CHAPTER – I

INTRODUCTION

1.1 Introduction

Inclusive Education is the impetus for both integration and inclusion that comes out from a concern for rights of children and young people with special educational need. It is restructuring schools as communities where all children can learn in the similar learning environment. Inclusive education is one of the urgent needs of society of twenty first century to provide equal educational opportunities to all children with special needs in their own locations. It includes good teaching practices, healthy relationship between teacher and students so that quality of education can be improved for all children in a classroom and help in the process of development of all children in different ways. In a general classroom set-up where the educational environment can meet the individual needs of children, education becomes more effective and adjustable. Inclusive education provides opportunity to the children to learn together in the same local schooling including children with learning difficulties, special needs or disabilities. They should learn together with the peers in the same environment and enable them to participate together in the social process. It inculcates a feeling of confidence in their minds and helps them to acquire formal system of education. Inclusive education enables a child who needs special care to overcome disability to make them useful member of the society.

The concept of inclusion is based on the ideas of providing equal opportunities to all children depending upon their individual needs and diverse nature. Right to
belongingness should be one of the prime opportunities to all children both normal and deficient to value the uniformity in a country. In inclusive program teachers normally face some challenges to support the students with disabilities to make inclusion socially and academically meaningful. Sporadic efforts at education for children with special needs had made in Europe during the 14th and 15th century. During the French Revolution, great thinkers like Thoreau has a profound influence on indirectly initiating the process of special education to give a special stimulus to the ideas of liberty, equality and fraternity for everyone. In 1784, the first school was established for the blind in Paris. In 1829, Louis Braille invented the Braille system. In 1950, an international conference of UNESCO recommended for the Braille page to precise transliteration of the printed page. In the early 20th century, US began experimenting with integrated education. UNESCO sponsored conference at Salamanca, Spain in 1994 recommended that all national governments should provide only inclusive education.

Inclusion means ‘place’, a classroom in a regular school building and a seat in an age appropriate general education classroom. In many countries educating children with disabilities in regular schools has become an important goal. It is a process where diversity of needs of all learners should respond through increasing participation in learning, cultures and communities and reducing exclusion within and from education. Inclusion is a mean to provide opportunities to children regardless the differences. Here emphasis has been given on adapting the environment to accommodate the disability instead of treating the deficit. In Inclusive schools the Children with Special Needs are accepted and supported by peer and other members of the school or community. It recognizes and responds to the diversity of the children’s needs and abilities including differences in their ways and pace of learning.
The term inclusive education refers to education of all children without discrimination of attainment, gender or disability into the regular school. Inclusion is minimizing exclusion and fostering participation for all children in the culture within a wider framework of support of all children in ordinary schools. Inclusive schools has been considered as the most effective way to counter discriminatory approaches and attitude towards students.

The word inclusion must be indicated full membership of an age-appropriate class of one’s locality where the schools facilitate the same lessons as provided to other pupils. It should be a matter of concern if the child was not present there and friends who would spend time with the child outside the school.

To make inclusive education meaningful the general schools should provide facilities needs for inclusive education so that better education can be provided to the children.

Inclusive education should represent a whole-school concern. It should be able to align special education with general education in such a manner so that the education system can impart quality education most effectively and efficiently to all subjects.

The UNESCO report mentioned that education is not simply about making schools available for those who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion.

For a society where equality is a condition inclusive education is necessary and it is one of the basic human rights to all children.
Article 24 of the UN Convention of the Rights of Persons with Disabilities, recognized that inclusive education should be accessible to all so that no discrimination can take place among the learners to provide equal opportunity to all at all levels. All the children of a country should come under the education system.

The concept of inclusion is more expansive and broad-based that leads to implement a multi-option model of educating the Children With Special Need children.

The main principles behind inclusive education are bases on-

- Children have the right to learn and play together
- No children should neither be devalued nor discriminated against only because of their disability.
- Children cannot be separated during their schooling age.
- They should belong together to enjoy equal opportunity in their own localities.
- In Indian perspective inclusion can be regarded as:
  - Physical Inclusion
  - Social Inclusion
  - Cognitive Inclusion

Physical inclusion indicates consistent promotion, support and facilities that differently abled children receive from the government. It emphasizes universal enrolment, retention and achievement.

Social inclusion refers acceptance of persons by all sections of society. It depends upon the socio-economic status of people of the society. Attitudinal change is necessary in this regard and different measures should be taken out to change the attitude.
Cognitive Inclusion means education of children with special needs in general classrooms. The subject-matter should be broken down into smaller learning units. Equal opportunities should be provided to learn, understand, retain and reproduce the information at an appropriate time and appropriate manner.

In inclusive education accommodation should be provided to children keeping in view their physical, intellectual, social, emotional, linguistic or other conditions. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.

Inclusion is a collaborative effort involving a team of special education teachers, general teachers, parents, Para-professionals, related services personnel, administrators and the peers to share their skills and perspectives.

1.2 Inclusive Education and Sarva-Siksha–Abhiyan

Sarva-Siksha-Abhiyan (SSA) is the initiative of Government of India to achieve the goal of universalisation of Elementary Education by 2010. It also ensures responsibility to bringing back all un-enrolled, out of school, never enrolled and dropped out children along with inclusive and integrated education. The main effort of Sarva Siksha Abhiyan is to provide universalize elementary education by community-ownership of the school system. The mission of Sarva-Siksha-Abhiyan is to provide opportunity for improving human capacity through community-owned quality education.

‘Education for all’ for the age group of 6-14 by 2010 is the main objective of Sarva-Siksha-Abhiyan. It is responsible for effective decentralization, sustainable financing, cost-effective strategies for universalisation of elementary education, community-owned planning and implementation, focus on girls, marginalized caste
groups and ethnic minorities. Inclusive education is another mission of Sarva-Siksha-Abhiyan to ensure enrolment, retention and achievement rates of children with special needs. It involves mainly two aspects:-

- Framework for implementation of elementary education schemes
- Budget provision for strengthening vital areas to achieve universalisation of elementary education.

The key objective of Sarva-Siksha-Abhiyan is access, enrolment and retention of elementary education to the age group of 6-14. There are some provisions for Children with Special Need under Sarva-Siksha-Abhiyan like- identification, functional and formal assessment, appropriate educational placement, preparation of individualized educational plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research and monitoring and evaluation as well as special focus on girls education.

Sarva-Siksha-Abhiyan emphasized that for successful universalisation private-public enterprise is necessary. The private schools should take liability to extend help in the field of elementary education. To meet equity and access to all, public-private partnership should be developed.

The educational needs of Children with Disabilities (CWDs) for the first time got a budgetary allocation with the launch of the Sarva-Siksha-Abhiyan in 2001. The Children with Disabilities got an opportunity to study in a common school with non-disabled children of their age. Sarva-Siksha-Abhiyan first introduce the term ‘Inclusive Education’ for Children with Disabilities.

The Constitution of India ensures ‘Right to Education ‘of children of the age group 6-14 years including those with disabilities.
Article 21A of the Indian constitution guarantees education as a fundamental right to all children of the country.

The 86th constitutional amendment of India Act 2002 makes it mandatory for the Government to provide free and compulsory education to “all children of the age group 6-14 years”; “all” includes children with disabilities as well.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, chapter-5, section-26 ensures the above and more. The PWD act refers disability as

- Blindness
- Low Vision
- Leprosy cured
- Hearing impairment
- Loco motor disability
- Mental retardation
- Mental illness

The system of inclusive education must have designed to support them, help each one because every child has a special need at some point in the process of education.

The Government of India defined Inclusive Education to formulating the Action Plan for Children and Youth with Disabilities in 1995, Inclusive education is as an approach that seeks to address the leading needs of all children, youth and adults so that specific focus can be provided to those who are vulnerable to marginalization and exclusion. Inclusive education emphasized the need of all learners, young people-with or without disabilities to learn together through the provision of access to common
school and community educational setting by providing appropriate network of support services.

Mainstreaming Children with Special Needs into formal elementary schooling is a major concern of Sarva-Siksha-Abhiyan. Children with Special Needs can be enrolled and retained in regular schools if there is provision for adequate resource support to mainstream children. Children with severe profound disabilities, requires an educational program and intensive specialized support. The multi-option model is based on two objectives – to provide need –based skills to the Children with Special Needs and to provide these skills in the most appropriate learning environment.

Home-based education program is another target of Children with Special Need for Children with Special Needs with severe disabilities to prepare them for schools or for life by imparting basic living skills.

Inclusive education may be viewed as a dynamic system that encompasses mainstream schools, special classes, special schools and the wider community. National Council for Special Education Consultative Forum, 2010 (page49) mentioned ten themes associated with inclusion as follows:-

**Table -1 (Inclusive Education)**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Themes</th>
<th>Examples of Inclusive Practice</th>
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<tbody>
<tr>
<td>1</td>
<td>Provision of Information</td>
<td>• Providing information leaflets to parents and schools outlining what inclusive education means</td>
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<td>• Publishing admission policies on the school website</td>
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<td>• Ensuring the school policy on inclusion is disseminated to parents and the wider community.</td>
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<td>Physical features</td>
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<td>2</td>
<td>• Constructing a school whose physical layout facilitates community</td>
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<th>Inclusive School Policies</th>
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<td>3</td>
<td>• Developing inclusive policies and plans in consultation with all stakeholders, including parents.</td>
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<td></td>
<td>• Developing an access and admission policy that is open to all students without discrimination.</td>
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<th></th>
<th>The Inclusive Education Program</th>
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<td>4</td>
<td>• Involving parents in the development of IEP</td>
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<td></td>
<td>• Managing the IEP supports so that the child does not feel separate or different.</td>
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<td></td>
<td>• Ensuring the students are achieving their desired goals.</td>
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<th>Student Interactions</th>
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<td>5</td>
<td>• Ensuring there is mixed abilities in every class.</td>
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<td></td>
<td>• Ensuring that students with SEN are included in school’s social events.</td>
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<th>Staffing and Personnel</th>
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<td>6</td>
<td>• Ensuring that support staff is fully integrated into the cohort of school staff.</td>
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<tr>
<td>7</td>
<td>External Links</td>
<td>• Ensuring that external services are liaised with very closely</td>
</tr>
</tbody>
</table>
| 8 | Assessment and Achievement | • Ensuring that the achievement of all students are recognized  
• Involving children in their own assessment, allowing them achieve against personal goals. |
| 9 | Curriculum | • Ensuring there is a mixed ability teaching approach.  
• Ensuring that all students are able to access the curriculum.  
• Ensuring there is differentiation of the curriculum. |
| 10 | Teaching Strategies | • Using a variety of teaching styles to cater for different student abilities. |

Source: NCSE Consultative Forum, 2010
### Table - 2 Process and outcome

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Inputs</th>
<th>Processes</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>Policy</td>
<td>Climate</td>
<td>Participation</td>
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<td>2</td>
<td>Staff Professional Development and Teacher Education</td>
<td>School Practices</td>
<td>Student Achievement</td>
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<tr>
<td>3</td>
<td>Resources and Finance</td>
<td>Classroom Practice</td>
<td>Post School Outcome</td>
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<tr>
<td>4</td>
<td>Leadership</td>
<td>Collaboration and Shared Responsibility</td>
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<tr>
<td>5</td>
<td>Curriculum</td>
<td>Supports to Individual</td>
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Inclusive Education for Students with Disability (15th July 2013)

Attitude is one of the significant factors in effective implementation of inclusive education. It may be considered that positive attitude towards differences of children, resultant in equalization of educational opportunities. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices. For meaningful implementation more focus should be paid on the identification of the problem related to unwelcoming school system. In order to change the system, attitudinal change of the stakeholders is necessary. To meet the demand it is necessary to raise awareness of the potential benefits of inclusive education for all students. Inclusive benefitted all children through more child-centered teaching techniques if it is implemented well. So, the needs can be seen as beneficial to centers, communities or the education system in the larger sense. Training and information disbursement help in increasing awareness of the issues involved.
Parents play a significant role in the upbringing, protection and development of children. Parenting involves moral support, companion and ensures good habits and supporting basic needs including education. Hence attitude of parents can effectively change the perspective of inclusive education.

The greatest barriers to inclusion are caused by the negative attitude of parents. It may hinder the equalization of educational opportunities and discrimination that leads to improper learning facilities. It has been found that parent expresses satisfaction over the teacher’s active participation in inclusive program. There is a need of good support system and adequate learning methods. Socio-economic condition of the parents is another factor of inclusive education. In economically backward areas children suffers from inadequate and unequal education system. Attitude of the parents is one of the decisive factors to make inclusive education successful. It is crucial as they have unique knowledge about the child’s strengths and needs. They are directly involved in inclusive education program development and educational placement of their children. Ensuring full participation in IEP parents must have knowledge about their children’s specific disabilities.

The teacher is the most significant part of inclusive education. Teachers can change the whole picture of the system in inclusive education. an open-minded teacher can properly educate a Children with Special Needs child. They can help to overcome various problems of children with special needs. Proper training can change the mindset of the teachers for more flexibility in regular schools. To optimize diversity in the classroom and to use flexible methods to reach each and every child training is necessary.
A child needs compassion, kindness, love, care and inspiration from teachers to overcome disabilities. Only the teacher by their living touch can enter the heart of education. Similar possibilities are there in case of inclusive education. Education becomes effective only with the loving touch of the teachers who are capable and effective. The teachers have to cater the needs of all the students as each student in a class is different in potentialities. The success of inclusive education depends upon the awareness, competence and attitude of the teachers.

### 1.3 Different Factors Related to Inclusive Education

To make inclusive education a success the process should involve parents, school personnel, support staff and the students themselves. To overcome various bearers of inclusive education there is a requirement for clarity of purpose, realistic goals, motivation, support, resources and evaluation (UNESCO, 2005) (Literature Review of the Principles and Practices Relating to Inclusive Education for Children With Special Need, 2010, page29). Moreover wider impact on policies and, practices, ideas and beliefs, enhanced pupil participation, reduced discrimination, strengthened partnerships and collaboration, strengthening of the education system, technology and pedagogy to include all learners are necessary for meaningful inclusion (2005).

The outcome of inclusive education based on --

Input-- everything provided to the system to achieve inclusive education including financial resources, policy, staffing, training, curriculum, infrastructure, support from other disciplines, resource centre, consultant etc.

Process-- practices in school jurisdictions, schools and classrooms that transform the inputs into ways of working with students that produce outcomes. This includes
instructional practices, pragmatics at the school level, how funding is distributed and used etc.

Outcomes– the result of the inputs and processes including satisfaction from stakeholder groups, rates of academic achievement, cost-effectiveness, post-school employment or study activities, etc.

Professionals and Experts

A psychologist can conduct intellectual assessment; gather relevant background information from the family, carries out assessment involving socio-economic, vocational aspects and reports. The psychologist can assist in management of behavior scientifically and at the same time counsel both the parents and the students.

In inclusive education a number of medical professionals may require such as a pediatrician with management of medical problems, a neurologist to deal with epilepsy student, an ophthalmologist, dentists or ENT specialist to follow-up interventions of Special Educational Needs students.

There is a need of therapists like speech and language pathologists, psychotherapist and occupational therapists.

A social worker can help in the process of inclusive education to serve as a link between the family and the professionals. He or she visits home, contact the government, Non-Governmental Organisations for providing support and also serve as a counselor.

Vocational instructor can help in job-identification, placement and follow-up as well as providing training in vocation.

A special educator is responsible for special educational programme after contacting the various team members and planning the programme for intervention.
School and Inclusion

Visionary, leadership quality of the head of the institution and positive attitude is necessary for inclusive education. Teachers and staff of the school can break down the barrier to make learning and participation more meaningful. A school having specialists and supportive staff who are committed to develop effective collaborative and interdisciplinary and support system for students, teachers and their families can provide opportunities for effective learning.

Success of meaningful inclusion depends on the teachers who take ownership of inclusion. There is a need of development of a positive ethos with a shared commitment to the values of inclusion. Apart from providing individualized instruction, potential roles including adapted curriculum, co-teaching, supporting the mainstream class teacher through teamwork, training to support staff such as classroom assistants and selecting and adapting materials.

The attitude of the teachers is the key resource for successful inclusion. The values and beliefs of the teachers towards the students and about their own ability to deal is a factor in this process. Teachers faced with the prospect of inclusion a child with disabilities in their class, become less positive and develop anxiety and stress, that that can be moderated by incorporating training, resources and additional supports. Proper planning, management and organization are the key success of inclusion.

Training of teachers has some impact on the attitude of the teacher’s development of positive ethos. Teachers training both pre-service and in-service is essential to develop the skills necessary to teach successfully in inclusive setting.
The need of appropriate curriculum, in–class support, ongoing training, their ability to teach diverse groups of children, planning time, the higher set of expectations and evaluation and assessment of students are essential for successful inclusion.

**Family and Inclusive Education**

Attitude of the parents plays a major role in inclusive education. Positive parental attitude should be established with the help of a social worker, psychiatrists as early as possible. To motivate the parents there should be provision for proper guidance from the professionals,

Parents should have accurate information about their child condition. For proper treatment the parents should inform the medical professionals about the kind and severity of the problem. On this basis training and education could be prescribed by the professionals or special educators to the child.

Parents need proper guidance to find out available facilities in nearby areas and within their financial resources. To locate the health and educational services they need assistance in proper manner,

Parents should decide how to mainstream their differently abled children in the society. They should develop proper social skills among their children to avoid isolation and negligence,

Parents should develop relationships among school teachers and society. They should monitor the learning activities of their children at home. At the same time parents should participate in planning of activities and policy matters at school,

Parent’s organizations are one of the great help for effective inclusion of Special Educational Needs children. It can serve three essential functions – providing an
informal group of parents, providing information regarding services and potential resources and providing the structure and procedure for obtaining needed services for Special Educational Needs children.

Community and Inclusiveness

A community should provide healthy and positive environment to Special Educational Needs children. There is an urgent need of sufficient resources for education and rehabilitation within their capacity and locality,

Members of the community should change their attitude towards differently abled children. Often people view that it is sin committed by parents or the individual and the child is a curse for that sin. This attitude should change by the people to extend proper help to the children with special needs,

People from neighborhoods and from society should avoid the negative thinking that a differently abled person cannot lead a normal life,

For successful inclusion and rehabilitation the community should cooperate with the family members of children with special needs,

Community should involve in modifying and monitoring mechanisms that centre round local civil administration, education, health and developmental authorities, community leaders and voluntary organizations,

In order to supplement school activities, extending help in doing homework and compensate for lack of family support community involvement is necessary,

Community resource mobilization may be of three types – from within, from the government and their agencies and from the individuals of both Non-Governmental Organisations and corporate,
Community can make provision for ramps and railings at schools and public places, handrail and modification in public toilets, audio signal for visually impaired, digital display indicators for hearing impaired and reservations for public places,

There should be provision for information about appropriate nutrition among pregnant women and child health check-up programmes through clinics, educational activities and public health services.

**Curriculum and Inclusive Education**

For meaningful educational progress the instruction of children with special needs should specially designed. The curriculum should be designed by special education teachers or related service providers,

Additional services should be provided to access or benefit from special education wherever and whenever necessary in the schools. It includes speech and occupational therapy, interpreters, medical services, mobility services, counseling and training for parents, recreational services, rehabilitation services etc.,

There should be provisions for modification of content of the programme, lowering criteria of success for academic placement and introducing off-grade level assessment for justification of assessment of the students,

In the schools proper accommodation should be provided like sitting – seating arrangements, oral instruction, modified assignments, time extension for tests and assignments and word- processing laptops to develop their educational and communicating skills,
Another need of inclusive education program is supplementary aids and services like— assistive technology and teaching aids in classroom for teachers to provide additional support of Special Educational Needs children, 

Specialized transportation is needed in case of the students that suffers a severe disability and require wheelchair and if the child posses emotional problem. Moreover resource room is another necessity for inclusive education programme.

**Teachers and Inclusion**

Each teacher in a class should make an extra effort to meet the needs of individual who may differ from others. The teachers should allow more flexibility, adaptation, accommodation and special attention to children in their Specific classes, 

There should be provision of adequate evaluation from the part of the teachers in assessment of student’s performance, how the students can and cannot perform in all academic areas, 

Teachers should observe the behavior of the students and refer to multi-disciplinary team for evaluation of their disabilities. If the needs of Special Educational Needs children cannot be meeting even after extensive help, then they should refer for special education, 

Team work is necessary to make inclusion more effective. Therefore, teachers should be ready to work with other colleagues and professional from other disciplines, 

The teachers should communicate with the parents about the problems of their children, placement and progress. It is necessary for formulation of the individualized education program and reassessment of any special program that may be designed for the children with special needs,
There is a need for collaborative effort among psychologists, counselors, physicians, physical therapists and a variety of other specialists to implement critical aspects of evaluation or treatment,

Special education teachers should have more patience and hope to deal with disability and they should acquire technical skills to present academic tasks,

Technology plays a major role in educating the exceptional children. So, the teachers must be able to evaluate the advantages and disadvantages of using new devices and methods of technology for teaching the exceptional children,

A resource teacher should ensure a Special Educational Needs student for full participation in the classroom, providing all necessary curricular as well as co-curricular facilities according to their needs,

It is the responsibility of a resource teacher to develop life- skills including vocational skills among the children,

They should support both the general teachers and the students and should provide some remedial measures to meet their immediate needs,

A resource teacher should support the parents and cooperate with the school authorities to fulfill the needs of the Special Educational Needs children.

1.4 Need and Significance of the study

Inclusive education indicates providing equal opportunities to all children. It can serve the diverse needs of children and meet the demand for right to education for all. Kothari Commission (1964-66) stated that ‘the destiny of the nation is being shaped in our classroom’ Thereby it advocated the role of teachers towards the society. It is the attitude of teachers that can change the whole scenario of education of a country.
Inclusive education as a paradigm shift taken place introducing revolutionary change in the field of education of Children With Special Needs. This leads to quality of education to ‘provide educational’ facilities from ‘care taking’. More stress should be given on providing quality teaching-learning, rehabilitation and empowerment to the persons with special needs. It is quite a challenging job both for the teachers and the parents. The parents have to develop domestic social skills and the teachers have to develop social skills which ultimately lead to develop them in the society.

Life skills are necessary for every individual to face different changing situations in life. Social skills are indispensable part of life skills that persons with special needs have to learn systematically and through different teaching methods and strategies to deal with the situations. They should be trained up to get the social acceptance in the community. Inclusive education is open to all students ensuring learning and participation. Here the teachers, parents, schools and systems may need to change for better accommodation and to fulfill the needs of the pupils that are included in all aspects of school life. It is very much necessary to identify any barrier within and around the school that leads to hinder learning and participation and reducing barriers. It is a process through which all excluded groups are included to learn and participate effectively within mainstream school systems.

Much research work is needed in inclusive education for Children With Special Needs. The present study will analyze the role of Sarva-Siksha Abhiyan in implementing Inclusive Education Programme in Barpeta District, Assam. Sarva-Siksha Abhiyan ensures every child with special needs – irrespective of the kind, category and degree of disability that should be provided meaningfully and qualitatively. Hence it is the focused area of study how far Sarva-Siksha Abhiyan is successful to implement the
programme. Moreover the parents and teachers as well as the support system are responsible for proper implementation of Inclusive Education Special Educational Needs. Hence it is significant to find out the level of awareness, competence and attitude of parents and teachers for successful implementation. Research regarding Integrated Education Programme indicates that there has been a vast change in attitude towards inclusive education, backed by legislation, inclusion has not been completely came out successfully or accomplished fully. Progress is not up to the level and uneven in distribution. It may perhaps be due to the difficulties in bringing up changes in the systems.

Keeping in view the above points the investigator finds it justified to carry out an evaluative study on the implementation of Inclusive Education under Sarva-Siksha-Abhiyan in Barpeta District, Assam as no such attempt has been done earlier specially in Barpeta District.

1.5 Statement of the problem

Inclusive education especially for Children With Special Needs is necessary to achieve the goal of education for all. Some studies have been conducted on education for children with special needs in different aspects like education program of special need children, attitude of teachers, attitude of parents and community. There are number of views related to the inclusive education of Children With Special Needs. The reviews revealed that the present research work is justified on the ground that very few studies have been done in our country and particularly in our state, Assam on implementation of inclusive education for Children With Special Needs. Though some of the studies have been done on various aspects of inclusion of Children With Special Needs
education, but no study has been conducted on implementation of inclusive education for Children With Special Needs under Barpeta District, Assam. Therefore an attempt has been made to carry out a study on implementation of Inclusive Education Program in Barpeta District.

The title of the present study is – Implementation of Inclusive Education Program under Sarva-Siksha-Abhiyan in Barpeta District, Assam– An Evaluative Study

1.6 Objectives of the study

The present study has been undertaken on the following objectives,

1. To study the status of Children With Special Needs of Barpeta District.
2. To study the views of students and parents regarding social aspect of inclusive education in relation to gender and locality.
3. To study the satisfaction of the students regarding curricular aspect of inclusive education in relation to gender and locality.
4. To study the availability of infra-structural facilities in the rural and urban areas regarding inclusive education.
5. To examine whether general education can effectively be provided to Children with Special Needs.
6. To study the attitude of the teachers towards inclusive education in relation to gender and locality.
7. To study the attitude of the parents towards inclusive education in relation to gender and locality.
8. To find out the problems related to inclusive education.
Delimitation of the Study

Due to various constraints it is not possible to include each and every corner of the area of study. The present study has been delimited as follows:

- Only the provincialised primary schools under Sarva-Siksha-Abhiyan of Barpeta District have been selected for the present study.
- The study confines to the students of Children with Special Needs of the age group 6-14 only.
- Period of data collection will be done – 2013 and 2014

1.7 Operational Definition of the terms:

Sarva-Siksha Abhiyan

Sarva-Siksha Abhiyan (SSA) is the initiative of Government of India to achieve the goal of universalisation of Elementary Education by 2010. It also ensures responsibility to bringing back all un-enrolled, out of school, never enrolled and dropped out children along with inclusive and integrated education.

Inclusive Education

The meaning of ‘Inclusion’ is to take in or consider as part or member of or to embrace. In context to education it is restructuring schools as communities where all children can learn. Inclusive Education means good teaching practices, healthy relationship between teacher and students, to improve the quality of education for all children in a classroom and help in the development of all children in different ways.

Attitude

Attitude means a settled way of thinking or feeling typically reflected in a person’s behavior. It is a predisposition or a tendency to respond positively or negatively towards a certain idea, object.
Children with Special Needs

Children with Special Needs are those children who require special attention and special necessities that other children do not. Learners with Special Needs are said to be those who, because of physical, sensory, cognitive or other exceptionalities require some form of specialized intervention if they are to be effectively educated.

1.8 A brief description of the Study area

Assam, the North- Eastern sentinel of the frontiers of India, is known as the land of Red River and blue hills. With an area of 78,438 sq km Assam represents 2.39 percent of the total land area of the country. Assam is surrounded by international boundaries extending up to nearly 3,200 km. the mighty river Brahmaputra flows through it, serving as a lifeline for its people settled on both of its banks.

Location

Assam is situated in the heart of the north- east corner of Indian subcontinent. The area extends from latitude 24°10’ N to 27°58’ N and longitude 89°49’ E to 97°26’ E between the foothills of eastern Himalayas and the Patkai and Naga Ranges.

Boundaries

Assam is surrounded by Bhutan and Arunachal Pradesh on the north; Nagaland, Manipur and Arunachal Pradesh on the east; Meghalaya, Mizoram and Tripura on the south and Bangladesh, Meghalaya and West Bengal on the west.

Profile of the study area

- Assam is divided into three important physical regions:
- Brahmaputra Valley
- Barak Valley or Surama Valley, and
The hilly areas of Karbi Anglong (Dima Hasao) and North Cacher Hill districts.

Fig - 1 - Map of Assam

Fig - 2 - Map of Barpeta District
Climate

The climatic condition of Assam is humid, tropical type in the plains and subalpine in the hills, with heavy rainfall in all the year round. The average temperature in summer and winter season extends from the month of the October to February.

Population and Literacy

According to 2011 census, the population of Assam stands at 3,12,05,576 of which 1,59,39,443 males and 1,52,66,133 are females. In 2011, the literacy rate of Assam has found 72.19% of which 77.85% male and 63.00% female.

Barpeta is a district situated on the northern bank of the Brahmaputra. The area covers 2,677.33 sq km and total population of the district is 16,93,622 (2011 census), Male- 8,67,004 and female- 8,26,618. There are 940 female against 1000 male and density of population is 742 persons per sq km. Total literacy rate of the district is 63.81%, where male literacy- 69.29% and female literacy- 58.06%. The district H.Q. is Barpeta and there are two sub-divisions Barpeta and Bajali.

The rural urban difference indicate by higher literacy for urban male 90.40% and urban females 77.04% highest a wide disparity in literacy of rural and urban population, especially the deprivation of the rural women with only 45.54% literacy rate. The disparity between Hindu (72.21%) and Muslim (41.92%) literacy rates is as high as (30.29%). 21.56% are attaining primary, 17.64% secondary and 21.80 are attaining graduate and above levels.

Koch King Naranarayana who founded Barnagar (Sarbhog). The present district formed an integral part of the Koch-Hajo and the Ahom Kingdom till British Administration took over. From the ancient period Barpeta witnessed the rule of the
Varmanas (380-654) the Salasthamas (655-985) the Palas (985-1260) the Kamatas (1260-1509) & the Kochas from (1509). During the Kamata and Koch rule major historical development took place. During this period large number of local feudatory-chiefs who were primarily land lords called ‘Bhuyans’ ruled this region. Number of villages constituted a ‘Chakla’ placed under a Bhuyans was patronized by the Kamatas. These Bhuyans arrived from eastern part of India like Kanauj, Gauda and Bengal who in passage of time became general Assamese caste and accepted the Vaishnavite faith under influence of Srimanta Sankardeva. The Koch rule ended with annexation by the Mughalas.

Barpeta District is surrounded by Baksa on the North, Nalbari and Kamrup on the East, Kamrup and Goalpara on the South; and Goalpara and Bangaigaon on the West. Main rivers and tributaries are Chawlkhowa, Bekee, Pohumara, Kaldia and Palla and others. Barpeta, Sarthebari, Pathsala and Sarbhog are some important places of Barpeta. The district headquarter town Barpeta is located 140 km away from Guwahati. It is the traditional home of Vaishnavite art and culture. Mahapurush Shri Madhavdeva established the famous Vaishnavite temple Barpeta Satra in Barpeta in the fifteenth century. Douljatra (Holi) festival is celebrated here with pomp and splendor.

In 1939, third institution of higher education of the State was established in Barpeta. The renowned Vaishnavite temples of Assam Patbausi Satra and Sundridia Satra are situated near the vicinity of this town. Barpeta is famous for wonderful Assamese ornaments. Its wood craft and ivory works bear distinctive mark of excellence in exquisite design and exclusive quality.

Kirtan Ghar, one of the prominent Vaishnavite shrines of Assam, is situated in Barpeta of Barpeta District. Mahapurusha Madhavdeva constructed a kind of stage
named Rangial Ghar with a view to performing songs, dance, bhaona etc. in Barpeta. Sri Mathura Das Ata was the chief (Adhikar) of this institution which later became the biggest vaishnavite temple of Assam.

Barpeta Road is the important railway station and biggest trade and commercial centre of the district. It is the gateway of the Manas sanctuary. Sarbhog is another important town famous for milk and milk products. Pathsala, a flourishing town, is a cultural centre of Assam. Pathsala has played a pioneering role in popularizing mobile theatre movement of Assam. Sarthebari is the nerve centre of bell metal craft and brassware production.

Table –3

**Education (Educational Offices) (2011)**

| Inspector of Schools | 1 (one) |
| Deputy Inspector of Schools | 2 (two) (Barpeta and Bajali) |
| BEEO Office | 7 (seven) |

<table>
<thead>
<tr>
<th>Name of Block Elementary Education Office</th>
<th>Head Quarter</th>
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<tbody>
<tr>
<td>Barpeta</td>
<td>Barpeta</td>
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<td>Pathsala</td>
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<td>Howly</td>
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<td>Barpeta Road</td>
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