CHAPTER I

INTRODUCTION TO THE RESEARCH
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CHAPTER 1
INTRODUCTION TO THE RESEARCH

1.0 Introduction

"All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to certain types of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children".

(B. Lindqvist, UN-Rapporteur, 1994)

Traditionally differently abled children and those with special needs have experienced exclusion, discrimination and segregation from the mainstream of education. Some of them are placed in special schools. A large number of these children are denied access to any education. More than 90% of children with disabilities do not attend schools. Among the 113 million children who are deprived of their basic human right to education, disabled children probably comprise the highest proportion. UNICEF estimates that “only 1 in every 50 children with disability has access to education. Some of the major causes of exclusion are: -inappropriately designed curricula, inappropriate teaching-learning material, inaccessible buildings, and teachers, lacking necessary skills to cater to children having diverse range of needs. Such type of exclusion or marginalization of students with different abilities can be minimized by following Inclusive Education from elementary education. Students can’t learn general curriculum unless they are in the room where it is being taught. All students must have access to general curriculum.

This is true no matter what class they are in. Even students in the most segregated classes must have access to the general curriculum for their age and grade.

1.1 The Birth of Inclusive Education

Inclusive education, which has its origin in special education, originally set out to meet the needs of learners who were being traditionally excluded from the school or were otherwise marginalized within the classroom. A series of shifts from focusing on the differently abled child as a problem to focusing on changes in the management of the classroom revealed surprising changes in learning. The
results demonstrated benefits to those who were traditionally excluded from learning as well as all the others in the classroom. Today inclusive education or ‘inclusion in education’ is a conceptual approach aimed at achieving quality education by making changes to accommodate all learners regardless of their physical, social or psychological differences.

Inclusive education differs from previously held notion of ‘integration’ and ‘mainstreaming,’ which tended to be concerned principally with ‘special educational needs’ and implied learners changing or becoming ‘ready for’ accommodation by the mainstream. By contrast, inclusion is about the child’s right to participate and the school’s duty to accept and ensure this right. It is thus about rejecting exclusion of learners for any reasons, maximizing participation of all learners, making learning more meaningful for all children and rethinking and restructuring school policies, curricula and practices so that all learning needs can be met. Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable.

**Table 1: Comparing Special, Integrated, and Inclusive Education**

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Integrated Education</th>
<th>Inclusive Education</th>
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<tr>
<td>Main problem is with the word ‘special’ that separates out the child with disability and gives the impression that they are totally different kind of being with totally different needs</td>
<td>Bringing the child with disability to regular school and putting most of the focus on the individual child rather than the school system. The disadvantage of this approach is that, if there are problems, it is seen as the child’s fault. It is not sustainable as ‘success’ often depends upon goodwill of the teacher</td>
<td>It is about changing the system to fit the student, not about changing the student to fit the system.</td>
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</tbody>
</table>
1.1.1 Inclusive education:

“It is an approach that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services.” (Action plan for Inclusive Education of children and Youth with Disabilities_ Ministry of Human Resource Development, Aug 2000-2005)

Inclusive Education stresses to include children with different abilities like any other child of the regular school. This also means starting the process of education very early so that these children can progress at par with their peer group. Fundamentally it differs from Integration in the philosophy because inclusion means adapting the entire education system which includes school structure, building, furniture, teaching – learning process, and classroom management and also the curriculum to suit the needs of the children with disabilities.

1.1.2 Inclusive Education and the Differently-abled Child

The Normalization Principle of Wolfensberger had much earlier placed focus on the person with disability and the slogan “change the environment to suit the child not the child to suit the environment” became a well-known quote as opposed to the orthodox and rigid Procrustean logic of “one-size-fits-all”.

This brought about a recognition and conceptualization of a major shift from integrated schools to one that is more inclusive.

Universalization of education came about because every child must have the right to a good start in life. So if every child matters then every child is special and has the right to be included… AND THEN that is ESPECIALLY important for children with special needs.

Inclusion teaches compassion, understanding and patience for typical children and gives special needs children self-esteem and friendships.

However, Inclusion will not guarantee that children with disabilities will be able to catch up to grade level in school work. Some will and some won't. But making that the main objective misses the point. Inclusive education means that
children will be included, made to feel valued and provide others with the opportunity to appreciate those who are different from themselves.

People with disabilities also have views about how they wish to be defined, what role they should play in the struggle for change and what that change should involve and Inclusive Education provides the very platform that will serve as their voice and make them equal partners in the decision-making process.

Inclusion in education is basically the philosophy of confining a differently abled student only within the general classroom setting. It is believed that through this process, students with different abilities will have more opportunity to make friends, get along with other students, and develop cognitive skills and self-esteem better. Through this, students will not feel they are being isolated, but instead, will feel accepted for what they are. But the concept of inclusion also has many critics that question its effectiveness. Until now, there is still a great debate on whether inclusion should be applied to all schools.

The overall goal of inclusive- and child friendly education is developing educational settings where all learners are welcome, participating and treated equally. Inclusive- and child friendly education is defined as a process of addressing and responding to the diversity of needs of all learners and of reducing exclusion within education system, while focusing on enrolment, effectiveness, diversity (including gender), health, and active involvement of parents and communities. Inclusive- and child friendly education is concerned with providing appropriate responses to the broad spectrum of learning needs in both formal and non-formal educational settings. It advocates for changes and modifications in content, approaches, structures, policies and strategies. At the heart of inclusive- and child friendly education is the vision to transform the education system so it can provide responsive quality education for all learners.

The major support for inclusive education came from 1994 World Conference on Special Needs Education held in Salamanca, Spain. It was concluded in the conference that – “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.” (Puri M, Abraham G, 2004)
Indian Society is naturally more inclusive than segregationist in nature. Starting from Gurukul System to western model of day-care system, efforts have been made to bring people in, rather than to keep them out. About 1.40 million (NIEPA, 2005) children with disabilities are in regular schools. Govt. of India has to accelerate the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010.(Ministry of Human Resource and Development, India). In India concern for the inclusion of children with special needs in the mainstream education system has been widely expressed by various commissions, committees, working groups and seminars. Number of steps for promoting inclusive education are being taken in India The Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the school system.(Hand Book of MSCERT on In-service teachers training program)

The Ministry of Human Resources Development is currently in the process of developing a comprehensive action plan for the inclusion in education of children and youth with disabilities. Inclusive education is a human right. It is good education and it makes a good social sense. Research shows that children do better academically and socially in inclusive setting.

Special Education remains a separate system that has reached very few of those who should need special attention. It is still not uncommon to hear representatives of the general school system declare; “They are not our children; they belong to special education.” Building up the parallel school system for these school children has rendered it unnecessary for teachers in regular classes or schools to give any consideration to them. Many of them are left to repeat and then “drop out” or in fact be “pushed out”, if they were not “left out” already from the beginning. In fact as many as 80 to 90 percent children with special educational needs could get their education in regular schools and classrooms, if certain important preconditions are met.

We can make inclusion happen by;

- Removing physical barriers posed by stairs, doorways, toilets, water faucets, and other architectural aspects imperative to accessing facilities in the school.
- Removing the barriers of the teaching system, by providing facilities for accessing information related to the curriculum, by the use of modern technology like computers using specialized software.

- By providing awareness, sensitivity, and solutions for teachers.

Removing the barriers of examination system by providing means of free and fair evaluation of the students’ knowledge irrespective of his/her sensory physical status. Removing the barriers of attitude developed due to lack of awareness. (Puri M, Abraham G, 2004)

The practice of developing inclusive schools involves:

- Understanding inclusion as a continuing process, not a one-time event
  - Strengthening and sustaining the participation of children, teachers, parents and community members in the work of the inclusion

- Restructuring the cultures, policies and practices in schools to respond to the diversity

- Inclusive settings focus on identifying and then reducing the barriers to learning and participation, rather than on what is ‘special’ about the individual

- child or group of children, and targeting services to address the ‘problem’

- Providing an accessible curriculum, appropriate training programs for teachers, and for all students, the provision of fully accessible information, environments and support

- Identifying and providing support for staff as well as students (http://en.wikipedia.org/wiki/inclusive_classroom)

Thus we as teachers, parents, teacher-educators, have to facilitate the implementation of inclusive education not only as a program but also as an ideology. Proper guidance should be provided giving importance to the individual so as to respect his/her own potentiality in the teaching-learning process.

1.1.3 10 Reasons for Inclusion

The Centre for Studies on Inclusive Education (CSIE), Bristol, UK, identifies how Inclusive Education is necessitated on the following fronts
**Human rights**

i. All children have the right to learn together.

ii. Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.

iii. Disabled adults, describing themselves as special school survivors, are demanding an end to segregation.

iv. There are no legitimate reasons to separate children for their education. Children belong together - with advantages and benefits for everyone. They do not need to be protected from each other.

**Good education**

i. Research shows children can do better academically and socially in inclusive settings.

ii. There is no teaching or care in a segregated school, which cannot take place in an ordinary school.

**Good social sense**

i. Segregation teaches children to be fearful, ignorant and breeds prejudice.

ii. All children need an education that will help them develop relationships and prepare them for life in the mainstream.

iii. Only inclusion has the potential to reduce fear and build friendship, respect and understanding.

**Table 2: The Inclusive School**

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. *(Salamanca Framework for Action, 1994. UNESCO has been working with its partners in the “Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion”)*
1.2 Need and Importance of the Research

Survey of various studies conducted on inclusive education in India & abroad helps to understand more about inclusion & its importance today. It clearly emphasizes how important the role of school and teacher is, in dealing with inclusion, and making it successful.

Research is done about concept & differentiation between segregation & inclusion. Methods & techniques are developed for Special education, but for inclusive education few efforts about program & curricula can be listed out especially in India. Providing access to education is only the first stage in overcoming exclusion or discrimination. There is a need for a shift in perspectives and values so that diversity is appreciated and even welcomed, while teachers are given skills to provide all children, including those with different learning needs, with quality education. Inclusive education is still often seen as a matter of providing education for children with different abilities in a regular school setting.

UNESCO, similar to other development agencies, is promoting a much broader view of inclusive education, which encompasses all children who are excluded on grounds of gender, ability, ethnicity, linguistic or poverty related reasons. In many countries failure to increase retention rates and poor levels of achievement in low quality schooling environments continue to remind us that claims of improved enrolment rates insufficient as evidence of progress in the education system. Furthermore, a child’s learning is also influenced by factors such as family background, health and nutrition, community involvement, etc. which are the dimensions that bring about a more holistic approach to education, making it more inclusive and effective.

Need assessment workshop held at NCERT (July 2000) highlighted the emerging needs from presentations of country. Reports of Australia, Bhutan, Indonesia, and India were integrated under four priorities of which the first & most important is…

‘Training of Teachers & Research in this area’ (NCERT 2004)

Many academics in the field of inclusive education point to teacher education and school leadership as essential for the implementation of inclusive education in the classroom (Ainscow, 2005; Sandhill & Singh, 2005; Booth et al, 2003;
Ainscow, 1991), yet the standard of teacher training courses across India varies hugely, and they usually approach the inclusion of children with disabilities from a deficit perspective. In the general teacher education diplomas and degrees available nationwide, there is an optional ‘special needs’ paper to train and ‘prepare’ teachers to identify and diagnose disability. However, it is not an integral part of the training, and it does not train teachers to deal with diversity or challenge negative attitudes (Singal, 2005a). This reinforces the ‘difference’ of children with different abilities who, some believe, can only be taught by teachers qualified specifically for them (Singal, 2005). However, it is ultimately teacher treatment of students in the classroom, rather than the training per say, that would reinforce this difference. (Katharine Giffard-Lindsay Sept.2007).

It gives importance for induction of inclusive education component in preservice teacher training courses both at elementary & secondary level. Also development of modules for training of teachers has been suggested.

Yashpal Committee Report (1993) on Learning without Burden …noted; “Inadequate programs of teacher preparation lead to unsatisfactory quality of learning in schools. … The content of the program should be restructured to ensure its relevance to the changing needs of school education”. The emphasis in these programs should be on enabling the trainees to acquire the ability for self-learning and independent thinking”

There is requirement of committed teachers. Teachers should target Inclusion. They should develop an attitude of acceptance of diversities. They also should develop skills in accommodating diverse characteristics and learning styles of students in the class.

In the present scenario, it is seen that the previous system of education—general schools and special schools is now changing as inclusive schools. In this respect it becomes essential to assess the existing inclusive practices in the schools. Assessing the knowledge and acceptance level of teachers in the schools is needed.

Attitudes of the teachers towards inclusion are also of much importance. We need to develop awareness about inclusion in the teachers.
The ministry of Human Resource Development in its plan of inclusion has given—“All the schools in the country will be made disabled friendly by 2020 and all educational institutions will have barrier free access for the disabled.”

According to the EFA Global Monitoring Report 2010: reaching the marginalized, children with disabilities remain one of the main groups being widely excluded from quality education. Disability is recognized as one of the least visible yet most potent factors in educational marginalization.

A survey in this respect is thus needed. It is also essential to sensitize teachers, the requirements of children with special needs through a program in inclusive education.

Inclusive Education lays the foundation to an inclusive society accepting, respecting and celebrating diversity. Preparing teachers to teach in inclusive settings is essential, if our schools are to truly teach all students in inclusive, collaborative and diverse settings. To accomplish that we must start designing and building an atmosphere of collaboration and inclusiveness. We should start designing and planning practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world.

Study in this respect is needed not only to give-detailed information, methodologies and techniques but also deal with Inclusion and for developing a positive attitude and awareness towards Inclusion.

The success of inclusive education in any context depends upon many factors. Teachers themselves are an essential component to ensure the quality of students’ inclusion in the school environment. Teachers have direct interaction with students and play a critical role in determining students’ experiences in the classroom on a daily basis. Special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs.
1.3 Title of the Research
Inclusive practices in urban and rural schools in Pune- A study.

1.4 Statement of Problem
To study the physical resources available in urban and rural schools in Pune with respect to inclusion of differently abled students.
To study the human resources available in urban and rural schools in Pune with respect to inclusion of differently abled students.
To design, develop and test the effectiveness of a Knowledge Based Program in Inclusive Education (KBPIE) for school teachers.

1.5 Operational definitions
1- Study: (Conceptual definition) a survey: a detailed inspection, an investigation and analysis of a subject, situation, etc.
1 Study: (Operational Definition) a survey: a detailed inspection, of physical and human resources in urban and rural schools in Pune for comparison of inclusive practices.

2- Inclusive Practices (Conceptual definition)
Practices with a common mission of inclusion that emphasizes learning for all students regardless of Different abilities (http://www.inclusion.com)

Inclusive classroom practice is about:

- Identifying educational needs
- Making adjustment to suit the school context
- Planning, teaching and reporting so that appropriate adjustments ensure success
- Working together. This includes parents/caregivers, teachers, learning support teams, school administration, district based personnel, visiting teachers and representatives from other agencies
- Being flexible. This means investigating creative ways to teach, organize, support and learn. Flexible resourcing is more than the appointment of additional teacher and or education assistant time. It is about identifying specific needs and then organizing specific resources.
Inclusive Practices (Operational definition)

Inclusive practices is about –Physical resources and Human resources-

- Modifications in infrastructure for inclusion of differently abled students.
- Essential material for inclusion of differently abled students.
- Technological support required for inclusion differently abled students.
- Availability of special teachers, Para-teachers, and counselors required for inclusion differently abled students.
- Knowledge and acceptance and attitude of teachers for inclusion differently abled students.

3- Inclusion

Inclusion means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community.

4- Urban Schools

All the English and Marathi medium schools situated in Pune city.

5- Rural Schools

All the English and Marathi medium schools situated outside Pune city and are in Pune district.

6- Physical resources:

The Resources in urban and rural schools in Pune that include necessary infrastructural modifications, essential material, and technological support required for inclusion of differently abled students.

7- Human resources:

The Teachers, principals and Para teachers working in urban and rural schools in Pune, and the study of human resources (teachers) regarding their knowledge and acceptance, and attitude about inclusion of required for inclusion differently abled students.
8 – Knowledge:

Knowledge of teachers in urban and rural schools in Pune, about inclusion of differently abled students, with respect to the following aspects;

- Knowledge about Various aspects of Education
- Knowledge about differently abled students
- Concept and Categories of Different abilities
- Efforts by various Countries to support Inclusion Legally
- Various strategies of Inclusion

8- Attitude- (Conceptual definition)

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150)

Attitude- (Operational definition)

Attitude of teachers in urban and rural schools in Pune about inclusion of differently abled students.

Higher primary teachers: School teachers teaching the students of higher primary classes.

Definitions of Key Terms

1-Inclusive Education:

“Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community.”

Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education.

2- Differently abled- means students of different ability levels, emotional and attitudinal make up and of varying physical characteristics that includes, Cognitively Exceptional Children, Physically Exceptional Children. (Chintamani Kar, 2003)

3- Visually Impaired- “The term ‘visual impairment’ is used to describe any kind of vision loss, ranging from someone having no sight at all to someone who
has partial vision loss. People who are legally blind having some vision, but have lost enough sight that it require them to stand 20 feet from an object to see it as well as someone with perfect vision who could see it 20 feet away.”(Ysseldyke J., Algozzine B.2009)

4- **Hearing Impaired**- Hearing impairment is defined by IDEA as “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance.” Deafness is defined as “a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.”(IDEA, 1990)

5- **Learning Disabilities**- A disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written which may manifest itself in an imperfect ability to listen, think, speak, write, spell, or to do mathematical calculations.”

6- **Orthopedically Impaired**- Orthopedic Impairment," is one that includes impairments caused by congenital anomalies such as absence of a member, clubfoot, impairments caused by disease such as bone tuberculosis, poliomyelitis, or impairments for other causes to include amputations, fractures, cerebral palsy, burns, or fractures.

7- **Gifted students**: means students, children, or youth who are identified at the preschool, elementary or secondary level as possessing demonstrated or potential abilities, that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing or visual art & who thereof require services or activities not ordinarily provided by the school.( Ysseldyke J E., Algozzine B, 2009)

8- **Mentally Challenged**- “Intellectual impairment means significantly sub average general intellectual functioning which exists concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance” (34 CFR, Ch. III, Sec. 300.7- 2012).
1.6 Objectives of the Research

1- To assess the Physical and Human Resources in urban and rural schools in Pune with respect to--

   i. Modification in infrastructure for inclusion of differently abled students.
   ii. Material essential for inclusion of differently abled students.
   iii. Technological support required for inclusion of differently abled students.
   iv. Availability of Human Resources for inclusion of differently abled students.
   v. Knowledge, Acceptance and attitude of teachers in urban and rural schools in Pune with respect to inclusion of differently abled students.

2- To compare the Physical and Human Resources in urban and rural schools in Pune with respect to inclusion of differently abled students.

3- To develop and test the effectiveness of Knowledge Based Program in inclusive education (KBPIE) for teachers in urban and rural schools in Pune.

1.7 Assumptions

- All the Teachers have knowledge about inclusion.
- It is assumed that all the teachers have honestly responded to the questionnaire questions.
- It is assumed that all the experimental subjects have accurately and honestly responded to the questions of pretests and posttests.
- Inclusive practices can be improved through Knowledge and proper training.

1.8 Research questions

For objective 1

i. Are the physical resources in school catering for inclusion of differently abled students?

ii. What sort of technological support is available in the school for inclusion of differently abled students?
iii. How adequate are the available learning and teaching materials in the school for inclusion of differently abled students?

iv. What sort of human resources are available in the schools to cater the needs of differently abled students?

v. What is the current status of training of the school teachers with respect to inclusion of differently abled students?

vi. What are the knowledge levels of school teachers about inclusion of differently abled students?

vii. What is the attitude of teachers regarding inclusion of differently abled students?

1.9 Hypothesis: - The research conducted will make use of survey and experimentation.

Research Hypothesis:
Knowledge and acceptance level of the teachers is increased after implementing the Knowledge Based Program in Inclusive Education.

Null Hypothesis: For Survey

$H_0^1$-There will be no significant difference in knowledge of teachers in urban and rural schools with respect to inclusion of differently abled students.

$H_0^2$-There will be no significant difference in attitude of teachers in urban and rural schools with respect to inclusion of differently abled students.

Null Hypothesis: For Experimentation

$H_0^3$-There will be no significant difference in knowledge and acceptance level of teachers about Inclusive Education before and after the implementation of Knowledge Based Program in Inclusive Education.

1.10 Scope of Research

The coverage of this study is English and Marathi medium, urban and rural schools in Pune district. The survey is regarding physical and Human resources for inclusion of differently abled students. The program developed consists of all the essential factors that give knowledge and information regarding successful
inclusive Education, using social constructivism, collaborative teaching-learning, self-learning, and use of technology.

1.11 Delimitations of the Research
1. The study will be delimited to schools situated in Pune District.
2. The study will be delimited to the examination of school teachers’ knowledge and attitude about Inclusive Education only.
3. The development and implementation of the Knowledge Based Program in Inclusive Education (KBPIE) is delimited to six important aspects – Hearing impaired, Visually Impaired, Learning Disabilities, Orthopedically Impaired, Mentally Challenged, and Gifted.
4. The implementation of the Knowledge Based Program in Inclusive Education (KBPIE) will be delimited to the schools where technological support is available.
5. The KBPIE program developed is concerned with Human resources only.
6. The implementation of the Knowledge Based Program in Inclusive Education (KBPIE) will be delimited to school teachers teaching for Higher Primary.

1.12 Limitations of the Research
1. The impact of school teachers IQ, Interest in learning, age, experience of teaching has not been considered.
2. The effectiveness of Knowledge Based Program in Inclusive Education (KBPIE) is based on the responses given by school teachers of Higher Primary Schools.

1.13 Theoretical Base of the Study
This research gives an idea about how constructivist, especially social constructivist approach (Vygotsky, 1978) will help the teachers to create an inclusive classroom environment for differently abled students. It shows effective application of the principles of social constructivism, cooperative learning and collaborative learning. It makes use of innovative techniques of ICT. Technology is extensively used in the program.
<table>
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<tr>
<th>Sr.No.</th>
<th>Theory/Aspects</th>
<th>Reference/theorist</th>
<th>Use in Present Research</th>
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<tbody>
<tr>
<td>1</td>
<td>Inclusive Education</td>
<td>(United Nations Educational Scientific and Cultural Organisation (UNESCO), 1994:11</td>
<td>Assessing inclusive practice,</td>
</tr>
<tr>
<td>2</td>
<td>Social Constructivism</td>
<td>Vygotsky (1962, 1978)</td>
<td>Basis of KBIP</td>
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<td>3</td>
<td>Kemps instructional system design model</td>
<td>Jerold Kemp</td>
<td>Product development stage</td>
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<td>4</td>
<td>Informal and group based Cooperative learning</td>
<td>John Dewey and Kurt Levin(1930-40)David and Roger Johnson(1975),</td>
<td>For delivering instructions of KBIP</td>
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<tr>
<td>5</td>
<td>Collaborative networked Learning</td>
<td>Findley (1987)</td>
<td>Program in Inclusive Education</td>
</tr>
<tr>
<td>6</td>
<td>VAK model based on experiential learning</td>
<td>Neil Fleming</td>
<td>Program in Inclusive Education</td>
</tr>
</tbody>
</table>
1.14 Significance of the Research

Preparing teachers does not simply mean providing prospective teachers with inclusive education skills; it is important to provide training and support for existing teachers as well. Building the capacity for inclusive education must include awareness raising activities as well as integrated pre-service and in-service teacher training programs to ensure that teachers are aware, ready and willing to bring inclusive education into action.

This program in inclusive Education for teachers definitely enriches the school teachers regarding the true concept of inclusion. It focuses mainly on the three important steps essential for inclusion of students with different abilities in the regular classroom, i.e. identification, assessment and remedial strategies. Most of the other programs

The present program gives stress on self-preparation regarding inclusion, cooperative and collaborative learning techniques. Moreover it is based on social constructivism which is the basis of true inclusion. It makes the teachers capable of making the maximum use of available resources. The program makes optimum use of modern technology for orienting the teachers. The above study helps teachers to develop their skills regarding inclusion of all students in regular classrooms. The program mainly focuses on the application of all the strategies regarding inclusion.