about inclusive education, educational activities and rehabilitation of disabled children, schools readiness for inclusion, teaching-competencies, community-support, etc.

* Children with special needs are meant by children with visual impairment, hearing impairment including deaf, locomotor impairment and others including mentally retarded, learning disabilities and multiple disabilities.

* Data collected in this study are based on Hindi Version of the research instruments. Conclusion of the present study
are based on the data collected through the following tools:

* General Information sheet about the 100 inclusive schools.
* Attitude Scale measuring attitudes of 202 General Teachers towards inclusive education.
* Check-list for Special Resources Teachers prepared to assess their roles and contributions. (19 respondents)
* Check-list for General Teachers of Inclusive Schools assessing their adaptations, modifications in classroom teachings, methodologies, evaluation, etc., (150 respondents)

Work Schedule Chart indicating Time-Allocation for Completing different Activities of the Study.

In the present study sampling technique of Quota Sampling is used because due to non-availability of the list of inclusive schools for each district of Chhattisgarh State, random selections of schools and teachers were not possible.

* Special Resource Teachers are meant here those teachers who received various special trainings of levels 1, 2, 3 in UNICEF assisted PIED project implemented in MASTURI Block of Bilaspur District. They are nineteen in number.

* The dimension of the involved variables assessed by framing respective hypotheses are covered as per details given in the conceptual framework of the present study (Pp.15-16).