

**MAINSTREAMING THE DIFFERENTLY ABLED CHILDREN
THROUGH INCLUSIVE EDUCATION**

Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION

by

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2018

DECLARATION

I, Suresh Kumar K., do hereby declare that the thesis '**MAINSTREAMING THE DIFFERENTLY ABLED CHILDREN THROUGH INCLUSIVE EDUCATION**' is an authentic record of research work carried out by me, and it has not been submitted by me for the award of Degree, Diploma or Recognition before.

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CERTIFICATE

This is to certify that the thesis entitled '**MAINSTREAMING THE DIFFERENTLY ABLED CHILDREN THROUGH INCLUSIVE EDUCATION**' is an authentic record of research work carried out by Mr. Suresh Kumar K., for the degree of Doctor of Philosophy in Education, University of Calicut under my guidance and supervision and has not submitted by him, for any Degree, Diploma or recognition in any other University or Institution in best of my knowledge and belief.

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ABBREVIATIONS

CSIE	-	Centre for Studies on Inclusive Education
DPEP	-	District Primary Education Programme
EFA	-	Education For All
IEDC	-	Integrated Education for the Disabled Children
IEDSS	-	Inclusive Education for the Disabled at Secondary Stage
MDG	-	Millennium Development Goals
MHA	-	Mental Health Act
MHRD	-	Ministry of Human Resource Development
NCF	-	National Curriculum Frame Work
NPE	-	National Policy on Education
NTA	-	National Trust Act
PAB	-	Project Approval Board
PIED	-	Project Integrated Education for the Disabled Children
POA	-	Plan of Action
PWD Act	-	Persons with Disabilities Act
RCI	-	Rehabilitation Council of India
RMSA	-	Rashtriya Madhyamic Shiksha Abhiyan
RTE Act	-	Right to Education Act
SMSA	-	Samagra Shiksha Abhiyan
SSA	-	Sarva Shiksha Abhiyan
UEE	-	Universalisation of Elementary Education
UNESCO	-	United National Educational Scientific and Cultural Organisation
TE	-	Teacher Education

PTA	-	Parent Teacher Association
DIET	-	District Institute of Education and Training
SCERT	-	State Council of Educational Research and Training
NCERT	-	National Council of Educational Research and Training
NCFSC	-	National Council for Frame Work for School Education
CRC	-	Convention on the Rights of the Child
RCI	-	Rehabilitation Council of India
GER	-	Gross Enrolment Ratio
ICT	-	Information and Communication Technology
NRG	-	National Resource Group
TSG	-	Technical Support Group
NUEPA	-	National University for Educational Planning and Administration
NGO's	-	Non Governmental Organisations
SLD	-	Specific Learning Disabilities

CHAPTER I

INTRODUCTION

- ❖ *Need and significance of the study*
 - ❖ *Statement of the problem*
 - ❖ *Definition of key terms*
 - ❖ *Objectives*
 - ❖ *Hypothesis*
 - ❖ *Methodology*
 - ❖ *Scope of the study*
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-

“Education is the process of imparting or acquiring knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for mature life.”

(Webster, 2012)

The main task of education is to shape human beings, or to guide the evolving dynamism through which human forms humane. In ancient society, the basic needs of humans comprised food, clothing and shelter. But, as a result of civilization, in addition to the primary needs, the most important need for any person today is the need to be educated.

Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values, and attitudes which enable them to participate effectively in all spheres of life. There will be no doubt by saying that education is a process be it bi-polar or tri-polar as viewed by many educationists and ideologists revolve around a central aspect i.e. learner. The entire process of education is worthless if it is not as per the consideration of the learner as an individual and as the part of a big society, so classrooms should be designed to welcome the diverse learners and address their individual needs.

The constitution of India guarantees free and compulsory education to children of every section. It guarantees every child the right to education of a comparable quality. The Supreme Court of India says, the right to education flows directly from the right to life and is related to the dignity of the individual. More than 500 million people around the world are disabled as consequences of mental or physical or sensory impairment. In developing

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countries more than 90% of differently abled children are without any form of rehabilitation and education.

Education of Children With Special Needs (CWSN) has witnessed several changes, shifting from segregation to inclusion into the mainstream. Earlier, most educators believed that children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Though at a larger level in the society, the philosophy of inclusion was always promoted in India, there was no formal or specialized assistance to children with special needs in schools.

Special education programmes in earlier times were, dependent on voluntary initiative. For example, Christian missionaries started special schools in India in 19th century. But later, after independence, the government took initiative for setting special schools. The 86th amendment of the constitution of India that made education a fundamental right was passed in the year 2002. The article 21A in the constitution, which was inserted as part of the 86th amendment says that it is the right of all children to get free and compulsory education up to the age of 14 years.

The National Curriculum Framework (NCF, 2005) shows the historical progression of the shifting models of disability. Within the two overriding paradigms as disability as an individual pathology and as a social pathology, the four major identifiable formulations of disability are, the charity model, the bio-centric model, the functional model and the human rights model.

The charity approach is a model of custodial care and it results isolation and marginalization of disabled people. Disability is considered as a

medical or genetic condition in the bio-centric model. Through medical cures and miracles, all are expecting for normalization. In functional model, the rights are differentiated according to the evaluation of the individual's incapacity. All are born with certain rights and the disability is an important dimension of human culture in the human rights model.

The oldest and still prevailing system is Special Education which means segregation of children with special needs in a totally different environment in special schools and other educational institutions by creating a special environment. Special education means a type of education which is special in nature. It is a specially designed instruction which meets all the educational needs of a differently abled child (Rajkumari, Sundari and Rao 2011). In special education, use of special materials, special training techniques, special equipment and special help for special facilities may be required for special categories of children having special needs. This special education approach has been considered unacceptable by social activists on the basis of (a) long term exclusion of the children with disabilities from the mainstream is socially and educationally harmful to both groups and (b) segregation in the childhood eventually leads to segregation in the adult life by violating human rights.

After understanding of special needs education, the next approach is integrated education. The integrated education implies interaction of children with disabilities and normal children in the same educational settings. But there are certain criticisms about integrated education. When a differently abled child is brought to the mainstream school, the school does not make any changes and the child is just admitted in the school that is integrated

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education. That is, placing the differently abled child in a normal class with others without having necessary preparation may seriously disturb the interest and purpose of all teachers, students, school authorities and parents. Recently, inclusion should be preferred and adopted for education placement of the differently abled in the normal school set up rather than seeking a mere integration.

Inclusion means accommodating the differently abled children in regular classroom with the children of same age. It aims all children can learn and belong to the mainstream of school and community life. That is, inclusion means everyone belongs to the school and everyone is welcome to the school. Putting children into regular classroom is not inclusion. Inclusion means accepting diversity, respecting individuality and creating opportunity. Inclusion is a process. Inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practices (Bartons, 1998).

That is, in special school concept, special education component is apart from the general education system where as in integrated school, special education is a part of the general education. Inclusive schools go one step further. In this approach, special education is an integral part of general education system. Inclusion involves the full participation of all students in all aspects of schooling. It involves regular schools and classrooms being responsive, willing to genuinely adapt and change to meet the needs of all students. Inclusive education celebrates the differences among the children.

The success of inclusive education depends on many factors like various agencies and programmes for inclusive education, class room

teachers, resource teachers, administrators, peers of differently abled students, parents, infrastructural facilities etc. It is important that the teachers and all others should accept, recognize and celebrate diverse learners in the classroom. Although many programmes were brought for the differently abled children by the authorities, some are effective and some are not. Definitely teachers perception have changed over the years, but still there are some negatives or grievances they feel around mainstreaming have to be addressed. Resource teachers also have some sort of adjustment problems with others based on their job satisfaction and job security. Regarding infrastructural facilities, the conditions of some schools are still pathetic. The perception of peers and parents of differently abled children should also change according to the needs. The programmes like Inclusive Education for the Disabled at the Secondary Stage (IEDSS) are very helpful for such children for mainstreaming in education.

Children with differential abilities in the primary stage of education are provided free education under Integrated Education for the Disabled Children (IEDC) scheme which has now been upgraded to secondary stage is Integrated Education for Disabled at the Secondary Stage (IEDSS). The declaration was brought out by Ministry of Human Resource Development (MHRD) in 2009. This scheme includes the disabilities described in the Persons with Disabilities Act, 1995 and the National Trust Act, 1999. This scheme implemented through the Governments and other organizations provides complete financial assistance for various facilities. The IEDSS scheme provides for a wide range of incentives and interventions for the education of children with disabilities. These include Counseling for parents,

allowances for books and stationery, uniforms, transport, hostel facilities and other devices. The scheme proposes one special teacher for every eight children with disabilities.

Education is not only a fundamental right, but also a basic necessity to be able to participate in one's community and flourish in life. The key aim of the progressive nature of educational change is to benefit all learners including those with special educational needs. Though there is greater awareness about inclusive education in the state, yet we have to travel a long way. In order to strengthen their activities, there is a need for providing orientation to the administrators, teacher educators and other functionaries about inclusive education.

Need and Significance of the Study

It is estimated that at least one child in ten is born with a moderate or severe disability. The differently abled children were one of the most neglected groups in almost every society. Only a minority of the disabled received good health care and education. Earlier, most educators believed that children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002).

Special education means a type of education which is special in nature. It is a specially designed instruction which meets all the educational needs of a differently abled child (Rajkumari, Sundari and Rao 2011). The 86th amendment of the constitution that made education a fundamental right was passed in the year 2002. The article 21A in the constitution, which was

inserted as part of the 86th amendment assures free and compulsory education for all children up to the age of 14 years.

The introduction of Right to Education Act marked a major milestone in the history of India. The Right of children to Free and Compulsory Education Act, enacted the parliament by Ministry of Human Resource Development (MHRD) in August 2009 which aims to provide free and compulsory education up to class VIII to all children in 6-14 age group has come into effect from April 1, 2010, with this India has joined a select few countries in the world where education is a fundamental right. The Act provided that a child suffering from disability as defined in Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996 shall have the right to get free and compulsory education. Education is not only a fundamental right, but also a basic necessity to be able to participate in one's community and flourish in life. The key aim of the progressive nature of educational change is to benefit all learners including those with special educational needs. The phase of integration began two decades after independence in India in which the disabled students were mainstreamed into the general education system whenever it was possible. Integrated education is an educational system where children with disabilities get an equal opportunity for education with other children with full participation and the needed support services which include fulfillment of their special needs (Premavathy and Geetha ,2006)

Though there is greater awareness about inclusive education in the state of Kerala, it has to travel a long way. In order to strengthen the activities, there is a need for providing orientation to the administrators,

teacher educators and other functionaries about inclusive education. Inclusion has been defined as the acceptance of all peoples within the mainstream education system, taught within the common framework, and identified as the responsibility of all teachers.

Inclusion means the full involvement of all students in all aspects of schooling, regardless of the individual differences. It implies the elimination of segregated school settings such as special schools and classrooms for those who do not fit the conventional view of what is 'normal'. Under an inclusive model, all students learn together in conventional schools, classrooms and other contexts, and these adapt and change in a responsive and proactive way in order to meet the needs of all children (Loreman, 2015).

Inclusive education is sometimes seen as a political strategy based on human right and democratic principles that confront all forms of discrimination, as part of a concern to develop an inclusive society. The important point is that inclusive education allows children with disabilities to stay with their family and to go to the nearest school just like all other children. But in practice, it is not up to the level. Inclusive education is a programme that is gaining wide attention and has been described as a social movement against exclusion in education. It has its focus on the restructuring of mainstream schools and able to respond to the diversity of all students (UNESCO, 2005). In short, inclusive education emphasized that the differently abled children should be fully included in school programmes and activities. Inclusion finally leads to the empowerment of all children.

The differently abled children are facing many difficulties in their classrooms. Studying the difficulties of such children is an area in this study. Another area in the present study is to find out the perception of various stakeholders like resource teachers, teachers, peers and parents of differently abled children towards inclusive education for the differently abled. The study also focuses on the comparison of perception of the stakeholders based on their gender, locale, management and experience. The children with disabilities or the disabled like cerebral palsy, mental retardation, physical disabilities, autism, visually challenged, hearing impaired are admitted in the regular classes. These children form a minority group in the class. So the success of inclusive education depends upon the awareness, competence and attitude of the peers, teachers and administrators.

The scheme IEDSS provides facilities to students with disabilities and suggests the appointment of special teachers, provision for resource rooms and removal of architectural barriers in schools. The authority sponsored scheme of SSA has set time bound targets for achievement of Universal Elementary education (UEE) with 'zero rejection' as its corner stone, the programme provides support for the inclusion of children with disabilities in general schools at the secondary level. The IEDSS scheme was implemented through Rashtriya Madhyamic Shiksha Abhiyan (RMSA) by the State Government and is headed by the Ministry of Human Resource Development (MHRD), New Delhi.

The Union Budget of 2018-19 has proposed a new programme called Samagra Shiksha Abhiyan by subsumes three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA) and

Teacher Education (TE). Sarva Shiksha Abhiyan targeted at primary schooling (class 1-8) and Rashtriya Madhyamic Shiksha Abhiyan targeted at secondary schooling (class 9-12). The new scheme Samagra Shiksha Abhiyan treated school education holistically from pre-school to 12th class. This integrated scheme on school education aims to provide education to all children including children with differential abilities from pre-school to class 12 in view of Sustainable Development Goals (MHRD, 2018).

The present study is significant due to the respect and understanding of children with differential abilities in an inclusive setting. Shortly, inclusive education has been defined at many ways to meet the learning needs of the differently abled children. It denotes all children irrespective of their disabilities will be the part of the mainstream education. Now inclusive education has become a prime policy objective of the government of India and the State of Kerala. As a result of inclusive education, everyone benefits in and outside the classroom. The success of inclusive education depends on the policies and programmes of the authorities, supportive measures and the perception of the various stakeholders.

Statement of the Problem

The 93rd amendment of the constitution of India has made education a fundamental right for children up to the age of fourteen years. It is mandatory for all children to be brought in the system of education irrespective of disabilities. The article three of the UNESCO report 1994 says that the schools should accommodate all children irrespective of their disabilities. Inclusion means accommodating the differently abled children in regular

classroom with the children of same age. It aims all children can learn and belong to the mainstream of school and community life. That is, inclusion means everyone should belong to the school and everyone is welcome to the school. In this context, it is necessary to investigate into various aspects of inclusion of differently abled children in schools of Kerala. So the present study is entitled '**Mainstreaming the Differently abled Children through Inclusive Education**'

Definition of Key Terms

Major terms of the study are defined below:

Mainstreaming

Mainstreaming is the process of becoming accepted as normal by most people (Cambridge Dictionary, 2011)

Mainstreaming in this research refers to the practice of including differently abled children along with normal children for all activities that are taking place in the secondary schools.

Differently abled Children

The people with disabilities are quite capable of accomplishing a particular task only in a manner that is different from or takes more time than that of people without disability (American Heritage Dictionary, 2011).

In this investigation differently abled children are those who certified with more than 40% disabilities by an approved medical board and who require special attention and are enrolled in schools along with the normal

children. The children having mental illness, autistic features, cerebral palsy, or mental retardation are considered differently abled for the investigation.

Inclusive Education

Education or an educational policy which includes all students, especially one that enables students with disabilities, special needs or learning difficulties to be educated within mainstream schools (Oxford Dictionary, 2011)

In this study inclusive education refers to the programmes and activities for children with differential abilities to educate them along with normal children in schools.

Objectives of the Study

1. To study the difficulties faced by differently abled children in their class room.
2. To find out the level of perception on inclusive education of differently abled children among the various stakeholders such as
 - Resource teachers
 - Secondary School Teachers
 - Peers of differently abled children
 - Parents of differently abled children
3. To compare the perception on inclusive education of differently abled children among the stake holders such as Resource teachers, Secondary School Teachers, Peers and Parents of differently abled children based on the relevant categories such as,

- Gender
 - Locale
 - Type of management
 - Teaching Experience
4. To evaluate the implementation of IEDSS as a programme for promoting inclusive education at the secondary level on the basis of,
- Infrastructural Facilities
 - Role of PTA
 - Role of DIET as a Nodal Agency
 - Allocation of Funds
5. To suggest necessary modifications to improve the programme for mainstreaming the differently abled children.

Hypotheses of the Study

Hypotheses framed for the study are the following

1. There exist different levels of perception on inclusive education of differently abled children among
 - (i) Resource teachers
 - (ii) Secondary school teachers
 - (iii) Peers of differently abled children
 - (iv) Parents of differently abled children
2. There exists significant difference on perception of inclusive education among resource teachers with respect to

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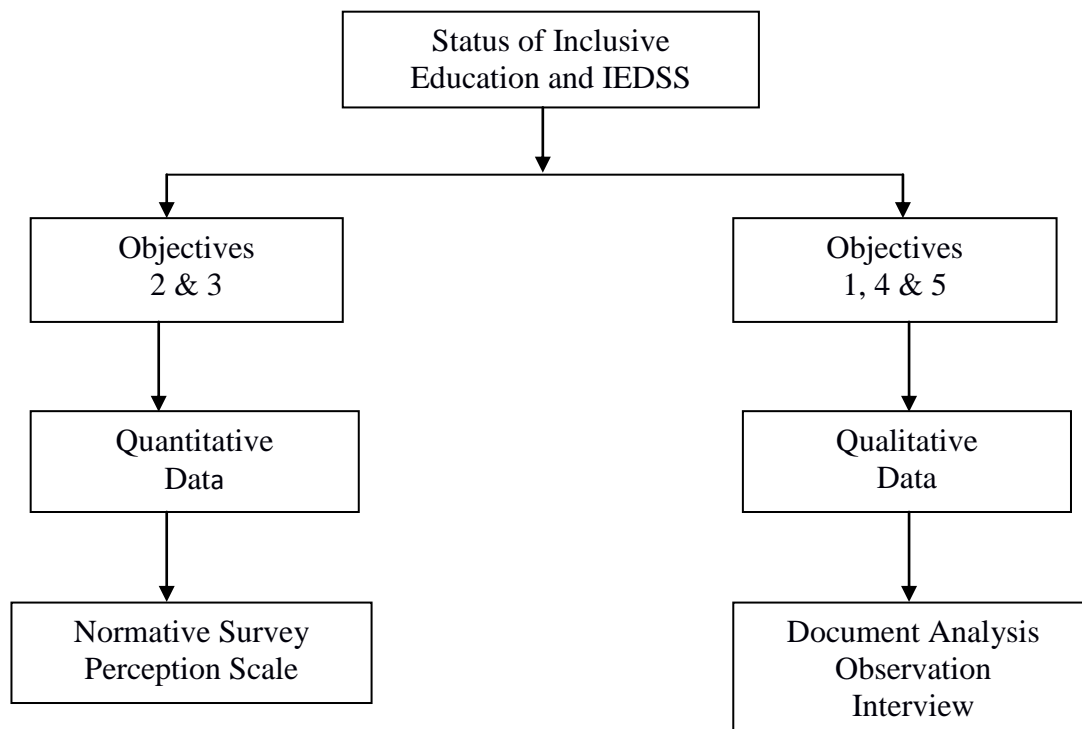
- (i) Gender
 - (ii) Locale
 - (iii) Type of management
3. There exists significant difference on perception of inclusive education among secondary school teachers with respect to
- (i) Gender
 - (ii) Locale
 - (iii) Type of management
 - (iv) Teaching Experience
4. There exists significant difference on perception of inclusive education among peers of differently abled children with respect to
- (i) Gender
 - (ii) Locale
 - (iii) Type of management
5. There exists significant difference on perception of inclusive education among parents of differently abled children with respect to
- (i) Gender
 - (ii) Locale

Methodology of the Study

The methodology of the study includes design of the study, tools and techniques used for the study, sample and description of techniques for data analysis.

Design of the study

The study adopted both qualitative and quantitative approach in its entire process and hence, mixed research design was formulated.



Objective 1 – To study the difficulties faced by differently abled children in their class rooms.

The first objective is to study the difficulties faced by differently abled children in the classroom. Observation was used as the major technique to realize this objective. Semi structured interview with resource teachers was also used. Here the researcher used observation as the technique because it was very difficult to collect data from the differently abled children through questionnaire or interview.

Objective 2 – To find out the level of perception on inclusive education of differently abled children among various stakeholders

This objective was studied by using perception scales to resource teachers, secondary school teachers, peers and parents of differently abled children. The first stakeholders were resource teachers. The perception scale distributed to them included statements on the problems faced by differently abled children, their peers and resource teachers. It also included the role of peers, parents and teachers for mainstreaming the differently abled children. The qualities of IEDSS programme, various training programmes, curricular and co-curricular activities were also included in the perception scale for resource teachers.

The second stakeholders were secondary school teachers. The perception scale distributed to them includes their statements about differently abled children and inclusive education. It also included their perception about the progress of IEDSS programme, inclusion of differently abled children in the normal classroom situation, the participation and co-operation of resource teachers, school atmosphere and the facilities for the students.

The peers of differently abled children were also stakeholders as defined in the second objective. The perception scale distributed to them included attitude of peers, their interaction with the differently abled, and their participation with differently abled in the curricular and co-curricular activities.

The fourth stakeholders mentioned in the study were parents of differently abled children. The perception scale to them included their

statements about the attitude of the family, community, teachers and peers on their children, facilities given by the school, various scholarships and other aids given by the government, opinion about teachers and authorities on the education of their children, learning facilities for their children and the relevance of inclusive education.

Objective 3 - To compare the perception on inclusive education of differently abled children among various stake holders based on the relevant categories like Gender, Locale, Type of management and Experience.

The third objective was to compare the perception of various stakeholders such as resource teachers, secondary school teachers, peers and parents of differently abled children with respect to the categories like gender, locale, type of management and experience. The relevant categories only considered to compare the respective stake holders.

The resource teachers were classified according to gender, locale and type of management. The experience of resource teachers were not taken because they were appointed as teachers purely on contract basis. The secondary school teachers were classified according to gender, locale, type of management and experience. The peers of differently abled children were classified according to gender, locale and type of management. The parents of differently abled children were classified according to gender and locale.

Objective 4- To evaluate the implementation of IEDSS as a programme for promoting inclusive education at the secondary level

A questionnaire was developed for heads of the schools to evaluate various facilities in schools. Questions related to curricular and co-curricular

activities were included in the tool. Various government documents were analyzed to check allocation of funds for the development of such students. A questionnaire for members of Parent teacher Association (PTA) was also used to analyze the role of PTA for the implementation of inclusive education and IEDSS programme. Discussions with administrators and experts in DIETs were conducted to evaluate the implementation and development of IEDSS programme and the role of DIETs in mainstreaming the differently abled children through various schemes and programmes.

Objective 5 - To suggest necessary modifications to improve the programme of inclusive education for mainstreaming the differently abled children.

To realize this objective, the researcher assorted the status of inclusive education from the collected data, the research findings and research experiences.

Method of the Study

The study adopted mixed method approach. Mixed method research is an approach for conducting research involves data collected through both qualitative and quantitative methods, and analyzing and integrating both to understand the research problem. Survey and document analysis method were adopted for the study. In this study, survey was used to find the perception of various stake holders towards inclusive education. Qualitative data includes open ended information that the researcher gathers through interview and observation related to the fulfillment of the concept of inclusive education. Document analysis was used to interpret the documents related to inclusive education and the programme of IEDSS.

Tools used for the study

The researcher used eight tools and two techniques for data collection. The tools were prepared with maximum appropriateness for the collection of information

1. Perception Scale for Resource Teachers on Inclusive Education (Suresh Kumar and Dr. Nath, 2015)
2. Perception Scale for Teachers on Inclusive Education (Suresh Kumar and Dr.Nath, 2015)
3. Perception Scale for Peers of differently abled children (Suresh Kumar and Dr.Nath, 2015)
4. Perception Scale for Parents of Differentially abled pupils (Suresh Kumar and Dr.Nath,2015)
5. Questionnaire for Heads of Schools (Suresh Kumar, 2015)
6. Questionnaire for members of PTA (Suresh Kumar, 2015)
7. Semi structured interview schedule for the Resource Teachers (Suresh Kumar, 2015)
8. Observation schedule for the differently abled children in their classroom (Suresh Kumar, 2015)

Techniques Used for the study

Document analysis was used as a major technique to interpret the documents related to inclusive education and the programme IEDSS.

Observation was used as a technique to find out the difficulties faced by the differently abled children in their classroom.

Semi structured interview was conducted with resource teachers to find out the difficulties of the differently abled children and their views on inclusive system.

Sample for the Study

Purposive random sampling technique was used for the collection of data for the study. The sample was selected from Pathanamthitta, Palakkad and Kasargod districts from South, Middle and North of Kerala State respectively. Representative samples were selected for the study. Due representation was given to almost all areas. Based on the nature of stakeholders, representation was given to gender, locale and management of institution and teaching experience. The sample for the study primarily comprised of 300 peers of differently abled students, 100 teachers, 100 Resource Teachers, 100 members of Parent Teacher Association, 100 parents of differently abled students and 30 Heads of schools of the three districts. Equal weightage was given to the three districts for all samples.

Statistical Techniques for analysis of data

Preliminary statistics, mean difference analyses (t-test) and percentage analysis were used in different phases to analyze the data. Data from interview, observation and documents were analyzed qualitatively.

Scope and Limitations of the Study

The primary focus of the study was focused on identifying difficulties of differently abled children in inclusive classrooms and to ascertain perception of various stake holders such as Resource Teachers, Secondary

school teachers, Peers and parents of differently abled children on inclusive education. The study also focused to assess the progress of IEDSS programme in Kerala. IEDSS in Kerala is a programme initiated under RMSA, focused on educational needs of children with disabilities under the control of DIETs. Education for All (EFA) means that the system brings all categories of children in the regular schooling. To facilitate this, the educational environment in the schools must be so designed to cater to the needs of all children.

The study highlighted the major issues in the field of inclusive education. It includes the realities in the field of inclusive education, development of inclusive education, suggestions of educational administrators, policy makers and the student community to utilize the programme in a successful manner. Therefore, the study is very relevant in the field of education.

The findings of the study will be useful to the learners, peers, secondary school teachers, resource teachers and parents of differently abled children, as well as the trainers and curriculum designers. The investigator is hoped that, such studies will be helpful for the administrators to improve the programme of IEDSS and hence inclusive education. It would also help various stake holders to change the perception towards the differently abled children in the inclusive settings.

The study is framed with certain delimitations for its effective pursuing. The data regarding the difficulties of differently abled children in their classroom are suggested to collect on the basis of observation. Collecting

data from differently abled children directly was avoided due to procedural difficulties. The data from such children may be available directly only with the help of scribes. It is difficult to appoint scribe for each respondent from the group and hence it is decided to delimit the data collection through resource teachers' and researcher's observation only.

Different programmes are implemented in the area of inclusive education, but the investigator considered only IEDSS programme at the secondary level for the study. The IEDSS was implemented in all the districts of Kerala but the investigator gather data from only three districts for the study due to practical limitations, and on the assumption that those districts were the true representation of the population.

It is decided to delimit the data collection to three districts that is one district each from three regions of the state.

IEDSS explained the children with Blindness, Low Vision, Leprosy Cured, Hearing Impaired, Locomotive Disabilities, Mental Retardation, Mental Illness, Autism, Cerebral Palsy, Speech impairment and Learning disabilities as differently abled children. All these groups are part of the inclusive system of education. However the present research delimited to the sample groups from children with mental illness, autistic features, cerebral palsy, and mental retardation.

In spite of these limitations, the investigator feels that a sincere attempt has been made to study all the salient aspects of the problem as far as possible and believes that the findings of the investigation will be useful to implement the programme of inclusive education in an effective manner. It will also

helpful for the various stake holders to develop a comprehensive perception towards inclusive education.

Organization of the Report

The research report is presented in five chapters as given below:

Chapter I: Introduction

The first chapter deals with the general introduction highlighting the background of the study, need and significance, statement of the problem, definition of key terms, objectives, methodology, scope and limitation of the study.

Chapter II: Theoretical Overview and Review of Related Studies

The second chapter has two sections such as, theoretical overview and review of related studies on inclusive education and the various programmes and policies related to inclusive education. This chapter also focuses on the programme of IEDSS for implementation of inclusive education at the secondary level, its nature, structure, and progress.

Chapter III: Methodology of the Study

The third chapter contains the methodology of the study. This covers the design of the study, methods adopted, sample and sampling for the study, description of tools and techniques employed for the study, administration of tools, consolidation of data and various procedure used for the analysis of data with relevant statistical techniques.

Chapter IV: Analysis and Interpretation of Data

The fourth chapter presents the detailed analysis and interpretation of the data gathered through various tools and techniques.

Chapter V: Summary, Findings, Conclusion and Suggestions

This chapter presents the summary of the procedure adopted for the study, major findings, conclusion, educational implications and suggestions for further research.

After the different sections discussed in the various titles above, the important references and appendices are also presented towards the end of this research report.

CHAPTER II

THEORETICAL OVERVIEW AND REVIEW OF RELATED STUDIES

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- ❖ *Theoretical Overview*
 - ❖ *Theoretical bases of Inclusive Education (IEDSS)*
 - ❖ *Review of Related Studies*
-

REVIEW OF RELATED LITERATURE

This chapter has two sections; Section I - Theoretical overview and Section II - Review of related studies. Theoretical overview deals with the historical development of inclusive education, and details of the nature, structure and progress of IEDSS programme. Under review of related studies, researches from all the relevant areas were analyzed.

Section I: Theoretical Overview

Introduction

In ancient society, the basic needs of men comprised food, clothing and shelter. But after, as a result of civilization, in addition to the primary needs, the most important need for any person today is the need to be educated.

Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values, and attitudes which enables them to participate effectively in all spheres of life. There will be no doubt by saying that education is a process be it bi-polar or tri-polar as viewed by many educationists and ideologists revolve around a central aspect i.e. learner. The entire process of education is worthless if it is not as per the consideration of the learner as an individual and as a part of a big society, so classrooms should be designed to welcome the diverse learners and address their individual needs.

Education of children with differential abilities has witnessed several changes, shifting from segregation to inclusion in the mainstream. Earlier, most educators believed that children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Though at a larger level in the society, the philosophy of inclusion was always promoted in our country, there was no formal or specialized assistance to children with special needs in schools.

Special Education

Special education programmes in earlier times were, dependent on voluntary initiative. For example, Christian missionaries started special schools in India in 19th century. But later, after independence, the government took initiative for setting special schools. The 86th amendment of the constitution that made education a fundamental right was passed in the year 2002. The article 21A in the constitution, which was inserted as part of the 86th amendment says that, “the state shall provide free and compulsory education to all children between the ages 6 and 14 through a law that it may determine”.

The National Curriculum Framework (NCF, 2005) shows the historical progression of the shifting models of disability. Within the two overriding paradigms as disability as an individual pathology and as a social pathology, the four major identifiable formulations of disability are, the charity model, the bio-centric model, the functional model and the human rights model.

The charity approach is a model of custodial care and it results isolation and marginalization of disabled people. Disability is considered as a

medical or genetic condition in the bio-centric model. Through medical cures and miracles, all are expecting for normalization. In functional model, the rights are differentiated according to the evaluation of the individual's incapacity. All are born with certain rights and the disability is an important dimension of human culture in the human rights model.

Special education means a type of education which is special in nature. It is a specially designed instruction which meets all the educational needs of a differently abled child (Rajkumari, Sundari and Rao 2011). In special education, we use special materials, special training techniques, special equipment and special help for special facilities may be required for special categories of children having special needs.

Special education is the education of students with special needs in a way that addresses the students' individual differences and needs. It involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self sufficiency and success in school and community (Pattnaik 2014)

After establishment, special education made a remarkable contribution to the education of differently abled children. Besides students, teachers also developed a high level of expertise in facing the needs of differently abled children.

To Josephine C. Jenkinson (1997), there are several advantages in special or segregated education.

- (a) It was assumed that economies in the provision of special instructional methods, aids and equipment would be more easily achieved if students with a specific disability was gathered in few like special schools rather than dispersed over many schools. In the case of teachers also, they could be concentrated in a single school,
- (b) The special school was considered as more supportive to students with disabilities than the regular school. Such schools were encouraging a feeling of security and enhancing the self-esteem of students with disabilities.
- (c) Admitting students with disabilities in regular classes was seen as badly effecting non disabled students by creating more demands on teaching and other resources.

Historically oldest and still prevailing system of special education is by segregating children with disabilities in a totally different learning environment in special educational institutions. This special education approach has been considered unacceptable by social activists on the basis of (a) long term exclusion of the children with disabilities from the mainstream is socially and educationally harmful to both groups and (b) segregation in the childhood eventually leads to segregation in the adult life violating human rights.

Integrated Education

The integrated education implies the process of interaction of children with special needs and normal children in the same educational settings.

Education for disabled children was mostly through special schools with residential facilities has moved towards a significant change – a change in which these children are educated in schools through integrated education. That is, integrated education is an educational system where children with disabilities get an equal opportunity for education with other children with full participation and the needed support services which include fulfillment of their special needs. (Premavathy & Geetha, 2006)

Integration is the process of bringing the part (differently abled) to the whole (society) exist certain indicators of integration which include, differently abled persons enjoy the same right as others, and they have equal opportunity for growth and development, have access to the quality of life like any other citizen and are treated as equal partners in the community.

During 1980s, many differently abled students began to be integrated into the regular classroom on a part time basis. By the late 1980's attempts to educate children with disabilities in the regular classroom on a fulltime basis were intensified. Integrated education for disabled children was the favoured practice in all countries into 1994 World Conference on Special Education Needs at Salamanca, Spain. (Dash, 2012).

The Indian Education Commission (1964-66) was the first statutory body to suggest that “education of handicapped children has to be organized not merely on humanitarian grounds but also on grounds of reality”. The commission also emphasized that the education of handicapped children should be “an inseparable part of the general education system”. The commission recommended for the adoption of two approaches, special education and integrated education.

In integrated education, the role of resource and regular teachers are considered very important. The regular teacher takes the responsibility of the general programmes of the child, while the resource teacher takes the particular skills. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general amounting as equal partners, preparing them for their normal growth and development and enabling them to face life with courage. The policy suggested that education of the disabled as far as possible should be in co-ordination with that provided for normal children.

But there are certain criticisms about integrated education. When a differently abled child is brought to the mainstream school, the school does not make any changes and the child is just admitted in the school that is integrated education. That is, placing the differently abled child in a normal class with others without having necessary preparation may seriously disturb the interest and purpose of all teachers, students, school authorities and parents. Now, inclusion should be preferred and adopted for education placement of the differently abled in the normal school set up rather than seeking a mere integration.

Inclusive Education

The National Curriculum Framework for School Education (NCFSE, 2000) brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with Special Educational Needs (SEN) as a way of providing quality education to all learners. According to NCFSE, segregation or isolation is good neither for learners with disabilities nor for

general learners without disabilities. Societal requirement is that learners with special rules should be educated along with other learners with inclusive schools, which are cost effective and have sound pedagogical practices.

Education of children with disability has been part of the National Policy on Education (NPE) 1986 and the Programme of Action (POA) 1992. These policies stress on reducing dropout rates, improving learning achievements and expanding access to students. The 93rd amendment of the constitution of India has made education a fundamental right for children in the 6-14 years age group. It is mandatory for all children to be brought in the system of education irrespective of disabilities.

In the words of Loreman, Deppeler and Harvey (2005) “Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves ‘regular’ schools and classrooms genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing differences. Inclusion means accommodating the differently abled children in regular classroom with the children of same age. It aims all children can learn and belong to the mainstream of school and community life. That is, inclusion means everyone belongs to the school and everyone is welcome to the school.

To Bartons (1998), inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. It recognizes values and respects difference in learning among all children. All children experience difficulty in learning at sometime or the other and therefore their learning

needs to be supported. Putting children into regular classroom is not inclusion. Inclusion means accepting diversity, respecting individuality and creating opportunity. Inclusion is a process. Inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practices

The National Policy on Education (1986) mainly focusing on the importance of inclusive education by correcting the existing inequalities in educational system by reducing dropout rates, improvement of learning achievements and expanding access for the disabled to flow in the mainstream of education. The policy clearly emphasized the need to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for the growth and to enable them to face life with courage.

Mangal (2007) opined that in inclusive education, mainstreaming and integration are viewed as intermediary steps to the ultimate goal of teaching all students together. In inclusive program specialized on instruction and support are provided to any student who is in need of support without labeling him as disabled. No discrimination is made among the exceptional or non exceptional children. All the children in all shades of their exceptionality are welcome by making necessary arrangements and accommodations for their education in the same school and classes along with their non disabled pairs.

India has signed the convention on the Rights of Child (CRC 1989). The three most important principles of this convention are the right to participation, the right to information and the right to organization. The

convention on the Rights of the Child does not concern itself only with the protection of children and the delivery or provision of services and programmes, but also ensures that children have the right to determine the quality and nature of these services and programmes.

The National Curriculum Framework (NCF 2005) says about children's rights and participation of all children as,

- Inclusive education is about embracing all.
- Disability is a social responsibility – accept it.
- No selection procedures to be adopted for denying admission to learners with disabilities.
- Children do not fail , they only indicate failure of the school.
- Accept difference Celebrate diversity.
- Inclusion is not confined to the disabled. It also means non-exclusion.
- Learn human rights, conquer human wrongs.
- Handicap is a social construct, deconstruct handicap.
- Make provisions – not restrictions, adjust to the needs of the child.
- Remove physical, social and attitudinal barriers..
- Partnership is our strength such as

School-community; school-teachers;

Teachers-teachers; teachers-children;

Children-children; teachers-parents;

School systems and outside systems.

- All good practices of teaching are practices of inclusion.
- Learning together is beneficial for every child.
- Support services are essential services.
- If you want to teach, learn from the child. Identify strengths and limitations.
- Inculcate mutual respect and inter dependence.

A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled, children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education (NCF 2005).

Inclusive Schooling Movement

The supporters of inclusive schooling claimed that the existence of separate system of special education was responsible for many of the problems in general education, with schools placing ‘troublesome’ students in segregated settings – rather than attempting to modify their curriculum and instructional strategies (Josephine & Jenkinson, 1997). Specialist support services would be retained in inclusive schooling, but would operate alongside the regular class teachers in the mainstream, where services would be available to any student in need. This practice was expected both to change the attitudes of students and teachers without disabilities, and to enhance the social competence of students with disabilities and increase their community participation.

Centre for Studies on Inclusive Education (CSIE) Report, 2002 says inclusive education makes good social sense. Segregation teaches children to be fearful, ignorant and breeds prejudice. All children need an education that will help them develop relationships and prepare them for life in the mainstream. Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

Difference between Integrated Education and Inclusive Education

According to the general educational system, the education of all children should come under the mainstream education. In special schools the special education component is far from the general education system, but in integrated approach, the special education component is a part of the general education. In the inclusive education approach, the special education is an 'Integral Part' of the general education system. That is, from the special school concept to that of 'inclusive education' is an evolutionary process in the service of children with disabilities. (Premavathy & Geetha, 2006).

According to Dash (2012), integration involves coming from the outside. Integration programmes aim to involve children with diverse abilities into the existing classes and structures within a school. Integration helps the child to left into the pre-existing model of schooling to normalize the child. But in inclusion, all children are a part of the regular school system, so adaptation of the children of the school setting is not an issue because they are already a part of that system. According to Ware (1995), "inclusive education describes the restructuring of special education to permit all or most students to be integrated in mainstream classes through reorganization and instructional innovations".

In short, in integrated education the child is expected to fit into the existing curriculum, but in inclusive education the curriculum is adapted to fit the needs of every child. Ballard (1995) says, “inclusion, therefore, is conceptualized not as how to assimilate individual pupils with SEN into existing forms of schooling, but, instead, as how schools can be restructured in order to respond positively to all pupils as individuals”

Major Legislations on Inclusive Education at International Level

UN Convention on the Rights of Persons with Disabilities, 2006

This act ensures equal access to primary and secondary education, vocational education, adult education and lifelong learning. Education of persons with disabilities must foster their participation in society and the development of their personality and creativity.

The UN convention on the Rights of the Child, 1989

Article 2 of the convention focuses on ‘non-discrimination’ which considers inclusive education a reality. Education is the right of all children irrespective of race, colour, sex, birth or disability. Article 28 and 29 focuses on quality education and article 23 on disabled children’s rights.

Education for All, 1990

Education for all was launched at the world conference on education for all in Jomtien, Thailand. The declaration highlighted the need to universalize education and promote equity by ensuring that all marginalized groups gain access to education.

Salamanca statement ad framework for action, 1994.

The responsibility of every school to make arrangement and create favourable environment for the children having a variety of special needs. The world conference on special needs education was held in Salamanca. It provides directions on inclusive education. According to this statement,

- (a) Education systems should be designed and educational programmes implemented to take into account the wide diversity of these needs.
- (b) Those who have special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs.

The Millennium Development Goals, 2000

The targets in the millennium – development goals include access and completion of universal primary education by 2015. According to MDGs, if the disabled continue to be excluded from primary education, it will not be possible for countries to achieve the goal.

International Year and Disabled Persons 1981

The United Nations General Assembly announced the year 1981 as International year of disabled persons.

United Nations Decade of Disabled Persons 1983 - 1992

The period 1983-1992 is declared as ‘United Nations Decade of Disabled Persons’ by UNO. The main focuses were, to frame programmes and policies for the welfare of the disabled and to raise awareness in public about person with disabilities.

Biwako Millennium Framework

The UN-ESCAP consider 2003-12 as the Asian and Pacific Decade of disabled persons and is called as Biwako Millennium Framework. According to Renuka (2014), this framework selected seven priority areas which are,

- (a) Self-help organizations of persons with disabilities.
- (b) Women with disabilities.
- (c) Early detection, intervention and education.
- (d) Training and employment.
- (e) Access to barrier free environment.
- (f) Access to information and communication.
- (g) Poverty alleviation through capacity building, social security and sustainable livelihood.

National Legislations and Policies (Programmes, Acts and Schemes)

The differently abled persons have equal rights as those of others that in the Indian institution. Article 41 of the Indian constitution says, “The state shall, within the limits of its economic capacity and development, make effective provisions for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want”.

Article 45 of the Indian Constitution says, “Made a provision for free and compulsory education for all children up to the age and fourteen years”.

National Policy on Education, 1986

The NPE mainly focused on the removal of disparities in the field of education. To NPE, ‘the objective should be to integrate the physically and

mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence”.

The major measures will be taken accounting to NPE are;

- (i) Whenever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- (ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- (iii) Adequate arrangements will be made to give vocational training to the disabled.
- (iv) Teachers training programmes will be re-oriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children.
- (v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

Plan of Action (POA) 1986

The plan of action 1986, said that the education of disabled children in special schools are very costly, so will ensure the admission of such students in common schools. If not possible due to the disabilities, such children will be enabled in special schools. If the children admitted in special schools, when they acquired basic skills, will be admitted to the popular schools taken

National Policy on Education (NPE) 1992

At the request of the Central Advisory Board of Education, a committee was set up in 1991 to consider the modification in NPE, 1986. In

the section part IV of the NPE 1992, 'Education for Equality', the policy lay special emphasis on the removal of disparities and to equalize educational opportunity to all.

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

- (i) Whenever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- (ii) Special schools with hostels will be provided, for the children with severe disabilities.
- (iii) There should also be provisions for vocational training for the disabled.
- (iv) The teachers should be well equipped to deal with the special difficulties of the disabled children.

Programme of Action 1992

In the programme of action

- (i) Provision of integrated education for disabled children.
- (ii) Provisions of special schools and vocational training.
- (iii) Provision for special teachers and educational and vocational guidance personnel.
- (iv) Use of mass media and learning material in Braille.
- (v) Identification of the out of school handicapped children.

- (vi) Planning and implementation of educational programmes for the disabled children in regular schools.

Rehabilitation Council of India Act (RCI) 1992

In 1992, the parliament enacted the Rehabilitation Council of India Act, to standardize and monitor the training of special educators and other rehabilitation professionals.

The major objectives of RCI act are;

- (i) To constitute the Rehabilitation Council of India as a statutory body.
- (ii) To regulate the training of rehabilitation professionals.
- (iii) To maintain a central rehabilitation register.
- (iv) To promote research in rehabilitation and special education.

The RCI works for creating awareness about inclusive education. If the parents or teachers are not sensitized, then the disabled children are denied the opportunity to attend the school. So RCI mainly looks on these components. Training of special educators and resource teachers that can offer support services to children with special needs in regular schools is the responsibility of rehabilitation council of India.

The Persons With Disabilities (Equal Opportunities, Protection of Rights and Full participation) Act, 1995.

The PWD Act providing for education, rehabilitation, employment, non-discrimination and social security to persons with disabilities. This act covers seven disabilities as blindness, low vision, hearing impaired, locomotor disability, mental retardation, leprosy cured and mental illness.

According to the PWD Act, the governments and the local authorities shall,

- (i) Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years.
- (ii) Endeavour to promote the integration of students with disabilities in the normal schools.
- (iii) Promote setting up of special schools in governments and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have success to such schools.
- (iv) Endeavour to equip the special schools for children with disabilities with vocational training facilities.

The Act provides the following rights for persons with disabilities.

- (i) Right to free education in appropriate environment up to the age of 18 years.
- (ii) Right to equal opportunity with the non disabled.
- (iii) Right to full participation in the activities of the school at par with those who are non-disabled.

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

The National Trust Act seeks to protect and promote the rights of persons who, within the disability sector, have more marginalized than others.

The major objectives of National Trust Act are;

- (i) To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong.
- (ii) To strengthen facilities to provide support to persons with disability to live within their own families.
- (iii) To extent support to registered organizations to provide need based services during period of crisis in the family of persons with disability.
- (iv) To deal with problem of persons with disability who do not have family support.
- (v) To promote measures for the care and protection of persons with disability in the event of death of their parent or guardian.
- (vi) To evolve procedures for the appointment of guardians and trustees for persons with disability requiring such protection.
- (vii) To facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability and,
- (viii) To do any other act this is incidental to the aforesaid objects.

The National Trust Act mainly focusing to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self help groups.

Mental Health Act, 1987

The Mental Health Act focusing on to consolidate and amend the law relating to the treatment and care of mentally ill persons, to make better provision with respect to their property and affairs and far matters connected therewith.

The major objectives of this act are;

- (i) To regulate admission to psychiatric hospitals of mentally ill persons who do not have sufficient understanding to seek treatment on a voluntary basis.
- (ii) To protect society from the presence of mentally ill persons who have become a danger to others.
- (iii) To protect citizens from being detained in psychiatric hospitals without sufficient cause.
- (iv) To regulate responsibility for maintenance charges of mentally ill persons who are admitted to psychiatric hospitals.
- (v) To provide facilities for establishing custody of mentally ill persons who are incapable of managing their own affairs.
- (vi) To provide for the establishment of central authority and state authorities for mental health services.
- (vii) To regulate the powers of the government for establishing, licensing and controlling psychiatric hospitals for mentally ill persons.
- (viii) To provide for legal aid to mentally ill persons at state expense in certain cases.

Integrated Education for the Disabled Children (IEDC), 1974

The IEDC is a centrally sponsored scheme. Prior the Union Ministry of Welfare launched the centrally sponsored scheme of integrated education of Disabled Children and in 1982, this IEDC scheme was transferred over to the Department of Education of the Ministry of Human Resource

Development. The scheme aimed at providing educational opportunities to learners with disabilities in regular schools, and to facilitate their achievement and retention. The objective was to integrate children with disabilities in the general community at all levels as equal partners to prepare them for normal development and to enable them to face life with courage and confidence.

The IEDC scheme offers financial assistance towards the salary of special teachers, aids and other helps to disabled students, various training facilities for special teachers, removal of infrastructural problems, providing instructional materials, books and stationary allowance, uniform allowance, transport allowance, escort allowance, reader allowance etc.

Project Integrated Education for the Disabled Children (PIED), 1987

The major feature of the IEDC scheme was an association between regular and special schools to reinforce the integration process. The National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched the Project Integrated Education for the Disabled Children (PIED) in 1987. Its main aim was to strengthen the integration of learners with disabilities into regular schools.

Increasing the enrolment of the disabled children in general schools and improving the retention of disabled children in the general schools are the major objectives of the programme PIED.

District Primary Education Programme (DPEP), 1994

The District Primary Education Programme launched in 1994 initially with the help of World Bank. It was a major initiative to revitalize the

primary education system and to achieve the objective of universalization of Primary Education. The integrated education for children with disabilities was added as a component in DPEP in 1997. DPEP adopts a holistic approach to universalize access, retention and improve learning achievement and to reduce disparities.

The major objectives of DPEP are;

- (i) To provide all children access to primary education through either the formal or non formal stream.
- (ii) To reduce differences in enrolment, drop-out rates and learning achievement among gender and weaker section groups to less than five percent.
- (iii) To reduce overall primary dropout rates for all children to less than 10 percent.

DPEP mainly focusing on quality improvement and ensuring improvement in classroom processes. This is possible through modifying curriculum and teaching – learning materials, academic support etc.

Sarva Shiksha Abhiyan (SSA) 2002

The Sarva Shiksha Abhiyan programme was started in 2002 by the Government of India to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. Inclusive education is an integral component of SSA. Some changes have been incorporated into SSA approach with the passage of RTE Act. This

programme is an effort to recognize the need for improving the performance of the school system and to provide quality elementary education to all irrespective of the disabilities.

To ensure enrolment of all children by 2003, to give primary education to all by 2007, to provide eight year of elementary education to all by 2010, to ensure universal retention by 2010 were the major objective of SSA. With “zero rejection” as its main focus, the SSA programme provides support for the inclusion of children with disabilities in general schools at the elementary level. It means no child having special needs should be deprived of the right to education and taught in an environment according to the learning environment

Holistic views of education, equity for children with special needs, accessibility for children with special needs are the major principles of SSA.

The goals of SSA framed in 2015 are,

- (i) Open new schools in those areas where do not have schooling facilities and strengthen existing school infrastructure.
- (ii) Providing additional teachers to the schools who have inadequate teachers strength
- (iii) Provide quality elementary education including life skills for the children with special needs.
- (iv) **Right to Education Act (RTE) 2009**

The Right of Children to free and compulsory Education Act provides free and compulsory education to all children of the age of six to fourteen

years. According to this act, each and every child in the age group to 6-14 years will be provided 8 years of elementary education in his neighbourhood school. Children with disabilities will also be educated in common schools. All schools including private and government come under this act. The National Commission for Protection of Child Rights (NCPCR) has been assigned to monitor the execution of the RTE Act.

The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation – the persons with Disabilities Act.

The major highlights of the RTE Act are,

- (i) Free and compulsory education to all children in the 6 to 14 age group.
- (ii) Provides 25% reservation for economically disadvantaged communities.
- (iii) School infrastructure to be improved.
- (iv) Private schools to face penalty for violating RTE.

The Right of Children to Free and Compulsory Education (Amendment) Bill, 2010 amends the Right of Children to Free and Compulsory Education Act, 2009. According to the amendment, child belonging to the disadvantaged group is to include children with disability. Child with disability is defined as a child who is blind, leprosy cured, hearing impaired, locomotor disabled and mentally ill. It also includes children suffering from autism, cerebral palsy, mental retardation and multiple disabilities.

That is, a child suffering from autism, cerebral palsy, mental retardation and multiple disabilities has the same right to pursue free and compulsory elementary education which children with disability have under the Persons with Disabilities Act, 1995.

Rashtriya Madhyamic Shiksha Abhiyan (RMSA), 2009

The RMSA program started in 2009 to enhance access and to improve the quality of secondary education. Its main objective is to generate human capital and bring good conditions for accelerating growth and development. The RMSA scheme involves multidimensional research, technical consulting, implementation and funding support.

The major objectives of RMSA are,

- (i) Aims to achieve the Gross Enrolment Ratio (GER) of 75% from 52% for classes IX and X.
- (ii) Improve the quality of secondary education by confirming prescribed norms.
- (iii) Removing all barriers based on gender, socio-economic and disability.
- (iv) Universal access of secondary education by 2017.
- (v) Enhancing and universalizing retention b y 2020

RMSA also focusing on physical facilities like additional class rooms, laboratories, libraries, art and craft room, toilet blocks, drinking water provisions and residential hostels for teachers in remote areas.

There are a lot of support arrangements and institutions available for better implementation of RMSA. For reforms in teaching learning process,

curriculum, taking learning material, ICT education etc, there is National Resource Group (NRG). The Technical Support Group (TSG) provides technical and operational support to the teams of various levels.

Inclusive Education for Disabled at Secondary Stage (IEDSS)

The recommendations of Kothari Commission, The National Policy on Education 1986, The Project Integrated Education for Disabled 1987 and the Programme of Action 1992 gives the basic policy framework for education, focusing on correcting the existing inequalities. It focuses on reducing the dropout rates, enhancing the learning situations and encouraging the access of students who are not a part of the general education system. The National Policy on Education 1986 initiated some steps for integrating of children with physical and mental illness with the general community.

Various international declarations like Salamanca statement and Framework for Action on Special Needs Education (1994), Biwako Millennium Framework for Action (2002), Dakar Framework for Action (2000) and the UN convention on the Rights of Persons with Disabilities 2006 laid stress for some educational policy shifts to enable general schools to include children with disabilities.

The centrally sponsored scheme of Sarva Shiksha Abhiyan (SSA) has one Inclusive Education intervention to provide support for the children of age 6 to 14 years with disabilities in general schools at the elementary level. In Kerala, the Integrated Education for the Disabled Children (IEDC) is introduced under the District Primary Education Programmes (DPEP). The IEDC scheme was introduced with a view to providing educational opportunities for children with disabilities in general schools, to facilitate

their retention in the school system. The increase in enrolment of children with disabilities at the elementary level has created a demand for inclusive education at the secondary stage. So a new scheme for the disabled children at the secondary stage is essential. Therefore, a new scheme Inclusive Education for the Disabled at the Secondary Stage (IEDSS) is introduced in place of IEDC scheme for children of class from IX to XII with effect from April 2009. IEDSS mainly aims to enable all children with disabilities to have access to secondary education and to improve their enrolment and achievement. Under the scheme of IEDSS, every school is proposed to be made disabled friendly.

The IEDSS scheme will cover all children of 14+ age passing out of elementary schools and studying at secondary stage with one or more disabilities as defined under persons with Disabilities Act and National Trust Act. The major disabilities under IEDSS scheme are,

- (i) Blindness
- (ii) Low Vision
- (iii) Leprosy Cured
- (iv) Hearing Impaired
- (v) Locomotive Disabilities
- (vi) Mental Retardation
- (vii) Mental Illness
- (viii) Autism
- (ix) Cerebral Palsy

Later cover (i) speech impairment and (ii) learning disabilities.

Aims and Objectives of IEDSS

Aims

- (i) Provide opportunities for all students with disabilities completing eight years of elementary education to complete four years of secondary schooling in an inclusive environment.
- (ii) Provide all the necessary opportunities and facilities to the students with disabilities in the general education system at the secondary level.
- (iii) Backing the experience of general school teachers to meet the needs of children with disabilities at secondary level.

Objectives

- (i) Each and every child with disabilities will be identified at the secondary level.
- (ii) The students in need of aids and appliances will be provided.
- (iii) The architectural barriers in the schools are to be removed.
- (iv) The students in need of learning materials will be provided.
- (v) To teach the students with disabilities, the general teachers at the secondary level will be provided with basic training.
- (vi) To provide various support services to students with disabilities like appointment of special teachers, establishment of resource room etc.
- (vii) Starting of model schools in every state to develop inclusive education practices.

Type of the Scheme

IEDSS is a centrally sponsored scheme and the central government will assist the states to implement the programme in general schools. 100%

assistance would be provided to the states by the central government. But the assistance for the IEDSS programme subject to the policy guidelines and conditions of the respective states.

Components of the Scheme

It is insisted to provide two educational facilities under the IEDSS scheme for the disabled children in schools at the secondary level.

The IEDSS scheme includes two types of components. They are;

- (i) Student Oriented Component
- (ii) Other Components (relating to infrastructure, teacher training, awareness generation etc)

(i) Student Oriented Components

Student oriented components means the facilities that are provided for the upliftment of disabled children. It includes medical and educational aspects, uniforms, books and stationery, transport allowance, reader allowance, stipend, lodging facilities, teaching learning materials etc.

According to this programme, every disabled child gets Rs. 3000/- per year as the costs of books and stationery, and other related services mentioned above. The child also gets Rs. 600/- per year as scholarship.

Disbursement of Rs. 3000/- for the disabled students may be spent on the following grounds.

- (i) Identification and assessment of children with disabilities.
- (ii) Provision of aids and appliances to all children.

- (iii) Access to learning materials.
- (iv) Provision of facilities like transport facilities, hostel facilities, scholarships, books, uniforms etc.
- (v) Stipend for girl students with disabilities.
- (vi) Access to technology by using ICT.
- (vii) Development of teaching learning materials.
- (viii) Support from an interdisciplinary team of experts in various fields.

(ii) Other Components

Other components include appointment of special education teachers, special allowances for normal teachers, teacher training, orientation of school administrators and community members, provision for barrier – free environment, provision of resource room etc.

These components would be as follows;

- (a) Removal of architectural barriers to ensure that students with disabilities have access to reach each and every place of the school.
- (b) Various types of training programmes run by national institutes for special and general school teachers.
- (c) For effective implementation of the programme, orientation be given to principals, educational administrators etc.
- (d) For developing teachers training programme, importance be given to strengthening of training institutions.
- (e) Developing the facilities in the resource room for the disabled students.
- (f) Appoint of special teachers in every school for their smooth functioning.

- (g) Some schools to be changed as model inclusive schools to run the programme in an efficient manner.
- (h) Focusing on administration, research and development, monitoring and evaluation.
- (i) Environment building programmes up to Rs. 10000/- per programme at local level.

Other Supports

The children with disabilities may not require adaptation at the secondary level in the teaching learning process. But some students require some sort of adaptation. Some students require adaptation in examination procedures. That is, they require some adaptation in evaluation procedures according to their special needs. Sometimes, there may be provision for alternative modes of examination for children with disabilities.

Partnership and Linkages

The partnerships and linkages will help in creating or mobilizing resources and funds for addressing the needs of children with disabilities. Linkages with different organizations like Ministry of Social Justice and Empowerment, Rehabilitation Council of India, National Trust etc. The co-ordination in different committees at different stages will help in the effective implementation of the programme of inclusive education at the secondary level. The co-ordination of community members, parents, teachers etc. is also very important.

Regulations for Relaxation of Rules

For the successful running of inclusive education at the secondary level, there must be some relaxation of rules for the disabled students. Various authorities and governments will make provisions for the relaxation of rules related to admission, age limit for admission, promotion, examination procedure etc. At this level, the disabled students beyond 18 years will be supported for a period up to 4 years to help them completing secondary schooling.

Implementing Agencies

The IEDSS will be implemented by the education department of the state governments directly. In Kerala state, the IEDSS programme will be complemented through the District Institute of Education and Training (DIET's) in each district. The state may also include Non Governmental Organization (NGO's) in the implementation. The implementing agency should set up one Administrative cell to implement, monitor and evaluate the programme.

Monitoring and Evaluation

There must be feedback from functionalities at different levels about the implementation of IEDSS. The existing administrative cell under IEDC save the purpose of monitor and evaluate the IEDSS programme. If there is no administrative cell, such states take education department to evaluate the programme. The administrative cell consists of,

- Deputy director
- Co-ordinator

- Stenographer
- Lower Division Clerk

At the national level, this duty is taken by Ministry of Human Resource Development (MHRD) with the involvement of NCERT and NUEPA. The data on the enrolment and performance of disabled children at the secondary level need to be kept by the states. The state governments collect the data and forward it to the MHRD. Every state government has their own mechanism to monitor the functioning of IDESS. Collaborations with various agencies are used for it. These various agencies include SCERT, DIETs, Resume Centres, various stages of cluster level resources etc. Non-Governmental Organizations (NGOs) also have a crucial role in evaluating the programme of inclusive education at the secondary level.

Samagra Shiksha Abhiyan

In the order number F.No.2-16/2017-EE3 , the ministry of Human Resource development introduced a framework for the implementation of a new programme Samagra Shiksha abhiyan for promoting education in schools at all levels.

The Union Budget of 2018-19 has proposed a new programme called Samagra Shiksha Abhiyan by subsumes three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA) and Teacher Education (TE). Sarva Shiksha Abhiyan targeted at primary schooling (class 1-8) and Rashtriya Madhyamic Shiksha Abhiyan targeted at secondary schooling (class 9-12). The new scheme Samagra Shiksha Abhiyan treated school education holistically from pre-school to 12th class. This

integrated scheme on school education aims to provide education to all children including children with differential abilities from pre-school to class 12 in view of Sustainable Development Goals (MHRD, 2018).

The rationale for integrating the new samagra Shiksha Abhiyan is a need to rationalize the resources. The major objectives of the programme are,

- Provision of quality education
- Enhancing learning outcomes of students
- Bridging social and gender gaps in school education
- Promoting Vocationalisation of education
- Strengthening teacher education institutions like SCERTs and DIETs to improve quality of teachers
- Providing more annual grant per school for strengthening of libraries

The samagra Shiksha Abhiyan encapsulates elements of previous schemes and focuses on digital education by giving emphasis on integration of teacher and technology. This scheme will cover all children with differential abilities from preschool to 12th class. This scheme will cover all children with special needs with one or more disabilities as mentioned in the scheme of disabilities of the Right of Persons with Disabilities (PWD Act) studying in all schools functioning with and without government grant.

Section II

Review of Related Studies

When the theoretical framework provides theoretical foundations, the review of related studies provides practical foundation of the research. The major aim of reviewing the studies is to determine what has already been done that relates to the core of a study. Familiarity with the literature in problem area helps the researcher to discover what is already known, what others have attempted to find out, what methods have been promising, and what problems remain to be solved (Creswell, 2011). Review of related literature is an essential part of any research work. According to Merten (2010) review of literature establishes historical perspective on the intended research provides a vision of the need for additional research and enables the researcher to develop a conceptual framework for the research.

Review helps to locate, read, evaluate and report all the related research works in the area of the study. Review of related studies provides knowledge accumulated from already existing studies and works in the field of special education, integrated education and inclusive education. This chapter presents description of reviewed research reports and studies related to the area of the present study.

The study on perceptions and experiences of inclusive education (2018) among parents of children with disabilities in Lagos, Nigeria by Brydges and Mkandawire and they collected empirical findings from Nigeria and applies theoretical perspectives from the social and cultural models of disability to examine the everyday experiences of parents of children with

disabilities in relation to inclusive and special needs schools. The study was conducted to engage with the lived experiences of parents of children with disabilities. The research findings were analyzed through thematic content analysis to identify perception and experiences of parents of differently abled children. Through the findings it was cleared that with the limited capacity of the state to deliver inclusive education, the parents of differently abled children expressed their mixed feeling about the policy, some applaud the system while some others saw it as threat to their children's social and cultural integration. The finding show that the perception there is a perception where some disabilities are includable within the country's inclusive learning settings than others , based on a cultural logic that places different disabilities on a hierarchy.

The Special Interest Group (SIG) of British Educational Research Association (BERA) provides a forum for evaluating the various aspects for inclusive education (2018). The major concerns are with methodological and ethical aspects of research into inclusive policy, practice, pedagogy, culture and environmental situations. The area of interests are international in scope and span formal and informal education, as well as the compulsory and pre- and post compulsory sectors. SIG with diversity of its membership comprises researchers together with policy makers and practitioners who are interested and promoting and using high quality research in the broad field of study. The

diverse perspectives and interests bring vibrancy to our discussions and encourage as challenging ourselves and others in the pursuit of developing and understanding education which is more inclusive.

The SIG set the aims are,

- Help the investigators to develop their knowledge in the field of inclusive education
- Help to combine the researchers with policy makers whose work focuses in this field
- Motivate the critical thinking capacity on the development of inclusive environments
- Encourage developments in inclusive research approach.

Choudhary (2017) said that the right of every child to education is declared in the Universal Declaration of Human Rights (1948). In the study, “Rights of Children with special needs and its practice in the schools” analyzed the child rights which are rights to survival, rights to protection, rights to development, free and compulsory education as per Right to Education Act 2009 and the Rights of Children with Disabilities as per revised (PWD Act). To this study, the major issue in the development practice is to meet the educational needs of all children.

Cowley (2017) in the study "preparing critical, secondary special Educators: An inclusive Disability studies approach" explores teacher preparation as the logical site for cultivating praxis for secondary inclusive

education. The investigator describes a University course on inclusive education for preparing critical special education teachers. The author offers disability studies in education as a theoretical frame work for supporting critical thought and creating just and inclusive education practices for students with disabilities. The author than outlines two themes that ground the architectural design of the course: rethinking students and redesigning pedagogy. In preparing critical special educators it is our job to help students not only see the expression of exclusion and to provide them with concrete ways to create change and remain resilient.

Paleeri and Soja (2017) on their study on “Development Delays and Disorders Associated with Learning Disabilities: Measures to Refurbish and Outshine at Babyhood” tried to answer the questions about learning disability. Learning disabilities are not a matter of difficulties in learning subject contents. To this study, learning disabilities are disabilities to perform any task. Identifying learning disabilities at childhood is possible. After that, the associated disorders and development delays of learning disabilities are easily observable. An expert can easily identify the delays or disorders. The parents can also help to find out the problems. The parents make a lot of attempts to increase the various skills of the child from the babyhood itself. Many problems of learning disabilities that may occur in future can be refurbished by parents’ practices.

Sajna (2017) in the Study “Inclusive education – a true perspective” says inclusive does not simply means the place of differently abled children in general education classes. Inclusion means all students are welcomed by their neighbourhood schools and participate in all aspects of the life of the school.

Inclusive classroom is a general education classroom in which all students learn together. Inclusive education must consider all students as individuals and should recognize the individuality of such pupils. The school system of a nation must be adjusted to meet the needs of all its children.

Sarkar and Chaudhuri (2017) in their research “Attitudes of the secondary school teachers towards inclusive education” intended to explore the attitudes of secondary school teachers of West Bengal towards inclusive education. The major objectives of the study were to explain the directions of attitude of secondary level school teachers, attitude of teachers based on gender and the attitude of teachers based on experience. The study was quantitative descriptive survey and a sample of 100 teachers was selected. The study showed that teachers with less than 5 years of teaching experience have shown both positive and negative attitude was 70% to 30% respectively. The teachers with teaching experience 5 years and above have shows the positive and negative attitude was 46.7% and 53.3% respectively. The findings showed that most of the secondary teachers without considering gender and teaching experience had positive attitude towards inclusive education.

Sharma (2017) in the study, “Stakeholder perspectives on barriers and Facilitators of inclusive education in the Solomon Islands” reports perceived barriers and facilitators of disability- inclusive education, and outcomes of an effective system of inclusive education in the Islands. Data were gathered from stakeholders as parents of differently abled children and government representatives. The study found a unique perspective on disability- inclusive

education and provided insight in to possible directions towards a more inclusive system.

Fonseca (2016) conducted a field work on the study “Inclusion Experience Speaks” based on the approach ‘conversation as research’ in which conversations about experiences in inclusion with principal, teachers, students and parents during school hours. The study found that inclusion had a broad positive effect on all students. The inclusive education system provides all students with lessons in co-operation, consideration of others and respect for diversity. A satisfied inclusive system reflects the Indian Society a whole.

Lianchawni (2016), in the study “Teacher Education in special education” said that the standard of an educational system depends on the quality of teachers and the education of teachers plays a good role in Human Resource Development. Teacher Education in special education aims to stimulate and develop the preparation of teachers who work for children with disability. The study found that integrated teacher education programmes are very necessary to provide equal educational opportunities to all learners. Teacher education programmes in special education with specialization in a particular field of disability may be needed for the teachers who wish to work in special schools and those differently abled students who could not be mainstreamed in general schools.

Krishna and Ramaniah (2015) in their research “perceived stress among parents of children with Mental Retardation set the objective as to elicit and quantity the stress experienced by the parents of children with

mental retardation. The results of the study revealed that parents of children with mental retardation have high level of perceived stress in all areas. Children with mental retardation lack adaptive skills due to which the family members help them on their simple daily skills like eating, dressing, toileting etc. The study concluded that parents of children with mental retardation experience high level of stress and burden in many areas.

Premila and Arul Mary (2014) in their study, “Building Disability Awareness among Students is Need of the Hour” says disability is a part of human condition. In the past the attitude towards persons with disabilities has been one of charity, today persons with disabilities have changed this perception to make it their ‘right’. The census of India 2011 says that India has 12 million children living with disabilities. The study recommended that the teachers should be encouraged to help students develop cooperative relationships. The state should ensure that the differently abled students are an integral part of the educational system. Inclusion of differently abled children in regular class rooms helps to interact with their peers and it develops their social skills. The peers’ positive attitude acceptance is a must for the success of inclusive education. To promote positive attitude and acceptance towards differently abled children, the peers need to know and understand about disability and differently abled children.

Cowley (2013) conducted a study to examine the integration of technology with the differently abled students, the use of one -to -one computing when used in inclusive class rooms. The analysis from teachers and students revealed perceived learning benefits and barriers of using one-to-one computing. One significant benefit of one-to-one computing was how it

assisted the teacher's integration of 21st century skills in the curriculum. The integration of one-to-one laptops leveled the playing field for students with differential abilities by increasing access, promoting social benefits, and practicing the content at their level.

Mander (2012) published an article "Resisting exclusion", in the daily "The Hindu" on July 1, 2012. In this article he reported that, as excluded people whose human rights are most consistently violated, many of them today are investing a great deal of hope in a strong law, as a decisive instrument in struggles to secure and defend their rights. The current persons with Disabilities act 1995 is acknowledged to be outdated and too weak and a new law is therefore currently under consideration of the Government of India. Many lively and important debates have risen among disability organizations about many features of the proposed new law for disability rights. One of the most important questions relates to how disabled people should be defined. Another great challenge in drafting a law for disability rights is the great between disabled people, not just in terms of the grange of physical disabilities, but also their socio-economic situations. According to him no law in 8 can be used by organized collectives of disabled people to resist 'and ultimately reverse the intense exclusion and discrimination which characterizes the lives of most disabled people.

Jasmine (2012) conducted a study to find out the constraint experienced by school teachers in the education of children with special needs under inclusive education and the study revealed that teachers have constraints in the education of CWSN under inclusive education, regarding instructional constraints, supporting organizations, administrative constraints,

and infrastructural constraints and in dealing with parents arguments have been advanced for the inclusion of children who have disabilities. Research studies reveal that due to inclusion some beneficial effects can be seen on such children. A number of barriers to the provision of inclusive education have been identified; including attitudes and beliefs of teaches and parents, need for training ad adequate support services and resources.

Usha, & Thankam (2011) made an attempt to study the “Relationship between teacher awareness and teacher Attitude towards inclusion of pupils with Learning Differences”. For this purpose, a sample of 498 teachers and teacher trainees was selected using random sampling technique. Mean difference analysis revealed that significant Mean differences exist in awareness towards inclusion of pupils with Learning Differences for Urban/ Rural, Aide/ Unaided and teacher trainees: No significant difference was found between male/ government/ private-aided and government/ unaided samples.

Trani, Kett, Bakhshi and Bailey (2011) were conducted a study on “Disability, vulnerability and citizenship: to what extent is education a protective mechanism for children with disabilities in countries affected by conflict?”. Humanitarian crisis as a result of conflict are often characterized by failure of the social contract between the State and the citizens. For a variety of reasons, children with disabilities are often particularly vulnerable in time of humanitarian crisis. This paper draws on research undertaken by the authors in a series of countries affected by conflict and looks at how the politics and policies of such countries, and the humanitarian and development agencies working in them, continue to exclude children with disabilities from

formal and informal education structures. It will be argued that this exclusion not only impedes progress on inclusive education, but also wider implications as education programmes are often conduit through which a number of additional child protection mechanism are implemented. Children with disabilities who are not in the formal education system are therefore at risk not only of missing out on education opportunities, but also excluded from critical child survival initiatives, thus increasing their vulnerability.

Pather (2011) conducted a study, “Evidence on Inclusion and Support for learners with disabilities in mainstream schools in South Africa, off the policy radar. “This article focuses on research which shows that learner with disabilities are in fact being successfully included within one of here mainstream schools, by default and With a range of available support, despite not being designated as a “full-service school”, The study is based on interviews with staff and non-disabled students. Findings reveal an existence of teacher, peer and community support, including from a neighbouring special school, suggesting a notion of inclusion which was about naturally putting values into action.

Kalyanpur (2011) conducted a study “Paradigm and paradox: Education for All and the inclusion of children with disabilities in Cambodia.” In keeping with international guidelines and to meet the target of Education for All (EFA) by 2015, the Cambodian Government with assistance from non-government and aid organizations, has instituted several initiatives towards including children with disabilities in the educational mainstream. This paper examines these efforts within the context of Current socio-political-development and the general educational system in Cambodia,

and argues that the cultural traditions of elitism and social hierarchy and the uniquely post-Khmer Rouge context of severely limited human resources are paradoxical to the value of universal access and quality imbedded in EPA and inclusive education: It concludes that international guidelines for EPA and inclusive education can serve as much to circumscribe as to galvanize policy direction in developing countries.

Dawn (2010) in the study, “Inequalities in Education of Women with Disabilities in India” said that the differently abled women remained invisible from the writings on gender and on disability. The study said that the access to education by girls with differential abilities is affected by their type of disability, the background of the family, their area of residence and some other factors. In poor families, the limited resources are used to educate the boys and the differently abled girls are ignored. The rate of enrolment of girls is relatively lower than that of boys. Accessibility to the schools remains a major obstacle for differently abled girl children. The study suggested generating awareness in the general community, the people related to education and the parents of differently abled women.

Thomas (2010) conducted a study on the attitude of teachers and parents of secondary school children towards inclusive education. Majority of parents have a positive attitude towards inclusive education. Majority of teachers have a positive attitude towards inclusive education. There is no significant difference between teachers of normal children and teachers of differently abled children with respect to their attitude towards inclusive education.

Inclusive education; has had a long history of support from research and policy, yet remains - controversial within same parent groups. In a study Dupasquier (2011) state Montreal parents of typically developing children and children with disabilities of elementary school age learning in an inclusive classroom were asked to give their opinion - regarding the effectiveness of their child's inclusive classroom. Quantitative and qualitative data were collected through questionnaire and telephone interviews.

Singh and Dutta (2010) conducted a study on the acceptability of exceptional children. Inclusive Education is an attitude of acceptance of diversities in the classroom. It means that each child is unique and may require diversified teaching in the classroom to develop like his/her peers. Inclusion thus has been defined as the acceptance of all pupils within the main stream education system taught with in a common framework and identified as the responsibility of all teachers.

Kim (2010) the study was designed to understand how high school educators perceive and implement inclusive education in the Republic of Korea. Specifically, the study included the educators' points of View on inclusive education and how these differed according to educators' roles (i.e. as general education teachers, special education teachers or school principal). Additionally, the study examined how the educators' perceptions impacted the way they practice inclusion in the classroom. Qualitative case study methodology, using multiple data sources such as in-depth interview, classroom observations, and document reviews, was used to answer the research questions. The study findings suggest that the educators working at the same high school and working with the same students with disabilities,

have different ideas about inclusive education. In addition, study findings show that each teachers complements educational services differently, based on his or her understanding of inclusive education.

Hargrove (2010) conducted a study on “The Views of general education teachers on teaching in inclusive classrooms”. This qualitative case study was designed to investigate general education teachers’ perceptions about inclusion. The conceptual framework for this study is supported by Bandura’s research on self-efficacy within the social-cognitive theory. This qualitative research included triangulated data from teacher interviews, artifacts, and classroom observations. The findings of this study revealed that professional development and training for general education teachers on inclusion was underprovided but considered necessary.

Djietor, Okai, & Kwapong (2010) were conducted a study in “Promoting Inclusive Education Ghana”. The Government of Ghana has put in measures for promoting inclusion from basic through to tertiary level of education. Some of these measures Include expansion of school facilities, implementation of Free and Compulsory Universal Basic Education (FCUBE); the change of policy on girls who drop out of school due to pregnancy for them to return and the school feeding programme for & promoting retention in school. These efforts have yielded some results such as increase in enrolment of all levels of education. Using a combination of quantitative and qualitative data, this study discusses the measures for promoting inclusive education in Ghana, issues emerging and strategies for improvement.

Ciyer (2010) conducted a study of the Role of UNESCO and local Educators. According to UNESCO's 2010 Survey Results of 58 member countries, 34 of the countries had less than 1 percent of children enrolled in special education programmes. Ten of these countries provided special education provision for less than .01 percent of children. However, the demand to educate students with disabilities in inclusive educational settings continues to grow. In this study, the purpose was to better understand the processes of local adaptation and modification of UNESCO's inclusive education policies, the possible resistances to global forces in inclusive education in Turkey, and the consequences of the implications of those policies in Ankara, Turkey from educator's Views. The discussion of the policy and document analysis section helped to make connections between the global inclusive education policy changes and local practices as the Turkish education system. In the second part of the study, semi-structural interviews were conducted with local education in Ankara (teachers, administrators, and academic advisors) and policy makers from the Ministry of National Education. In light of the findings, possible reasons behind the gap between theory and practice and the discrepancies between western and Turkish interpretations of inclusive education in Turkey are discussed.

Iqbal and Nasheed (2009) in their study on gender difference in adjustment among physically challenged and normal children. The total sample comprised of 80 children. Out of these, 40 were physically challenged and 40 were normal. The 40 physically challenged children were further divided into male and female children of 20 children in each group. Thus a 2 x 2 factorial design was used in the investigation. The age of children ranged

from 14 to 18 years. All children were randomly selected. Results showed significant main effect of gender at 0.01 level on emotional adjustment. Main effect of group and interaction effect were not found to be significant at 0.05 level on this dimension. On overall adjustment main effect of group, gender and interaction effect were not found to be significant at 0.05 level.

Mangal (2009) in his work “ Inclusion: A challenge for new generation Teacher’s” call upon teacher trainees to get themselves fully prepared for the duties responsibilities that are to be shared by them in the bigger challenge of introducing inclusion as the fundamental policy of school education. The challenge becomes too tough and crucial when we are faced with an unusual responsibility or say compulsion of meeting the needs of all children irrespective of their status of normality or exceptionality within the existing normal set up of the schools.

Manason (2009) conducted a multiple case study and the purpose was to explore educational policy and practices for educating students with moderate cognitive disabilities in segregated and inclusive school in Thailand. This study utilized constructivist research methodology to examine the perspectives of parents, teachers, and school administrators who are involved in educating these children at schools in Bangkok, Thailand. The schools in this research were selected because they represent two completing different models of a segregated school and a pilot inclusive school for students with moderate cognitive disabilities.

Hulgin and Drake (2009) in the article “Inclusive Education and the No child left behind Act: resisting entrenchment “examines inclusive

education in view of the current US policy climate. The No Child Left Behind Act (NCLB) provides the Opportunity to examine dominant social forces and the underlying theories of mechanism and positivism that run counter to a constructivist approach to inclusive education. The incompatibility of these theories is explored in terms of four factors that influence efforts to implement change: images of teaching and learning, images of organization, approaches to policy and organizational characteristics, The frame work provides a means of clarifying and working to restore the movement towards inclusive, education within local schools and communities.

Hills (2009) in a study says that education has undergone numerous overwhelming changes. Educators face the challenges of educating students with disabilities within the general education classrooms for inclusion to be successful, teachers must receive the appropriate training to adjust their teaching styles as well as expand their attitudes. This study intended to determine the attitudes of elementary school educators within a public school setting and to determine if additional training was necessary to increase their ability to instruct students with disabilities. The study employed quantitative and qualitative methods. The results of the study indicated that most educators possessed a positive perception of students with disabilities but were not confident in their abilities to teach inclusively. Teachers decreased the advantages and disadvantages of teaching in an inclusive education setting as well as support needed to be successful. Issues teachers noted as hindrances to the educational setting were behaviour of special needs students lack of planning time for general and special education teachers, lack of materials,

and lack of resources such as technology and personnel. Results of the survey and interviews were discussed and analyzed.

Gaudet (2009) explores the developments and contributing factors leading to the current model of inclusive special education services in the Eastern School District of Canada. The district is one of three provincially governed districts and has a total enrolment of 13,290 students in its 43 schools. Responsive evaluation employing case study is used in which documentation, archival data and participant observation are analyzed and highlight the challenges within the District as they compare to other jurisdictions. Emerging themes of increased demands on teachers, lack of consistency and the availability of support structures reflect struggles experienced within the system as well as regionally and globally. This, study concludes with suggestions for consideration for an improved inclusive-special service delivery model.

Cox (2009) conducted a study on the commitment of elementary school teachers to inclusive education for children with disabilities. The purpose of this study was to investigate the commitment of elementary school teachers to inclusive education for student with disabilities, and whether the commitment to inclusive education between general and special education teachers was equal. The data indicated that special education teachers appear more committed to inclusive education than their general education counterparts. In addition many of the early roadblocks to inclusive education such as, needed support from administrators and ancillary personnel dealing with students with disabilities, lack of resources, time for collaboration etc.

Emery (2009) focused on inclusive education says that despite the trend toward inclusive education for all students, there is little research that focuses on the academic achievement of students with Specific Learning Disabilities (SLD) and Other Health Impairments (OHI) in inclusive classrooms. The purpose of this non experimental quantitative study was to analyze and compare the academic achievement of middle school students with SLD or OHI in inclusive co teaching classrooms and in resource classrooms to determine in which setting students with SLD or OHI demonstrate higher achievement on state standards in reading and math.

Sharma (2009) conducted a study in inclusive schools of Bareilly city and found that learning disabled children have low self esteem as compared in non-disabled children. There was difference in self esteem by the learning disabled boys and girls. Learning disabled and nondisabled boys were found different with regard to their self esteem where as learning disabled and non disabled girls have not found different with regard to their self-esteem.

Sims (2008) made a study on teachers' attitude towards inclusive education. The purpose of this study was to explore the perceptions of regular and special education teachers towards inclusion and how their attitudes impact the implementation of inclusion into the regular education classroom.

Madsen (2008) in the study investigates the expansion of teacher educators involved in a mandatory inclusive education course for pre service teachers at one Canadian Post Secondary Institution. The realm of inclusive education discussed in this study involved education for the meaningful inclusion of all learners, with a focus on those students who are at risk of

exclusion due to their ethnicity, culture, gender, sexual orientation, socio-economic status or ability. This study draws on a critical framework and employs a multi method research design that utilizes a qualitative case study involving semi-structured interviews and document analysis. In exploring the intersection between teachers education and inclusive education, this study investigation the rationale and development behind the inclusive education course and the challenges faced the successors experienced by faulty involved with the course.

Kalyan Pur (2008) studied “Equality, Quality and Quantity: Challenges in Inclusive education policy and service provision in India.” Despite Government efforts to provide services for children with disabilities in line with recommendations from international aid agencies, the 2003 census of Individuals with Disabilities found that over 90% remain unserved. This paper identifies some of the limitations of ' these efforts in the context of the census findings, with particular reference to the issues of under-representation of specific groups and identification. The 2003 Education for All (EFA) programmes and recent policy initiatives, the Right to Education Bill 2005, the Action Plan for “Inclusion in Education of Children with Youth with Disabilities (IECYED) 2005 and the National Policy for persons With Disabilities 2006, are examined for their responsiveness to these concern.

Evangelia (2008) in the study made an exploration of inclusive educational practices for students with disabilities within the European Union, and more specifically in selected regions in France and Malta. Educational practices are comprised of the environment in which education takes place, the activities in which teachers and students participate, and the interactions

among teachers, students with and without disabilities, and other stake holders.

Baglieri (2008) said inclusion generally describes school arrangements in which students with and without labeled disabilities learn together in general education settings. Over the past decades inclusion has been emphasized as an integral step toward equity in education, the expansion of civil rights and societal integration of disabled persons. Analysis of past research on teachers attitudes towards disability reveal contradictions and inconsistencies ,which prevent teacher educators from making informal decision about curriculum directions toward inclusive education. Te purpose of this interpretive study is to query whether and how a graduate level teacher education course can provide a learning context that shapes and informs teachers' values and beliefs related to disability and inclusion.

Ryan (2007) focused the study to determine any difference in Minnesota high school teacher attitudes regarding inclusive education between rural and non-rural teachers, and between teachers with a bachelor's degree as their highest earned degree and those with a master's degree as their highest earned degree. The overall results showed that both the degree earned and the school setting proved to be significant at .05 level. Teachers teaching in rural districts reported a more negative attitude towards inclusive education then teachers teaching in a non-rural setting. Teachers with a master's degree as their highest degree earned reported a more positive attitude toward inclusive education than teachers with a bachelor's degree as their highest degree earned.

Singal (2006) in the study, “Inclusive education in India: International concept, 'national interpretation’”, examines education of children belonging to marginalized groups, with particular reference to children with disabilities, with in the Indian context, based on an analysis of post independence Government documents, various educational provisions made available for children with disabilities are focused, It explores the Indian Government's focus on the development of special schools, its efforts towards integration, and the more recent emphasis on inclusive education. Furthermore, it attempts to elucidate “Inclusive Education” as understood in various official documents. The article concludes by arguing for a need to develop a contextual understanding of inclusive education that is reflective of current educational concerns in India.

Footman (2006) in his research explores issues that impact inclusive education by examining the expressions, perceptions, and responses of general educators about their attitude on educating special education students in the general classroom with regular education students. The purpose of this quantitative comparative study was to determine whether educators' attitude about inclusive education affects student academic performance.

Singal (2005) in the study “Mapping the field of inclusive education: a review of the Indian literature”, reviews the literature in the field of inclusive education in the Indian context with an aim to elucidate the different perspectives in its understandings and various conflicts in its conceptualization, while identifying significant gaps. The study begins by adopting a chronological approach, tracing the development of this concept. Further engagement with the literature was to seek answers to questions such

as that are included, into what they are included and why they are included. Based on reflections gathered from the literature, it is noted that the field of inclusive education is driven by a rather narrow and limiting perspective. It is therefore argued that inclusive education must be regarded as an approach encompassing the broader education system. Only when understood as such, can we fulfill our goal of Education for All.

Schneider (2005) studied that inclusive education is educating students with special needs in general education classes. Historically, special education and inclusive education has evolved with new legislation. Past studies have focused on teachers' and principals' attitudes towards inclusion. The present study is concerned with what teachers do in their classrooms. A qualitative phenomenology was conducted. Using snowball sampling, thirty in-service general education teachers were in ten neighbourhoods of Brooklyn, New York were interviewed to answer the following questions. What recommendations do New York City Public School general education teachers have for future teachers about how to succeed at teaching inclusive classes? What skills do the teachers identify as salient and vital to the success of inclusive education? What training do teachers recommend for future teachers to become proficient at using the recommended strategies and skills? Results indicate that teachers cite personal qualities as key to success when teaching inclusive classes. Additionally, among other suggestions teachers maintain that there is a strong need for training in collaboration, behaviour management, using a variety of teaching techniques and symptoms of disabilities.

Sandill and Singh (2005) are of the View that parents are crucial component to educational change. Invoking their understanding is necessary to ensure positive communication between home and school. Parents of both disabled and non- children need to understand inclusive education as .a positive communication between home and school. Parents of both disabled and non-disabled children need to understand inclusive education as a positive component of their child's education.

Goodmen (2005) studied on perceptions of secondary school counselors and their roles and responsibilities in inclusive education found that today, students with special needs are being held to the same academic standards as their non disabled peers. Concurrently, more students with disabilities are participating in the regular curriculum inside the regular classroom. Interviewing was employed as the primary methodology for gathering data. The findings indicated that guidance counselors are critical to successful inclusion, yet their roles have been overlooked.

Bozeman (2005) the purpose of the study was to determine the attitude of classroom teachers towards inclusive education. The study was conducted within a single rural school system in Laurens Country in middle Georgia. The study indicated that 68% of the 121 participants held a neutral attitude toward including students with disabilities in the general classroom.

Hyde and Power (2004) in the study on itinerant teachers of the deaf and hard of hearing in four Australian states was conducted to determine the personal and professional characteristics of these teachers and their work with students. Elements surveyed included professional training and backgrounds

of the teachers, their experience in regular and special education, the basis of their workload determination, the roles they adopt to meet the perceived needs of their students, and factors which describe their effectiveness in service delivery. State differences in these factors were presented and possible causes of similarities and differences and their implications for policy development and service delivery discussed.

Sharma (2002) in his study “Attitudinal Changes-Breaking the Psycho-social Barriers”, traces through history how attitudes of people towards children with disabilities have changed over a period of time. The trends in the paradigm of education of children with special needs and the need for interventions for bringing about a change in the attitude of people have been mentioned. Strategies that can be used by teachers for reformulating the attitudes are based on a study of a sample of 40 teachers from integrated schools. The study focuses on the factors responsible for changing attitudes of people towards children with disabilities. The interventions for bringing about a change in the attitudes have been discussed.

Julka (2003) a faculty of NCERT conducted a research based on the findings of the study that attempted to investigate the current provisions and practices existing in ten States of India for the education of children with disabilities and how the particular development that have occurred in the recent years compare with the national goals of India. The data was collected from primary sources with the help of questionnaires and open ended interviews and from secondary sources. The results of the study showed that there were a number of diverse but effective practices for the education of children with disabilities. However, when analyzed with census figures it

became clear that nearly half of the population was still not in any school and therefore deprived of any form of education.

Malhotra (2002) in his study, “School Reform strategies for Inclusion”, highlights the benefits of inclusive education. It points out the need for realizing the similarities and respecting the differences among children in Inclusive schools. The each should be on child's ability and not on disability. The importance of group work, well-intentioned nurturance of interactions and infrastructure for traveling the path to inclusion has been emphasized.

Mittler (2002) made a study named International experience in including children with disabilities in ordinary schools revealed that the experience of a number of developing countries in moving towards more inclusive practice at the level of the classroom, the school and the education system as a whole. It is complementary to a parallel paper which discusses definitions of inclusion and sets developments in the global context of United Nations initiatives, such as Education for All and the Salamanca Declaration and Framework for Action. From this study he concluded that Each country has to determine its own starting ‘point for inclusion, since each is unique in its history and culture and also in relation to the nature and quality of its educational provision for all children.

Goel (2002) in his study, “Inclusive Education, Family support Services and information Networking in India”, deals with the gravity of the problem of education of children with special needs, role of parents and ways of empowering them, It describes salient features of inclusion, provisions in various international documents, challenges faced by the professionals and

parents, the importance of parental involvement, family support services, new role of parents and the launching of national family network and adequate information networking systems in the dealt with for people with all disabilities in this paper, but the major thrust is in the field of mental retardation.

Advani (2002) in his study “A Fundamental Right of Every Child Regardless of His/Her Special needs”, giving a historical review of approaches used for care and education of children with special needs and the initiatives taken by the government of India in pursuance of its commitment to Education for All. It discusses the services provided for education of the disabled in our country and highlights the importance of individual differences. The need for differentiating curriculum and providing necessary support has been discussed. Children with special needs are different only in that they need teaching of plus curriculum and support of special aids and appliances, and a different means of giving them access to information also-need to be developed. Various aspects of education of children with disability have been discussed at national and international levels. The coverage includes the services as well as at the teacher-training level through different modes.

Zaveri (2001) developed an awareness module on Inclusive Education for students with disabilities for administrators and teachers of general schools. The module was implemented using “printed media” approach and “interactive approach”. The results indicated equal effectiveness of both the approaches for creating awareness. The teachers felt inclusion to be desirable but not feasible. Factors such as large class size, vast curriculum content, lack

of training and awareness to deal with the handicapped population, rigid curriculum and time framework seem to be pervasive in present educational system irrespective of the type of the school (Elementary or High School). These factors seemed to be having a critical influence on the teacher's perspectives of inclusion being feasible. The awareness about issues related to the provisions and policies formulated for the handicapped population seemed to be very low amongst the general educators.

Suresh (2000) studied about the organization and functioning of integrated education program for disabled children in primary schools of Malappuram district. His main objectives were (a) to evaluate in service program for teachers, conducted by IEDC, (b) to study the program carried out by the teachers for the parents of disabled children. The study reveals that the training was not much useful and a few teachers succeeded in participating the disabled children in all activities.

Clasbery (2000) conducted a study on perception of inclusive education held by general education teachers at different grade levels. Results indicated that general education teachers felt insufficiently prepared for students with disabilities. Significant relationship existed among teachers at different grade levels and with different years of teaching experiences.

Swarup (1998) developed and tested the feasibility of a teaching-learning programme called "Learning Enhancement and Progress" (LEAP) for general school teachers to "Make Inclusion a Reality through Co-operative Learning". The programme is based on the principles of cooperative learning and is aimed at answering most oftenly asked question, "How to manage

children with special learning needs in large class of 70-80 children”. This programme was presented in the National Conference on Dyslexia held at Chennai organized by Madras Dyslexia Association,

Skipper (1996), conducted a study of pre-service teachers' attitude towards inclusive education. The study specially investigated pre-service teachers' attitude towards Inclusive Education based on functional issues that is the physical, academic, behavioural, or social accommodations that students with disabilities require in order to function in a regular class, regardless of their labelled disability. The result indicated that the pre-service teachers were most agreeable to teach in mainstream settings those whose disabilities did not upon their learning or the learning of the students without disabilities. The pre-service teachers were willing to make physical accommodations, but they responded less favourably to making academic and behavioural accommodations.

Scruggs and Mastropieri (1996) presented a synthesis of researches from 1958-1995 on teacher perceptions of mainstreaming/ inclusions. Twenty-eight investigations were identified in which general education teachers were surveyed regarding their perceptions of including students with disabilities in their classes. Overall, about two thirds of general classroom teachers “supported the concept of mainstreaming inclusion. A smaller majority was willing to include students with disabilities in their own classes, but responses appeared to vary according to disabling condition and implicit obligations on the teacher. Although, about half or more of the teachers felt that mainstreaming inclusion could provide some benefits, only one third or less of teachers believed they had sufficient time, skills, training or resources

necessary for mainstreaming/inclusion.

Abuja (1996) conducted a study entitled “Moving towards Inclusive Education. An Innovative Teacher Training Experiment”. It was a development action research study conducted at the NCERT. Whole school approach was used employing single group pre-test design. The objectives of the study were:

- To conceptualize teacher development design for meeting educational needs of all children in the classroom.
- To study the extent of effect of the changed classroom practice on the learning and achievement
- To study the effect of the changed classroom practice on the learning and achievement of the learners.

The study showed significant positive results in terms of changing the motivational level of the institution, classroom practice, and attitude of students towards learning. The sample teachers developed better training capabilities and understanding of pupils' learning style and needs. Teachers, in general, expressed their willingness to continue to work on the module in day-to-day practice.

Afzali (1995) reviewed literature on inclusion of deaf students in the regular classroom and perceptions of regular educators and deaf educators relating to inclusive education. Many educators believe that all students benefit when, students with special needs are taught in regular classes. Many deaf educators and parents of deaf children believe that the purpose of educating these students is to teach them to function in a non-hearing society.

This study assessed perceptions of teachers about the full inclusion of deaf or hard of hearing students in the regular classroom. Views regarding outcomes of Inclusive Education and the desirability of various' educational conditions were related to the respondent's position and experience.

Davis (1994) conducted a study on how administrators and teachers feel about full inclusion of students with moderate to severe disabilities. The philosophy of educating students with moderate to severe disabilities in neighborhood schools and even in the regular classroom has increasingly become recognized nationally as the “best educational practices.” Being able to attend neighborhood schools or home schools allows these students to participate meaningfully in school situations with “normal” peers, just as they hopefully would in their neighborhoods, This Study examine the views of regular and special education teachers and administrators on what is critical to ensure the success of full inclusion of students with moderate to severe disabilities in home or neighborhood schools and also to determine their attitude towards the inclusion of these.

Kaufman (1993) made a study to determine secondary regular “classroom teacher's perceptions of their levels of competency based on training time and support in implementing accommodation. Overall, teachers perceived their competency on making accommodations as average. They saw themselves as most competent in communicating effectively with support personnel and least competent in identifying specific learning disabilities. A significant difference was found difference between groups and sub-groups and between DPEP and non-DPEP districts. The results of the study suggested that there is a need for intensive efforts to create awareness about

Sarva Shiksha Abhiyan. So that assistance under this program could be provided to disable children achieve the goal of universal elementary education.

Eckman (1993) studied the attitude of educators towards the inclusion of children with moderate or severe handicaps in regular education classroom in Pennsylvania. The study was directed at describing attitudes towards inclusive and/at eliciting reasons, Why attitudes are? What they are? The objective was to see if attitudes of educators in sites that have been operating for several years are different from attitudes of educators in sites that are newer. Elementary respondents were more accepting of inclusion. There were indicators that educators feel that the level of inclusion operating in their schools is the best level regardless of whether that is 100% inclusion or mostly special education placement. Those in favour of inclusion had wider attitudes of acceptance.

Drake (1993) conducted a study to discover how parents perceived the inclusion of their children with disabilities in the regular classes, prior to and subsequent to its implementation, identify changes in perceptions that occurred and discern reasons for change in perception. Pre-inclusion perception are the hopes that they had prior to their Child's placement. Post-inclusive perceptions are represented by four labels: (i) realized fears, (ii) realized hopes, (iii) misgivings-new fears of inclusion and (iv) dividends- new positive aspects of inclusion that had not been thought of.

De Luca (1993) studied the implications of faculty acceptance of special education teachers for staff development successful mainstreaming

programme. It was found that more positive social acceptance between regular and special teachers were associated with: (1) more positive attitude towards special children (2) better preparation of regular teachers for mainstreaming, (3) higher levels of communication between the two groups of teachers and (4) more positive attitudes toward special education.

Jo Ann (1990) directed to the need for improving “social interaction between children with and' without disabilities. Positive peer relationships are important for a child's cognitive emotional and social development. A major problem for children with disabilities is that they are not well accepted by their peers without disabilities and the interaction among children with and without disabilities is limited.’ The results showed: that direct instruction and peer facilitation significantly improved the knowledge of the rules, rituals and social skills necessary to participate in Specific recess activities for children with physical disabilities. Also, the social interaction among children with and without physical disabilities improved in terms of the duration of interaction and the quality of that interaction.

Center and Ward (1987) studied the teacher's attitude towards the integration of disabled children into regular schools. Results of a survey of 2,219 regular and 332 resource/special education elementary teachers in New South Wales, Australia revealed that teacher's attitude towards the integration of individual disabled reflect lack of confidence both in their own instructional skills and in the quality of support personnel provided to them.

Conclusion

Review of studies relevant for this research was conducted both in the literature area and the research studies. It is found that most of the studies in the area are conducted in foreign countries than in India. Studies in inclusive education area in India are commenced almost from 1990's. The first specific step for implementation of inclusive system in India was introduced in 1974 with the commencement of the programme IEDC. After that universities focused on educational research in this area.

The research studies in India considered the parameters like special education, Education for handicapped, education for disabled, integrated education, Children with Special Needs (CWSN) and education for differently abled in time to time. Recent studies nomenclature the variable as education for differently abled. However all the terminologies are using in research studies intentionally.

The review reveals that most of the research studies focused on inclusive education and IEDSS are emerged in last decade only. However active foreign studies were there in inclusive education from 1990 onwards. Most of the studies in education are conducted in the area of special education and learning disabilities of children.

The review helped the researcher on certain elements of the study process such as framing the tools and instruments for the study, selection of areas and major focuses of the study. It also helped the researcher to delimit the study to a certain extent. The researcher became able to identify and segregate the already studied areas by the process of review.

Researches to find out mainstreaming of children with disabilities are rarely found throughout the process of review. Studies are scarce in the area of advantages and disadvantages of main streaming of the differently abled children and inclusive education. The review revealed that, universities in Kerala have produced very few theses in the area of inclusive education. However, in Kerala, the researcher has not come across any study specifically on main streaming of differently abled children through inclusive education.

As an analytical study, the present research gets necessary support from the reviewed studies. By conducting review, the researcher realized that the area of inclusive education and main streaming of differently abled children is to be further researched. The present study will fill the gap to a certain extent.

CHAPTER III

METHODOLOGY

- ❖ *Objectives of the study*
 - ❖ *Method Adopted for the study*
 - ❖ *Design of the study*
 - ❖ *Sample selected for the study*
 - ❖ *Tools used for the Collection of data*
 - ❖ *Date Collection Procedure*
 - ❖ *Statistical technique used for the analysis*
 - ❖ *Qualitative Analysis*
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METHODOLOGY

“Methodology includes sources of data, details about samples, method of gathering data, reliability of the instruments, satisfactory procedures used in the analysis and etc. The vehicle of research cannot perform its function without methodology, since it is methodology which lays out the way that the formal research is to be carried out and outline the detailed descriptions of the research variables and procedures.” Mouly (1964)

The present study attempted to explore mainstreaming of the Differently abled Children through Inclusive Education. It focused on the development of IEDSS programme for inclusive education and the perception of various stakeholders in inclusive education. It also tried to analyse the IEDSS and suggest necessary modifications to improve the programme for mainstreaming the differently abled children. The methodology of research is designed after keeping these objectives in mind.

This chapter includes:

- Objectives of the Study
- Method adopted for the Study
- Design of the study
- Sample Selected for the study
- Tools used for the collection of the data
- Data collection procedure
- Statistical techniques used for Analysis

Objectives of the Study

1. To study the difficulties faced by differently abled children in their class rooms.
2. To find out the level of perception on inclusive education of differently abled children among the various stakeholders such as
 - Resource teachers
 - Secondary School Teachers
 - Peers of differently abled children
 - Parents of differently abled children
3. To compare the perception on inclusive education of differently abled children among the stake holders such as Resource teachers, Secondary School Teachers, Peers and Parents of differently abled children based on the relevant categories such as,
 - Gender
 - Locale
 - Type of management
 - Teaching Experience
4. To evaluate the implementation of IEDSS as a programme for promoting inclusive education at the secondary level on the basis of,
 - Infrastructural Facilities
 - Role of PTA
 - Role of DIET as a Nodal Agency
 - Allocation of Funds

5. To suggest necessary modifications to improve the programme for mainstreaming the differently abled children.

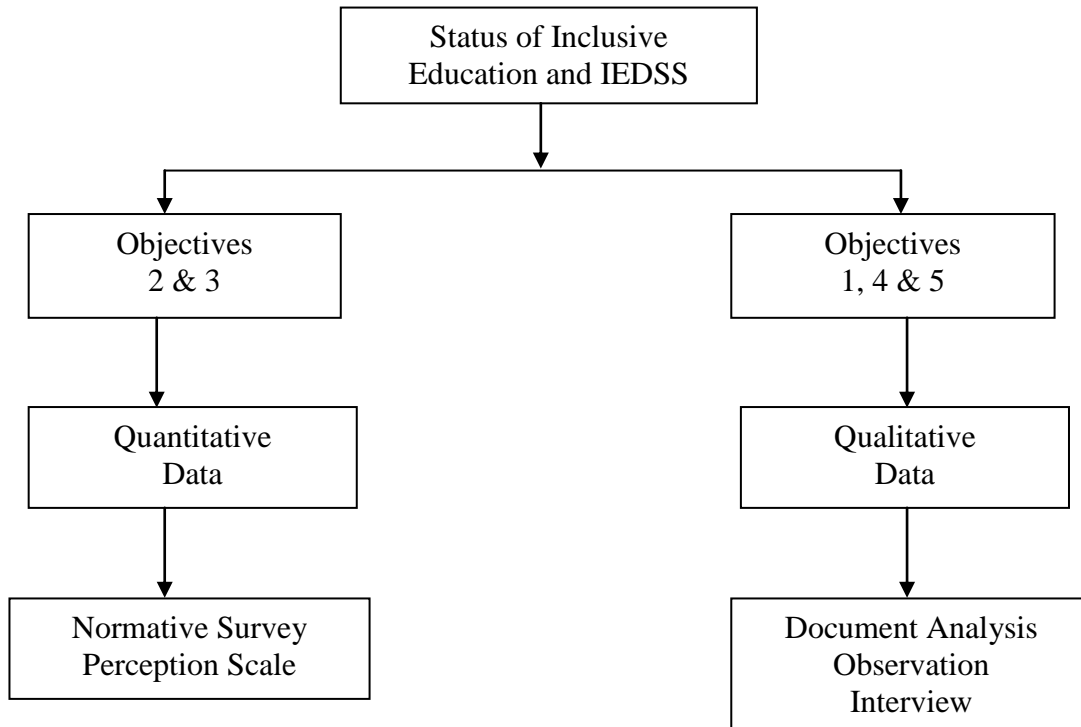
Methodology of the Study

The methodology of the study involves, design of the study, details of the methods adopted, tools and techniques employed, sample and sampling, procedure of the study, administration of tools and data collection, and techniques for analysis of data.

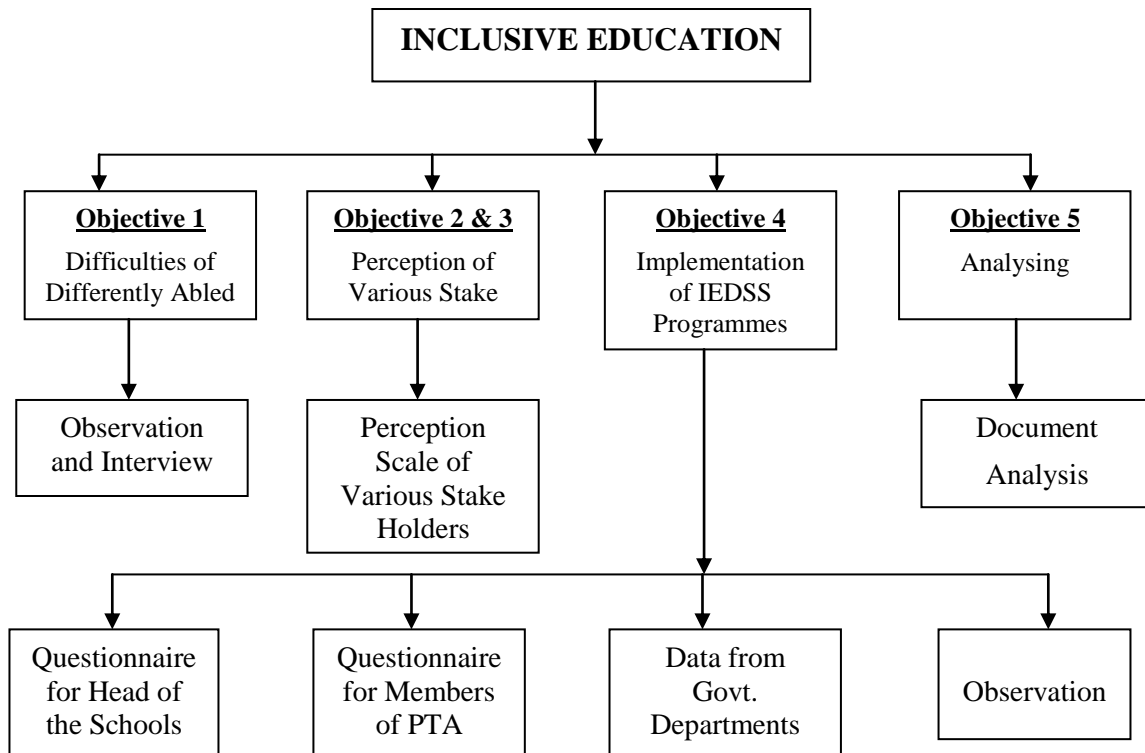
The present study is adopted with descriptive survey method. Descriptive research is a study designed to depict the participants in an accurate way. There are three main types of descriptive methods. They are Observational methods, case study methods and survey methods. In this study, the researcher used document analysis, survey and Observation. In survey method, researcher studied the sampling of individual units from the population and used the techniques such as perception scales and questionnaire for data collection.

Design of the Study

The study adopted mixed methods of research using both qualitative and quantitative methods for analysis and interpretation of data, some of the research questions are verified through qualitative process whereas the study as a whole incorporated qualitative methodology for discussing the output generated through quantitative processes. So the design and method as a whole is given as



This study is designed with mixed method approach to collect and analyze the data.



The first objective was to study the difficulties faced by differently abled children in the classrooms. Observation was used as the major technique to realize this objective. Semi structured interview with resource teachers was also used. Here the researcher used observation as the technique because it was very difficult to collect data from the differently abled children through questionnaire or interview.

The second objective was to study the perception of various stakeholders towards mainstreaming the differently abled children. This objective was studied with the help of the perception scale. The first stakeholders were Resource teachers. The perception scale distributed to them included statements from the problems faced by differently abled children, their peers and resource teachers. It also includes the role of parents, DIETs, teachers, heads of the institutions and parent teacher association for mainstreaming the differently abled children.

The second category of stakeholders was teachers at the secondary level. The perception scale distributed them include the statements about differently abled children and inclusive education. It also include their perception about the progress of IEDSS programme, inclusion of differently abled children in the normal classroom situation, the participation and co-operation of resource teachers, school atmosphere and the facilities for the students .

Peers of differently abled children were also stakeholders as defined in the third objective. The perception scale distributed them included attitude of

peers, their interaction with the differently abled, their participation with differently abled in the curricular and co-curricular activities.

Other stakeholders were parents of differently abled children. The perception scale distributed to them include their statements about the attitude of the family, community, teachers and peers on their children, facilities given by the school, various scholarships and other aids given by the government, opinion about teachers and authorities on the education of their children, role of DIET as the nodal agency and the relevance of inclusive education.

The third objective was to compare the perception of various stakeholders such as resource teachers, secondary school teachers, peers and parents of differently abled children with respect to the categories like gender, locale, type of management and experience. The relevant categories only considered to compare the respective stake holders.

The resource teachers were classified according to gender, locale and type of management. The experience of resource teachers were not taken because they were appointed as teachers purely on contract basis. The secondary school teachers were classified according to gender, locale, type of management and experience. The peers of differently abled children were classified according to gender, locale and type of management. The parents of differently abled children were classified according to gender and locale.

The fourth objective was to evaluate the implementation of IEDSS programme. Questionnaire was used for heads of the schools to evaluate various facilities in schools. Questions related to school level facilities, lab & library facilities, curricular and co-curricular activities were included in the

distributed questionnaire. Questionnaire for members of PTA were also used to evaluate the implementation of inclusive education programme at the secondary level through IEDSS. Various Government documents were analyzed to check the enrolment of differently abled students in schools and allocation of funds for the development of such students. Discussions with resource teachers, administrators and DIET faculties were conducted to evaluate the implementation and development of IEDSS programme and the role of DIETs in mainstreaming the differently abled children through various schemes and programmes.

The fifth objective was to explore the status of inclusive education programme and to provide suggestions to improve the programme for mainstreaming the differently abled children. To realise this objective, the researcher assorted the status of inclusive education from the collected data and the research findings.

Tools and Techniques Used for the Study

The researcher used 8 tools for data collection. The tools were prepared with maximum appropriateness for the collection of information by keeping the suggestions of Best (1996), as “the use of particular tools depends upon the type of the problem, like tools in the carpenter box, each such tool is appropriate in a given situation and accomplishes a particular purpose”.

In the present study, the researcher used perception scales to measure the perception of resource teachers, secondary school teachers, peers and parents of differently abled children. Questionnaire was given to collect information from members of PTA and Heads of the Schools.

Observation was used as a technique to find out the difficulties faced by the differently abled children in the classroom.

Semi structured interview was also conducted with resource teachers to find out the difficulties faced by the differently abled children in their classrooms.

The following tools were used for the present study;

1. Perception Scale for Resource Teachers on Inclusive Education (Suresh Kumar and Dr.Nath,2015)
2. Perception Scale for Teachers on Inclusive Education (Suresh Kumar and Dr.Nath,2015)
3. Perception Scale for Peers of differently abled children (Suresh Kumar and Dr.Nath,2015)
4. Perception Scale for Parents of Differentially abled children (Suresh Kumar and Dr.Nath,2015)
5. Questionnaire for Heads of Schools (Suresh Kumar, 2015)
6. Questionnaire for members of PTA (Suresh Kumar, 2015)
7. Semi structured interview for the Resource Teachers (Suresh Kumar, 2015)
8. Observation schedule to observe the differently abled children in their classroom (Suresh Kumar 2015)

The tools to measure the variable perception of different stakeholders were standardized by following appropriate standardization procedures as per the directions of supervising teacher.

Choosing the Dimensions for the Construction of Tools

Inclusive education is a paradox at many occasions. It promotes same level education to differently abled and other children under same roof. Mainstreaming the differently abled in general education system is a necessity in humanitarian ground. It assures the worldly renowned concept of Education For All (EFA). It must be implemented on legal basis upon the acts like Right to Education Act, 2009.

Administering the same education for all the heterogeneous group of children in the same class room will face many difficulties. There have dilemma on this for parents and teachers. In a class room, we can observe different types of behaviour from the peers towards the differently abled. There is the scope of conceptual misunderstanding on inclusive education of such children among parents, teachers, resource teachers, peers and head of institutions. On this ground, the researcher selected the entire group to collect information for realizing the objectives of the study.

Information from all these groups has to be collected on various measures and features of inclusive system. The facilities arranged for effective carrying out of inclusive system , specially trained teachers and their contributions, library, lab, hostel arrangement, infrastructure, quality assurance of inclusion, service atmosphere of resource teachers, peer help, curricular and co curricular supports, intervention of programmes like IEDSS, class room practices designed for special children, training programmes, family society supports and role of Parent Teacher Association (PTA) are the major measures and features studied, which were identified by the survey of

related studies and documents on IEDC, IEDSS etc. Information on all these areas was relevant to develop the conceptual framework of the study. Thus, researcher has given utmost care to choose all these areas of information as dimensions to construct statements for the tools. The perception scale was constructed differently to different groups. The dimensions incorporated to the tool according the groups who are to respond.

Data for the present research was collected from various stakeholders who were associated with the inclusive education. Separate tools were used for this purpose for data collection from resource teachers, teachers, peers and parents of differently abled children, heads of the schools and members of PTA. The tools, either perception scale or questionnaire or semi structured interview were settled with items from different suitable dimensions. The dimensions for the tools were framed according to the need and necessity of estimating. For this purpose the researcher referred many authentic books and gathered opinions of experts from the field of inclusive education. The referred books include the following.

Mainstream or Special?' written by Jenkison and Sharma, Routledge in 1997, Critical Perspectives on Disability Laws by Joshi Kamal Publishers in 2017, Inclusive Education- Needs, Practices and Prospects by Sharma, Kanishka publishers were mostly supported in selecting and framing the dimensions and areas of statement for the tools.

Perception Scale on Inclusive Education for Resource Teachers

The tool perception scale for resource teachers on inclusive education was mainly focused to get information regarding the education of differently

abled children in inclusive setting. The scale also consisted to explore their perception about the programme of IEDSS. It included the areas of general information, quality assurance, service related conditions, peer help, curricular and co-curricular dimensions and implementation of IEDSS programme.

Preparation of Items

The first step in the preparation of perception scale was to obtain items that represent respective dimensions. The researcher has conducted in depth review on the dimensions proposed for the tool. The dimensions selected for the tool are five in number. They are;

- Quality assurance of inclusive education
- Service related conditions on inclusive education
- Peer help to differently abled children
- Curricular and co-curricular areas
- Implementation of IEDSS programme.

The researcher prepared statements under each dimension. Initially 60 statements were prepared.

The details regarding the various dimensions of the perception scale for resource teachers are given below.

Quality assurance of inclusive education

Inclusive education has broad aims in character. It treats normal children and differently abled children in the same classroom and same educational atmosphere for their academic experiences. The process should

balance quality education to the normal children and differently abled children simultaneously. Quality of inclusive education is an important factor while considering main streaming of differently abled children. Statements from this dimension are included by considering the significance of quality assurance in inclusive education. It is relevant to know the perception of resource teachers on this area.

In this section, 13 items were included in the draft tool. Each item deals with the quality assessment on the basis of essentiality of practicability.

Example : The intellectual abilities of differently abled children develops through inclusive education

Service related conditions of resource teachers on inclusive education.

Inclusive education means all children under the same educational settings. The success of inclusive education depends on the involvement of resource teachers. Service related conditions of resource teachers are essential for effective implementation of the programme. Even today they are working on contract basis. Factors of job security and burn out problems may affect their working mentality. Statements from this dimension are included by considering the Service related conditions of resource teachers. It is relevant to know the perception of resource teachers on this area.

In this section, 12 items were included. Service related conditions of the resource teachers were included in each items.

Example: In the context of Right to Education Act, it is the responsibility of the Government to appoint resource teachers on permanent basis

Peer help to differently abled children

Peers of differently abled children are the backbone of inclusive education. It is clear that differently abled children benefit from the interaction of peers in many ways. Statements from the dimension of Peer help were included by considering their interaction and assistance in the class room for the benefit of differently abled children. It is relevant to know the perception of resource teachers on this area.

In this section, 6 items were included. Resource teachers always know the importance of peers of differently abled children in inclusive setting.

Example: The peers act positively and according to the situation when the differently abled children behave unnaturally

Curricular and co curricular areas

Special training programmes for teachers are essential for dealing with the differently abled children. The authorities frequently arrange various training programmes for them to enhance their professional development. Statements from the dimension of training programmes are included by considering their participation in various training programmes for the development of differently abled children.

In this section 17 items were included. Curricular and co-curricular activities help a lot in the development of differently abled children.

Example : All teachers must have given training to handle classes in inclusive education

Implementation of IEDSS Programme

The inclusive education for the secondary level students is implemented through the Inclusive Education for the Disabled at the Secondary Stage (IEDSS). So it is essential to know resource teachers' perception on inclusive education and the IEDSS programme. In this section, 12 items were included.

Example: It is essential to increase the benefits for the differently abled children through inclusive education

Mode of Answering and Scoring Procedure

In the perception scale for resource teachers on inclusive education, there are three responses against each statement that are agree, undecided and disagree.

Table 1

Mode of Answering and Scoring

Responses	Scores
Agree	3
Undecided	2
Disagree	1

Positive statements were scored with 3, 2 and 1 respectively, the negative statements were scored in reverse direction 1, 2 and 3 respectively for agree, undecided and disagree.

b) Preliminary Tryout

The draft tool consisted of 60 items was administered among a sample of 100 resource teachers. The draft tool includes all the guidelines and directions to respond. The resource teachers were asked to respond each item in a three point scale.

Item Analysis

Prepared draft tool was administered on a sample of 100 Resource Teachers constitutes for three districts Pathanamthitta, Palakkad and Kasargod. The selection of the item was based on the results of item analysis which provides an index of item difficulty. The item analysis was an important phase of test construction. Through this, items could be analysed qualitatively in term of their statistical properties.

The items selected for the final tool was based on t-values. The statements having t-value greater than 1.96, those are significant at 0.05 level, were selected for the final tool. The description of each item and their respective values are given in table 2.

Table 2

Obtained t-value for the items of Perception Scale for Resource Teachers on Inclusive Education

Item number	M1	M2	t-value	Remarks
1	3.00	2.56	2.681	Accepted
2	3.00	2.56	2.864	Accepted
3	2.88	2.52	2.029	Accepted
4	2.72	2.84	0.775	Rejected
5	3.00	2.64	2.823	Accepted
6	2.68	2.04	3.471	Accepted
7	2.96	3.00	1.000	Rejected
8	2.96	2.44	2.913	Accepted
9	3.00	3.00	2.681	Accepted
10	1.44	1.00	2.681	Accepted
11	1.44	1.00	2.681	Accepted
12	1.00	1.08	1.000	Rejected
13	3.00	3.00	4.622	Accepted
14	3.00	2.60	2.449	Accepted
15	1.44	1.00	2.681	Accepted
16	2.52	1.64	3.811	Accepted
17	2.92	2.32	3.347	Accepted
18	2.00	2.08	0.303	Rejected
19	3.00	1.96	5.316	Accepted
20	2.48	1.72	3.049	Accepted
21	1.88	1.24	2.807	Accepted
22	2.52	2.72	1.015	Rejected
23	1.68	1.80	0.446	Rejected
24	2.28	1.00	6.332	Accepted
25	2.80	2.32	2.428	Accepted
26	3.00	2.72	2.281	Accepted
27	3.00	2.60	2.619	Accepted
28	1.44	1.08	2.078	Accepted

Item number	M1	M2	t-value	Remarks
29	2.88	2.92	0.463	Rejected
30	3.00	2.72	2.585	Accepted
31	1.92	1.88	0.150	Rejected
32	2.96	2.48	2.683	Accepted
33	3.00	2.56	2.864	Accepted
34	2.96	2.68	2.127	Accepted
35	2.60	1.60	4.629	Accepted
36	2.72	2.64	0.410	Rejected
37	3.00	2.68	2.138	Accepted
38	3.00	2.64	2.571	Accepted
39	2.76	2.64	0.687	Rejected
40	2.88	2.80	0.551	Rejected
41	2.80	2.96	1.309	Rejected
42	3.00	2.92	1.000	Rejected
43	2.88	2.40	2.588	Accepted
44	2.84	2.68	0.956	Rejected
45	3.00	2.44	3.055	Accepted
46	2.96	2.60	2.449	Accepted
47	2.52	2.68	0.745	Rejected
48	1.60	1.36	1.116	Rejected
49	2.84	2.88	0.283	Rejected
50	3.00	2.72	2.585	Accepted
51	3.00	2.96	1.000	Rejected
52	2.44	1.24	5.686	Accepted
53	2.52	1.20	6.567	Accepted
54	2.24	1.36	3.792	Accepted
55	2.12	1.08	5.149	Accepted
56	2.60	3.00	2.449	Accepted
57	1.52	1.12	2.144	Accepted
58	1.56	1.00	3.219	Accepted
59	1.52	1.00	2.982	Accepted
60	2.00	1.00	5.000	Accepted

After item analysis 18 items from the draft were rejected. The t value of the rejected item is below 1.96 and those are not significant at 0.05 level. After rejecting 18 items, the tool consisted of 42 statements.

Reliability of the Tool

The reliability of the scale was established through the Split half method. The tool was administered among the resource teachers, the items were divided into two equal halves. The set of scores of the two different halves were subjected to Pearson's Product Moment Correlation. The reliability coefficient obtained for the scale was 0.85. The value suggests that the scale is highly reliable.

Validity of the Tool

Different types of tests are used for different purposes and therefore need different types of validity evidences. The joint committee on standards for educational and psychological testing (1999) strongly stands for assuring validity of research tool.

The perception scale was prepared after thorough discussion with research supervisor, experts, teachers and NGOs were working in the field. The items prepared after conducting extensive review of the dimensions proposed for tool construction. Due care was taken to avoid statements, which may lead to any type of bias. Each statement was written as to reveal the respondents' perception on inclusive system. Maximum effort was taken to avoid repetition and complexity of language. The content was thoroughly scrutinized. It is assured that each statement attempts to reveal the exact perception on proposed dimension. In these ways, researcher was able to establish face validity, content validity and construct validity.

Finalization of the Tool

After conducting the item analysis and assuring validity and establishing reliability, the researcher prepared final form of the perception scale. The final scale includes 42 items that represents 5 dimensions.

Items under various dimensions on Perception Scale of Resource Teachers on Inclusive Education in the final tool is given in table 3.

Table 3

Dimension wise distribution of items in Perception Scale of Resource Teachers (final)

Sl. No.	Dimensions	Item Numbers	Total
1	Quality Assurance	1-3,4,5,6,24-26,28	10
2	Service Related Condition	7-9,10-13,17,29,30	10
3	Peer Help	14-16,33	4
4	Curricular and Co-curricular Dimensions	18, 27, 31-32,34-39	10
5	Implementation of IEDSS programme	19-22,23,40-42	8
	Total		42

The form of the final tool has given in appendix.

Perception Scale on Inclusive Education for secondary School Teachers

The tool perception scale for secondary school teachers on inclusive education, mainly focused to get information on their perception of the education of differently abled children, about resource teachers, about the

programme IEDSS and the difficulties in the classroom. The scale includes the perception on various dimensions like inclusive education, training programmes, classroom practices evaluation and about IEDSS programme and resource teachers.

Preparation of Items

The first step in the preparation of perception scale was to obtain items that are statements which will represent respective dimensions. Initially 56 statements were prepared. The researcher prepared all statements with the help of the supervising teacher. Four dimensions were included in the perception scale and these dimensions are,

- Inclusive education
- Training programmes
- Classroom practices of evaluation
- IEDSS programme & resource teachers.

The details regarding the dimensions of the perception scale of secondary school teachers are given below.

Inclusive Education

Inclusive education aimed at satisfying the needs of all children irrespective of their disabilities. The process of inclusive education is providing quality education to the differently abled students and other children. The teachers have their own perception on inclusive education. It mainly focuses on integrating the service of teachers as well as resource teachers. Statements from this dimension are included by considering the relevance and usefulness of inclusive education.

Eleven items are included in the dimension of inclusive education which mainly focusing on teachers, perception about the impact of the functioning of inclusive education.

Example: The differently abled children can develop their abilities like their peers through inclusive education

Training Programmes

Inclusive education is substantial to make positive changes in differently abled children. This dimension is focusing on teachers' perception on the changes of the differently abled children through the training programmes.

In this section 3 items are included. It includes the teachers' perception on differently abled children.

Example: There is no need for special training in handling the differently abled children

Classroom practices and Evaluation

The effectiveness of inclusive education programme depends on the class room practices and evaluation. Good responses from the differently abled children in the class room may indicate the usefulness of the inclusive education programme. The dimension on class room practices and evaluation implies teachers' views on these practices. In this section, 18 items were included.

Example: Seeking the help from other children to take lessons for the differently abled

IEDSS and Resource Teachers

The process of inclusive education is implementing through the programme IEDSS. Resource teachers get special training under IEDSS to deal with the differently abled children in and outside the class room. The resource teachers can handle the differently abled children much better than the regular teachers because they are specially trained. The dimension ‘IEDSS and resource teachers’ mainly focused the teachers perception on the programme IEDSS and responses of resource teachers. In this, 11 items are included.

Example: Inclusive education provides a security feeling to the differently abled children

Mode of Answering and Scoring

In the perception scale for resource teachers on inclusive education, 42 item were included and there are three responses against each statement in agree, undecided and disagree.

Table 4

Mode of Answering and Scoring

Responses	Scores
Agree	3
Undecided	2
Disagree	1

Positive statements were scores 3, 2 and 1 respectively, the negative statements were scores in reverse duration 1, 2 and 3 respectively for agree, undecided and disagree.

Preliminary Tryout

The draft tool consisted of 56 items was administered among a sample of 100 teachers. The draft tool includes all the guidelines and directions to respond. The teachers were asked to respond each item in a three point scale agree, undecided and disagree.

Item Analysis

Prepared draft tool was administered on a sample of 100 Teachers constitutes for three districts Pathanamthitta, Palakkad and Kasargod. The selection of the item was based on the results of item analysis which provides an index of item difficulty. The item analysis was an important phase of test construction. Through this, items could be analyzed qualitatively in term of their statistical properties.

The items selected for the final tool was based on t-values, all the statements having t-value greater than 1.96, those are significant at 0.05 level, were selected for the final tool. The description of each and every item and their respective t-values are given in the table 5.

Table 5

Obtained t-value for the items of Perception Scale for Teachers on Inclusive Education

Item number	M1	M2	t-value	Remarks
1	2.92	2.76	1.113	Rejected
2	3.00	2.56	2.864	Accepted
3	2.92	1.92	5.034	Accepted
4	1.16	2.80	10.990	Accepted
5	1.08	1.56	2.771	Accepted
6	2.84	1.40	8.017	Accepted
7	3.00	2.92	1.000	Rejected
8	1.68	1.12	2.795	Accepted
9	3.00	2.32	3.778	Accepted
10	2.76	1.52	5.660	Accepted
11	3.00	1.80	6.928	Accepted
12	2.60	1.92	2.708	Accepted
13	3.00	2.44	3.219	Accepted
14	1.08	1.24	1.215	Rejected
15	1.00	1.36	2.571	Accepted
16	1.68	1.16	2.460	Accepted
17	1.00	1.24	2.295	Accepted
18	2.88	2.08	5.150	Accepted
19	1.00	1.12	1.365	Rejected
20	1.32	1.48	0.719	Rejected
21	2.96	1.80	8.583	Accepted
22	1.08	1.40	2.499	Accepted
23	3.00	2.24	4.879	Accepted
24	1.56	1.68	0.581	Rejected
25	3.00	2.60	3.098	Accepted
26	3.00	2.72	2.281	Accepted

Item number	M1	M2	t-value	Remarks
27	3.00	2.60	2.828	Accepted
28	3.00	2.60	3.098	Accepted
29	3.00	2.48	3.641	Accepted
30	1.08	1.48	3.086	Accepted
31	3.00	2.76	2.009	Accepted
32	3.00	2.76	2.295	Accepted
33	3.00	2.48	2.982	Accepted
34	2.92	2.32	3.347	Accepted
35	3.00	2.92	1.445	Rejected
36	3.00	2.92	1.000	Rejected
37	2.92	2.48	2.535	Accepted
38	2.96	2.52	2.599	Accepted
39	2.96	2.36	3.229	Accepted
40	2.96	2.36	3.831	Accepted
41	3.00	2.16	5.629	Accepted
42	3.00	2.76	2.009	Accepted
43	2.72	2.52	1.062	Rejected
44	2.84	2.12	3.760	Accepted
45	1.16	1.32	0.904	Rejected
46	2.92	2.48	3.101	Accepted
47	2.92	2.32	3.046	Accepted
48	3.00	2.44	3.645	Accepted
49	1.88	2.12	0.855	Rejected
50	1.08	1.96	4.514	Accepted
51	1.12	1.16	0.310	Rejected
52	3.00	3.00	2.65	Accepted
53	3.00	2.84	2.138	Accepted
54	3.00	2.16	5.250	Accepted
55	2.88	2.24	3.780	Accepted
56	2.76	2.12	3.006	Accepted

After item analysis 12 items from the draft were found to be rejected. The t value of the rejected item is below 1.96 and those are not significant at 0.05 level. After rejecting 18 items, the tool consisted of 44 statements.

Reliability of the Tool

The reliability of the scale was established through the Split half method. The tool was administered among the secondary school teachers, the items were divided into two equal halves. The set of scores of the two different halves were subjected to Pearson's Product Moment Correlation. The reliability coefficient obtained for the scale was 0.835. The value suggests that the scale is highly reliable.

Validity of the Tool

The perception scale was prepared after thorough discussion with research supervisor, experts and teachers working in the field. The items prepared after conducting extensive review of the dimensions proposed for tool construction. Due care was taken to avoid statements, which may lead to any type of bias. Each statement was written as to reveal the respondents perception on inclusive system. Maximum effort was taken to avoid repetition and complexity of language. The content was thoroughly scrutinized. It is assured that each statement attempts to reveal the exact perception on proposed dimension. In these ways, researcher was able to establish face validity, content validity and construct validity.

Finalization of the Tool

After conducting the item analysis and assuring face validity and establishing reliability, the researcher prepared final form of the perception

scale. Initially the researcher constructed 56 items and administered on a sample population. The final scale includes 44 items that represents 4 dimensions. Details are given in table.

Items under various dimensions on Perception Scale of Teachers on Inclusive Education in the final tool is given in table 6.

Table 6

Dimension wise distribution of items in Perception Scale of Teachers on Inclusive education (final)

Sl. No.	Dimensions	Item Numbers	Total
1	Inclusive Education	1,2,15,20-22,25-27,43-44	11
2	Training Programmes	3,23,36	3
3	Classroom and Evaluation	4,5,6,8-11,12-14,28,35,37-39,40-42	18
4	IEDSS and Resource Teachers	16-18,19,24,29-34	11
	Total		44

The form of the final tool has given in appendix.

Perception Scale on Inclusive Education for Peers of Differently abled Children

The tool on perception of peers of differently abled children on inclusive education gave importance to their awareness on inclusive education, their approach towards differently abled children, teachers and resource teachers, approach towards differently abled children and inclusive education, classroom facilities, classroom transactions and about the Right to Education Act.

Preparation of Items

Firstly, items were prepared in the form of statements and these statements represent respective dimensions. The researcher has conducted in depth review on the dimensions proposed for the tool. The statements represented various dimensions are three in number. They are.

- Inclusion as a system
- Classroom practices
- Various facilities for differently abled children through inclusive education and IEDSS.

Initially 56 statements were prepared by the researcher. The details regarding the dimensions of the perception scale of peers of differently abled children is given below.

Inclusion as a system

Inclusion is integrating the differently abled children and others in the same educational setting. The peers' concept on inclusive education is very important. It is the peers who are supposed to help the differently abled children in their class room. A clear idea of inclusion by the peers is very important in carrying out the education of the differently abled children. The statements from the dimension of inclusion as a system are included by considering the perception of peers on it. In this section 18 items were included. Each item deals with the view points of peers about the inclusion, their attitude towards the differently abled, their awareness about IEDSS programme etc.

Example: Inclusive education is suitable for Children with Special Needs
(CWSN)

Classroom Practices

Students are the pivot of any educational practices. The whole learning activities are designing for the benefit of the students. Peers should know the concept of inclusive education and the various activities associated with this programme. The positive involvement of peers in the class room practices helps the differently abled children to a great extent. The statements from the dimension of class room practices were included by considering these facts. It was very relevant to know the perception of peers on class room practices because they are the beneficiaries of various activities in the class along with the differently abled children.

This section included 28 items and mainly focusing on interaction between peers and differently abled children, classroom activities, teaching-learning style, about teachers etc.

Example: Always give importance to the opinion of differently abled children in group activities

Various facilities for differently abled children

The facilities in the class room in favour of differently abled children help them in engaging various activities in the class room and school. Peers of differently abled children can know the facilities in the school for their friends. So the statements from the dimension of various facilities for the differently abled children included to know the perception of peers.

5 items were included in this section. Each item discussed various facilities for differently abled children in schools.

Example: The differently abled children shows more interest in utilizing lab and library facilities

Mode of Answering and scoring Procedure

In the perception scale for peers of differently abled children, 48 items were included and there are three responses against each statement in agree, undecided and disagree.

Table 7

Mode of Answering and Scoring

Responses	Scores
Agree	3
Undecided	2
Disagree	1

Positive statements were given scores 3, 2, 1 respectively. The negative statements were scores in reverse direction 1, 2, 3 respectively for agree, undecided and disagree.

Preliminary Tryout

The draft tool consisted of 56 items was administered among a sample of peers of differently abled children in the inclusive setting. All instructions were included in the draft tool. The peers of differently abled children were asked to respond each item in a three point scale which includes agree, undecided and disagree

Item Analysis

The purpose of the item analysis was to select items that are acceptable. It had used as a basis for rejecting or modifying statements. It had an important phase in test construction. The selection of the item was based on the results of item analysis which provides an index of item difficulty. The item analysis was an important phase of test construction. Through this, items could be analysed qualitatively in term of their statistical properties.

The description of each and every item and their respective values were given in the table 8.

Table 8

Obtained t-value for the items of Perception Scale for Peers of differently abled children on Inclusive Education

Item number	M1	M2	t-value	Remarks
1	2.65	1.78	7.371	Accepted
2	3.00	2.89	2.595	Accepted
3	2.98	2.76	3.638	Accepted
4	2.46	2.10	3.144	Accepted
5	1.92	2.03	0.881	Rejected
6	2.92	2.53	4.278	Accepted
7	1.93	1.53	3.234	Accepted
8	2.15	1.82	2.913	Accepted
9	2.19	2.33	1.600	Rejected
10	2.71	2.45	2.497	Accepted
11	2.70	2.29	3.670	Accepted
12	2.86	2.45	4.281	Accepted
13	2.53	2.67	1.414	Rejected
14	2.46	2.04	3.360	Accepted

Item number	M1	M2	t-value	Remarks
15	2.58	2.27	2.792	Accepted
16	2.42	1.73	5.461	Accepted
17	2.76	2.52	2.557	Accepted
18	2.64	2.16	4.464	Accepted
19	2.48	2.08	3.183	Accepted
20	2.76	2.22	5.091	Accepted
21	2.44	2.33	0.259	Rejected
22	2.76	2.23	5.275	Accepted
23	3.00	2.65	5.093	Accepted
24	2.85	2.54	3.457	Accepted
25	2.74	2.51	2.357	Accepted
26	2.87	2.49	4.273	Accepted
27	2.91	2.21	7.477	Accepted
28	2.54	1.75	7.249	Accepted
29	2.79	1.92	8.573	Accepted
30	2.62	1.63	8.745	Accepted
31	2.75	1.95	7.901	Accepted
32	1.90	1.82	0.626	Rejected
33	2.90	2.43	5.117	Accepted
34	2.85	2.55	3.306	Accepted
35	1.88	1.34	4.806	Accepted
36	2.42	2.11	2.569	Accepted
37	2.21	1.91	2.208	Accepted
38	1.71	1.35	3.279	Accepted
39	2.00	2.03	0.396	Rejected
40	1.49	1.36	1.306	Rejected
41	2.55	1.70	7.542	Accepted
42	2.52	1.76	6.275	Accepted
43	2.04	1.72	2.502	Accepted
44	2.29	1.90	3.053	Accepted

Item number	M1	M2	t-value	Remarks
45	2.93	2.72	3.059	Accepted
46	2.70	2.09	5.607	Accepted
47	2.32	2.60	2.525	Accepted
48	2.88	2.49	4.147	Accepted
49	1.87	1.47	3.269	Accepted
50	2.79	2.74	0.595	Rejected
51	2.63	1.40	12.041	Accepted
52	2.91	2.76	2.102	Accepted
53	1.87	1.41	3.903	Accepted
54	2.66	1.85	7.261	Accepted
55	2.92	2.76	2.260	Accepted
56	2.99	2.83	3.058	Accepted

After item analysis 8 items from the draft were found to be rejected. The t value of the rejected item is below 1.96 and those are not significant at 0.05 level. After rejecting 8 items, the tool consisted of 46 statements.

Reliability of the Tool

The reliability of the scale was established through the Split half method. The tool was administered among the peers of differently abled children, the items were divided into two equal halves. The set of scores of the two different halves were subjected to Pearson's Product Moment Correlation. The reliability coefficient obtained for the scale was 0.759. The value suggests that the scale is highly reliable.

Validity of the Tool

The perception scale was prepared after thorough discussion with research supervisor, experts, teachers and NGOs were working in the field. The items prepared after conducting extensive review of the dimensions proposed for tool construction. Due care was taken to avoid statements, which may lead to any type of bias. Each statement was written as to reveal the respondents perception on inclusive system. Maximum effort was taken to avoid repetition and complexity of language. The content was thoroughly scrutinized. It is assured that each statement attempts to reveal the exact perception on proposed dimension. In these ways, researcher was able to establish face validity, content validity and construct validity.

Finalization of the Tool

Initially, the researcher constructed 56 items and administered on a sample population. As per item analysis, assuring validity and reliability, the researcher selected 48 items on three dimensions having significant 't' values. Items having significant 't' value indicate the high discriminating power. As per the item analysis, items having values greater than 1.96, those are significant at 0.05 level, were selected for the final tool. Items under various dimensions on Perception Scale of peers of differently abled children through inclusive education in the final tool are given in the table 9.

Table 9

Dimension wise distribution of items in Perception Scale of peers of differently abled children through inclusive education (final)

Sl. No.	Dimensions	Item Numbers	Total
1	Inclusive Education	1-4,7,22,35-40,42-44,46-48	18
2	Classroom Approaches	5,6,8-10,11-17,18-21,23-27,28-31	25
3	Various Facilities for Differently abled Children	32-34,41,45	5
	Total		48

The form of the final tool has given in appendix.

Perception Scale on Inclusive Education for Parents of differently abled children

The tool on perception of parents of differently abled children mainly focused to get their perception on the process and programmes of inclusive education for their children. The items were prepared mainly on the basis of five dimensions. It included the areas of Inclusive education, IEDSS programme, family/society support for differently abled children, learning facilities and the role of PTA in the education and development of differently abled children.

Preparation of Items

In the case of perception of parents of differently abled children, initially 52 statements were prepared. The researcher prepared all statements

with the help of the supervising teacher. The researcher has conducted in depth review on the dimensions proposed for the tool. Five dimensions were included in the scale. These five dimensions are as follows,

- Inclusive education
- IEDSS programme
- Family/society support
- Learning facilities
- Role of Parent Teacher Association.

All the statements in the scale were subject to expert criticism. The details regarding the dimensions of the perception scale for parents is given below.

Inclusive Education

Parents of differently abled children have to play a key role in the successful practice of inclusive education. Their perception on inclusive education is very important because they are directly involved in the education of their children. They are able to notice each and every stage of their children's characteristic changes and educational progress.

This section includes 14 items. Parents' awareness about the concept of inclusive education and its impact is discussed here.

Example: Inclusive education makes changes to my child remarkably

Inclusive Education for Disabled at Secondary Stage (IEDSS)

At the secondary level, inclusive education is implementing through the programme of IEDSS. It mainly focused on student oriented components.

So it is very important to collect the perception of the parents of differently abled children on inclusive education. Eight items were included in this dimension.

Example: The financial aid given through the programme of IEDSS for the learning of my child is inadequate

Family / Society Support

Prior to school and family, it is the parents who support their children to overcome the difficulties throughout their life. The neighbours and members of society support the students a lot in their studies. So the perception of parents towards family and society support for their children's education in inclusive system is very important. Seven items were included in this section.

Example: It is essential to change the attitude of the society towards the differently abled children

Infrastructure and Learning Facility

The differently abled children need adapted facilities in the school to overcome their barriers. Interaction between resource teachers and parents as facilitation for education of differently abled children is essential in the promotion of inclusive education through IEDSS at the secondary level. It is the moral responsibility of the resource teachers to give feedback of their students to the parents. So it is important to collect the perception of parents of the differently abled children. Twelve items were included in this dimension.

Example: Adapted toilet facilities are arranged for the differently abled children in the school

Parent Teacher Association

The progress of a school depends on the involvement of Parent Teacher Association (PTA) and its members. PTA suggests the day to day activities of the majority of the schools. It has to play a major role in providing various facilities to the differently abled for their education. Parents' perception on the role of PTA shows its effectiveness towards the education of their children. Five items were included in the section of parent teacher association.

Example : The problems of differently abled children are not discuss specially in the PTA meeting

Mode of Answering and Scoring

In the perception scale for resource teachers on inclusive education, 42 item were included and there are three responses against each statement in agree, undecided and disagree.

Table 10

Mode of Answering and Scoring

Responses	Scores
Agree	3
Undecided	2
Disagree	1

Positive statements were scores 3,2,1 respectively, the negative statements were scores in reverse duration 1,2 and 3 respectively for agree, undecided and disagree.

Preliminary Tryout

The draft tool consisted of 52 item was administered among a sample of 100 parents of differently abled children. The draft tool includes all the guidelines and directions to respond. The parents of differently abled children were asked to respond each item in a three point scale agree, undecided and disagree.

Item Analysis

Prepared draft tool was administered on a sample of parents of differently abled children. The selection of the item was based on the results of item analysis which provides an index of item difficulty. The item analysis was an important phase of test construction. Through this, items could be analyzed qualitatively in term of their statistical properties.

The items selected for the final tool was based on t-values, all the statements having t-value greater than 1.96, those are significant at 0.05 level, were selected for the final tool. The description of each and every item and their respective t-values were given in the table 11.

Table 11

Obtained t-value for the items of Perception Scale for parents of differently abled children on Inclusive Education

Item number	M ₁	M ₂	t-value	Remarks
1	3.00	2.60	2.449	Accepted
2	3.00	2.36	3.361	Accepted
3	1.96	1.40	2.320	Accepted
4	3.00	2.44	3.055	Accepted
5	2.96	2.52	2.460	Accepted
6	3.00	2.52	2.753	Accepted
7	3.00	2.36	3.361	Accepted
8	3.00	2.60	2.449	Accepted
9	2.92	1.88	4.774	Accepted
10	2.96	1.96	5.008	Accepted
11	1.56	1.08	2.400	Accepted
12	1.64	1.00	3.361	Accepted
13	2.40	1.68	4.488	Accepted
14	2.12	1.60	3.583	Accepted
15	1.40	1.00	2.449	Accepted
16	3.00	2.36	3.361	Accepted
17	1.56	1.16	1.868	Rejected
18	3.00	2.36	3.361	Accepted
19	3.00	2.28	3.674	Accepted
20	1.88	1.00	4.342	Accepted
21	1.72	1.00	3.674	Accepted
22	2.44	2.16	1.151	Rejected
23	2.76	2.44	1.644	Rejected
24	3.00	2.52	2.753	Accepted
25	3.00	2.52	2.753	Accepted
26	3.00	2.52	2.753	Accepted
27	3.00	2.60	2.449	Accepted

Item number	M ₁	M ₂	t-value	Remarks
28	1.96	1.32	2.530	Accepted
29	2.04	1.88	0.556	Rejected
30	2.12	1.16	4.157	Accepted
31	2.16	1.24	4.120	Accepted
32	2.84	2.12	3.118	Accepted
33	3.00	2.44	3.055	Accepted
34	1.56	1.00	3.055	Accepted
35	3.00	2.52	2.753	Accepted
36	3.00	2.52	2.753	Accepted
37	3.00	2.32	3.597	Accepted
38	2.84	2.44	1.868	Rejected
39	2.20	1.16	4.549	Accepted
40	2.92	1.84	6.037	Accepted
41	2.68	2.20	2.033	Accepted
42	2.76	2.20	2.662	Accepted
43	1.88	1.28	2.532	Accepted
44	1.72	1.00	3.674	Accepted
45	1.56	1.00	3.055	Accepted
46	1.48	1.00	2.753	Accepted
47	1.48	1.16	1.549	Rejected
48	1.72	1.00	3.674	Accepted
49	1.92	1.04	4.726	Accepted
50	1.96	1.40	2.143	Accepted
51	1.96	1.24	2.959	Accepted
52	1.48	1.00	2.753	Accepted

After item analysis 6 items from the draft were found to be rejected. The t value of the rejected item is below 1.96 and those are not significant at 0.05 level. After rejecting 6 items, the tool consisted of 46 statements.

Finalization of the Tool

After conducting the item analysis and assuring face validity and establishing reliability, initially the researcher constructed 52 items and administered on a sample population. As per the item analysis, item having values greater than 1.96 were selected for the final tool. Hence the researcher selected 46 items having higher 't' values. The final scale includes 46 items that represents 4 dimensions.

Items under various dimensions on Perception Scale of Parents of differently abled children on Inclusive Education in the final tool are given in the table12.

Table 12

Dimension wise distribution of items in Perception Scale of Parents of differently abled children on Inclusive Education (final)

Sl. No.	Dimensions	Item Numbers	Total
1	Inclusive education	1-9,17-19,43,46	14
2	IEDSS	10-16,20	8
3	Family / Society support	21-25,26-27	7
4	Learning Facility	28-33,34-37,44-45	12
5	Parent teacher Association	38-41,42	5
	Total		46

Questionnaire for Heads of the Schools – Infrastructure Facilities in Schools

Questionnaire for heads of the schools was mainly used to find the infrastructural facilities in schools. The questionnaire consisted of two

sections showing general information and assessing the opinion of heads of the schools regarding infrastructural facilities in schools that support inclusive education. The questionnaire was based on the “Guidelines for school infrastructure & strengthening of secondary Education” by Ministry of Human Resource Development (MHRD, 2014) under Rashtriya Madhyamic Shiksha Abhiyan (RMSA). The relevant areas for the study were included in the questionnaire for collecting responses from the heads of the schools for evaluating the inclusive education through the programme IEDSS.

Validity and Reliability

The prepared items in the questionnaire were distributed to 5 Head Masters of secondary schools; who are not included in the selected sample group for the study. The tool also distributed to 4 DIET faculty members. Researcher collected their comments on the relevance and accuracy of statements. According to their suggestions, certain statements were reframed and restructured. All the experts recommend retaining the 42 statements in the questionnaire. Thus it is assured that all statements in the questionnaire are valid to assess the proposed area. Three dimensions were considered for the preparations of questions. They were mainly regarding infrastructural facilities in schools. The dimensions were school level facilities, lab and library facilities and basic amenities.

Selection of Dimensions

Inclusive education is providing sufficient facilities to the differently abled children who are experiencing different types of difficulties. The school should be adaptive to them in environment, seating facilities, toilet facilities,

class room atmosphere, free area and play ground area. IEDSS programme focusing on all these and provided funds for its implementation. Proper school facilities only can accommodate differently abled children for their effective education. On this ground, the researcher framed school level facilities as a dimension with 28 questions those can explore all relevant features and facilities. Laboratory and library are essential centers that are the students needed to be utilized in schools. It should be adaptive to the children with different types of difficulties. This too should be always reachable to the children for their effective utilization. On this ground, the researcher framed 6 questions based on this dimension. The third dimension basic amenities included the basic needs of the differently abled children. It includes the primary needs of the children. When the students are differently abled, residential facilities are also desirable. So the hostel facilities are also included in this dimension. 8 questions are included in the third dimension of basic amenities.

The details regarding the dimensions of questionnaire for heads of the schools are given in table 13.

Table 13

Dimension wise distribution of items to assess the response of heads on infra structural facilities in inclusive setting (final)

Sl. No.	Dimensions	Item Numbers	Total
1	School level facilities	1-17,24-29, 34-35,40-42	28
2	Lab and library facilities	18-23	6
3	Basic amenities	30-33, 36-39	8
	Total		42

The details regarding the dimensions of the questionnaire for heads of the schools is given below.

School Level Facilities

Majority of items in the questionnaire were included in the first dimension namely facilities at school level. The major infrastructure facility is related to the design and construction of school building. The adapted facilities for the differently abled children are very essential for the successful inclusion of such children in an inclusive setting. The class room, facilities in the class room, play ground, compound wall and parking facilities are also included in the school level facilities. 28 items were included in this dimension.

Example: Is there ramp and rail facilities for the differently abled children in the school

Lab and Library

Most of the differently abled children utilize the laboratory and library activities with a lot of interest. The accessibility and facilities in the lab and library is very important in an inclusive setting. Six items were included in this dimension. It mainly focused on library and laboratory facilities in schools that may promote inclusive education.

Example: Is there special arrangement for the differently abled children in the library?

Basic Amenities

All students in the school need basic amenities like first aid and

drinking water. There is a chance for more risks like injuries in the case of differently abled children. The residential facilities are also a needy one in the case of differently abled children because it is difficult for them to travel all the day. It will be better to them if the institutions have adequate hostel facilities.

Eight items were included in this dimension. The items in this section mainly included first aid, medical sick room, girls' common room and hostel facilities.

Example: Is the school always equipped with First aid kit?

Evaluation by School Heads on implementation of IEDSS: Infrastructure facilities

All public sector schools have supported with infrastructure facilities for the implementation of inclusive education through IEDSS. The schools received funds, supports, allowances and qualified resource teachers for implementation of IEDSS. Heads of the institutions are the responsible officers to organise IEDSS programmes in schools to promote inclusive education. Based on these relevant facts, the implementation of IEDSS as a programme for promoting inclusive education is evaluated in the view points of heads of the institutions. As it is said above and mentioned in methodology chapter, the evaluation of heads of the institutions is done by providing them a questionnaire with 42 statements under 3 dimensions. The statements covered almost all relevant features of IEDSS programme that were to be evaluated. Based on the responses from the heads, it can be explained the extent of success of IEDSS. The 42 items in the questionnaire from three dimensions

covered three different aspects. The three dimensions were School level facilities, Lab and library facilities and Basic amenities

The schools have most of the infrastructural facilities for implementation of inclusive education by utilizing the IEDSS fund. Anyhow, the schools may experience some shortcomings in some of the needed facilities. The evaluation is classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation Distance from the mean is used to find these groups.

Mode of Answering and Scoring

The tool included all the direction and guidelines to respond. The heads of the schools were asked to respond each question by marking Yes or No, the answer Yes carries 1(one) and answer No carries 0 (zero) score

Questionnaire on inclusive education for PTA Executive Members – Role of PTA in Inclusive education

Parent Teacher Association (PTA) has a very prominent role in undertaking any educational activities at the schools. The PTA executive members are actively participating with planning and practicing different programmes and academic activities. This is applicable to the implementation of IEDSS and promotion of inclusive education. The questionnaire for PTA executive members was indented to assess the role of PTA for inclusive education. The General Education Department has published detailed guidelines for the formation of PTA and its activities in Schools. Based on these assumptions, the researcher focused 48 questions on the evaluation of inclusive education and IEDSS programme. The questionnaire consists of two

sections showing general information and the special role of PTA regarding inclusive education

Validity and Reliability

In order to prepare the items for the tool, the researcher had to acquire appropriate information on the role of Parent Teacher Association, Support of Parent Teacher Association and duties of PTA members to support the school functions. To get the details, the researcher reviewed Govt. documents and orders regarding the role of school PTAs. To get more relevant information, the researcher discussed with headmasters and teachers on the role of PTA members. This review and discussions helped the researcher to frame items for the questionnaire.

After giving due consideration to these dimensions, the researcher prepared 48 items for the first draft. The draft tool was subjected to 5 headmasters and teachers of the schools those are not selected for the study. The draft also submitted to DIET faculty members. They were suggested certain deletions, additions and modifications on statements. According to their suggestions, 8 items were deleted from the draft. Four dimensions were considered for the preparations of questions. Hence the final form of the questionnaire for PTA executive members included 40 items. The experts commented that the items are relevant to assess the intended areas. The four dimensions were,

- PTA Participation,
- PTA suggestions on granting various aids to students,
- Relevance of IDESS and evaluation about
- Role of Resource Teachers.

The details of the items in the questionnaire are given in table 14.

Table 14

Dimension wise distribution of items to assess the role of PTA on Inclusive education (final)

Sl. No.	Dimensions	Item Numbers	Total
1	Participation of PTA	1-8, 10-11, 13, 28, 35	13
2	PTA suggestions on granting various aids	9, 16-17, 20-22, 29-30, 32-33, 36-38	13
3	Relevance of IEDSS	12,16-19,34, 39-40	8
4	Resource Teachers	23,24-27,31	6
	Total		40

The details regarding the dimensions of the questionnaire for PTA executive members is given below.

Participation of PTA

Parent Teacher Association (PTA) participation is of prime importance in the activities of a school. Here the researcher trying to ask questions based on the involvement of PTA in the academic activities of a school. thirteen items were included in this section.

Example : Do you consider the functioning PTA is inevitable for the progress of a school?

PTA Suggestions on granting various aids to students

The differently abled students need a lot of help from the government and other agencies. PTA has to play a major role in requesting school authorities, voluntary agencies and the Government to sanction various aids to

the differently abled children. The dimension on 'PTA suggestion on granting various aids to students' include 15 items.

Example: Is there any financial aid from the Parent Teacher Association (PTA) to the differently abled children

Relevance of IEDSS

Inclusive education at the secondary level is implemented through IEDSS. Here the researcher trying to ask questions about inclusive education and their comments on the benefits of IEDSS programme for the differently abled children. Eight items were included in this dimension.

Example: Do you think the allotment of financial aid for the differently abled children through IEDSS is sufficient?

Resource Teachers

Resource teachers can do a lot for the benefit of differently abled children. Here the members of PTA made their comments on the role of resource teachers in the activities of the school and PTA meeting for the benefits of differently abled children. In this dimension 6 questions were included.

Example: Are the resource teachers participate in the PTA meeting?

Evaluation by PTA Executive members on implementation of IEDSS: Role of PTA in Inclusive Education

The responses of members of PTA are done by providing them the questionnaire with 40 statements under 4 dimensions. The 40 items in the

questionnaire from four dimensions covered four different aspects. The four dimensions were PTA Participation, PTA suggestions on granting various aids to students, Relevance of IDESS & evaluation and their responses on the involvement of resource teachers in inclusive setting. The statements covered almost all relevant areas of participation of PTA in the school level programmes for the betterment of inclusive education. Based on the responses from the members of PTA, it can be explained the extent of the success of IEDSS programme.

The Parent Teacher Associations are actively participating in almost all activities in the schools as suggested by the guidelines. The evaluation of PTA members about their own role in school and various activities for the successful implementation of inclusive education through IEDSS programme at the secondary level is relevant today. The PTA and Schools may experience some shortcomings in the implementation of various programmes for the promotion of inclusive education. The responses are classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation Distance from the mean is used to find these groups.

Mode of Answering and Scoring

In the questionnaire for executive members of PTA on inclusive education, 40 items were included and there were two responses to each item, Yes or No. The answer YES carried 1 (one) mark and NO carried 0 (zero) mark.

Document Analysis

Bowen (2009) describes that document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. According to Wallen (2008) document analysis refers to the analysis of content of any type of written or visual communication such as minutes of meeting, announcements, formal policy statements, and letters. O’Leary (2011) depicts three types of documents namely public records, personal documents and physical evidence.

O’Leary (2014) also focusing on some issues when we adopt document analysis as a technique in research. They are the possibility of bias from the author or creator of the document and the researcher himself. In order to avoid the bias, the researcher refers the major policy documents and official records of the authorities.

O’ Leary (2014) also outlines as 8 step planning process in document analysis, they are,

- (i) Gathering of relevant texts and materials for document analysis
- (ii) Developing an organisation scheme
- (iii) Making copies of originals for annotation
- (iv) Assessing the authenticity of the documents
- (v) Exploring documents’ agenda
- (vi) Exploring background information
- (vii) Asking question about the document
- (viii) Exploring the content

Sources of Data

Data can be defined on the basis of quantitative or qualitative values. Data collection is one of the most important and vital aspects of the research. The two sources for data collection are primary sources and Secondary sources.

Primary sources

Primary data means original data that has been collected from the original sources. Primary sources are more reliable and objective. In the present study, the primary sources for data are,

- Resource teachers in inclusive education: Data from them are collected by administering perception scale.
- Teachers in inclusive education: Data from this source also collected by using perception scale
- Peers of differently abled children: data from this source is collected by using perception scale
- Parents of differently abled children: data are collected by administering the Perception scale
- PTA members: responses of this group is collected through questionnaire
- Heads of the schools: Questionnaire is used for data collection
- Differently abled children: data on this source is collected by the researcher himself through observation and by interview with resource teachers

Secondary Sources

The secondary source of information is one that was created by investigator who did not experience firsthand or participate in the events or conditions that are researching.

Documents are the major source to avail data regarding the implementation and development of inclusive education. Researcher analyzed various documents are resources to satisfy this purpose. Details of documents used for analyses are given in table 15.

Table 15

Documents used for analysis

Documents	Publication
Official documents:	Govt. of India <ol style="list-style-type: none"> a. National Curriculum Framework, 2005 (National Council of Educational Research and Training, New Delhi) b. Census of India: Disabled Population, 2011 c. Disabled Persons in India: A statistical profile 2016 (Social Service Division, Ministry of statistics and programme implementation)
Official documents:	Govt. of Kerala <ol style="list-style-type: none"> a. Disability Census Report, 2015 (Social Justice Department, Kerala Social Security Mission)
Official Statistics:	<ol style="list-style-type: none"> a. Census Report of India 2011 b. Disability Census Report of India, 2016 c. Disability Census Report of Kerala, 2015
Hand Books of Draft Papers:	SCERT, DIET & CeDS
PAB minutes of various years:	Govt. of Kerala
News Papers and Magazines:	Local and National Dailies

The following are the major steps adopted for analyzing the documents:

- Gathering relevant materials or reports
- Assuring the authentication of the documents
- Exploring documents' agenda
- Exploring background information
- Organizing the document notes

Sample for the Study

Framing appropriate sample from the population of the study is an intensive part of any research work. Population of the research refers to the aggregate or totality of objects or individuals whom to be studied. O'Leary (2011) defines population 'as the total membership of a defined class of people, objects or events'. But in a research, to study the whole populations for arriving generalization is very difficult or not practical. Hence the process of sampling makes it possible to reach on reliable inferences and generalizations on the basis of systematized observation of the representative sample of the population. Sampling is the process of selecting sample from population.

For the present study, the researcher has constituted 6 sample groups on purposive random sampling method. The first sample group was differently abled children who were studied at the secondary level. The differently abled children from the schools of three districts can be a sample. Regarding the peers of differently abled children, the peer from any class in which the differently abled children were studying can be a sample. Any

resource teacher who is teaching for secondary level differently abled children in the three districts could have been selected for constituting the sample for resource teachers. Any teachers from the secondary level could have been the member of their sample groups. Parents of differently abled children were also selected randomly. Same method followed for the selection of members of Parent teacher Association. Hence the researcher assured the purposive random sampling procedure for the constitution of all samples.

To Best (1996), “A population is group of individuals who have one or more characteristics in common that are of interests to the researcher. A sample is a small proportion of population selected for observation and analysis.” “A sample is a subset of the total population that is used to give the general view” (Robert, 2003). When looking the characteristics of the sample which attempt to be representative, we make some inferences about the characteristics of the population from which it is drawn.

The groups of population of the present study were

- a. differently abled children at secondary level
- b. Peers of differently abled children at the secondary level
- c. resource teachers at the secondary level
- d. teachers at the secondary level
- e. parents of differently abled children *and*
- f. Members of parent teacher association.

Other than these groups, heads of the schools were also considered as a population for the study.

For the selection of adequate sample groups for the investigation, the researcher followed purposive random sampling. Kerala is a state having 14 districts. All the districts are more or less same in the educational situation, school facilities, availability of schools in government and aided stream, scheme of inclusive education and so on. There have no particular disparities in educational programmes between these districts. Inclusive education and IEDSS programme are implemented in all districts with equal portfolio and support. So the researcher decided to choose selection of three regions from the state to constitute samples. Data regarding the educational programmes in each region is coming under the headship of deputy director of revenue districts. So instead of considering a region, the researcher decided to consider schools from a district to select sample groups. Kerala is normally represented in three regions - southern, middle and northern Kerala. Researcher selected each district from each region to choose the sample groups, Pathanamthitta from southern region, Palakkad from middle region and Kasargod from northern region. Schools from each districts selected randomly.

The sample groups were constituted from the population described above. They are;

- a) Differently abled children of secondary level.
- b) Peers of differently abled children of the secondary level.
- c) Resource teachers come under IEDSS at the secondary level.
- d) Teachers at the secondary level.
- e) Parents of differently abled secondary level children.

- f) Members of PTA
- g) Heads of the secondary schools.

a) Differently abled Children

At secondary level, each class had one or two differently abled children and the researcher took them as sample for the study. To constitute the sample of this group, the researcher has randomly identified 6 schools from the three districts. The researcher physically visited the schools and expressed his intent to the heads of the institutions on observing the inclusive classrooms at the secondary level.

The schools selected for observing differently abled children were;

Pathanamthitta District

- 1. Govt.HSS, Pathanamthitta
- 2. Netaji HSS Pramadam

Palakkad District

- 3. Govt. HSS Koonathara
- 4. NSS KPT Ottapalam

Kasargode District

- 5 .Govt. HSS, Nellikunnu
- 6. Govt.HSS, Chemmad

b) Peers of differently abled children

To know the perception towards inclusive education and differently

abled children, 300 peers were selected as sample from different schools in three districts.

c) Resource teachers

To know the perception towards inclusive education, 100 resource teachers were selected as sample from three districts.

d) Secondary School Teachers

To know the perception towards inclusive education of teachers, sample group of 100 teachers was constituted.

e) Parents of differently abled children

To know the perception towards the inclusive education programme, 100 parents of differently abled children were selected as sample from the three districts.

f) Members of PTA

To find out the responses of PTA members on the implementation of inclusive education and IEDSS, 100 members of PTA were selected as sample.

h) Heads of Secondary schools

To know the facilities provided by the schools for inclusive education, data were collected from heads of the schools. A questionnaire was distributed to them to respond. An informal discussion also conducted with them. Heads of all the 30 schools selected for the study from three districts were approached for collecting these data.

To supplement the data, the researcher has collected further information from experts who were teachers or organize programmes or researchers in the field of inclusive education. These experts were identified from DIETs, SCERT, Resource Teachers Training Groups and NGOs. The list of experts is furnished as appendix.

Details of the schools selected to constitute the sample other than school heads are given in table 16.

Table 16

Details of the schools selected to constitute the sample

Sl. No.	Name of the Districts	No. of Schools			Name of the Schools
		Aided	Govt	Total	
1.	Pathanamthitta	2	2	4	i. Netaji HSS, Pramadam
					ii. Govt.HSS, Pathanamthitta
					iii. Govt. HSS, Kaipattoor
					iv. Republican HSS Konni
2.	Palakkad	2	2	4	i. Govt. HSS Koonathara
					ii. Govt. HSS, Chalavara
					iii. NSSKPTHSS, Ottapalam
					iv. LSNHSS Ottapalam
3.	Kasargode	1	3	4	i. Govt. HSS, Nellikunnu
					ii. BEMHSS, Kasargod
					iii. Govt. HSS, Chemmad
					iv. Mahatma Budds School, Kasargod

The sample groups for each category are constituted from different schools as explained in the table above. Further details are given in table 17.

Table 17

Details of the sample constituted for the study

Districts	Peers	Teachers	Resource Teachers	Parents
Pathanamthitta	100	30	35	35
Palakkad	100	40	36	35
Kasargod	100	30	29	30
Total	300	100	100	100

The details of sample groups based on categorical variables are described in table 18.

Table 18

Details of the Samples Based on Gender, Management, Locale and Experience

Sample groups	Gender		Management		Locale		Experience		Total
	Male	Female	Govt.	Aided	Urban	Rural	Above 10 years	Below 10 years	
Resource Teachers	9	91	70	30	53	47	NA	NA	100
Teachers	17	83	58	42	44	56	45	55	100
Peers	114	186	224	76	107	193	NA	NA	300
Parents	26	74	NA	NA	70	30	NA	NA	100
PTA Members	65	35	NA	NA	30	70	NA	NA	100

Selection of heads of the schools on the basis of management and Locale is given in table 19.

Table 19

Sample of heads of the schools on the basis of management and locale

Sl. No	Category	Types	Number of Heads	Total
1.	Type of Management	Government	10	30
		Aided	20	
3.	Locale	Rural	22	30
		Urban	8	

Analyses of the Study

The study used both quantitative and qualitative analyses. Different statistical methods are adopted for quantitative analyses. They are described below

Statistical Techniques Used for Analysis

Measures of central tendencies, Percentage analyses, independent sample t-test (analyses of variance between means) and ANOVA were the statistical techniques used

1. Measures of central tendency

The measures of central tendency such as mean, median and mode were calculated for the data obtained. These measures would also help in informing the degree of normality of the distribution of scores.

i) Arithmetic mean

The mean was found out using the formula

$$\text{Mean} = A + \frac{\sum f X_x}{N} i$$

Where;

A = assumed mean

i = the length of the class interval

fx = deviation in units of class interval taken from the assumed mean, multiplied by corresponding frequencies.

N = the size of the sample

ii) Median

$$\text{Median} = L + \frac{i \left(\frac{N}{2} - F \right)}{f}$$

L = exact lower limit of the class interval upon which median lies

N/2 = one half of the total number of scores

F = Sum of the scores on the entire interval below L.

f = frequency within the interval upon which the median falls

i = the length of the class interval

iii) Mode

It is the point of greatest concentration in the distribution. The mode was calculated using the formula.

$$\text{Mode} = 3 \text{ Median} - 2 \text{ Mean}$$

2. Percentage Analysis

$$\% = \frac{\text{Total Values}}{\text{No. of Items}} \times 100$$

3. Measures of Dispersion

It is the measures of the ‘scatter’ or ‘spread’ of the separate scores around their central tendency. So the measure of dispersion has a meaning to the measures of central tendency.

i) Standard Deviation

It is the most stable index of variability, usually employed in research studies. It is calculated using the formula.

$$SD = C \sqrt{\frac{\sum fd^2}{N} + \left(\frac{\sum fd}{N}\right)^2}$$

Where;

- C = Class interval
- D = deviation of scores from the assumed mean
- f = frequency of each class
- N = total frequency

4. Measures of divergence from normality

i) Skewness

Skewness was found using the formula

$$SK = \frac{3 (\text{Mean} - \text{Median})}{\sigma}$$

Where σ is the standard deviation

ii) Kurtosis

It was calculated using the formula

$$Ku = \frac{P_{75} - P_{25}}{[2(P)_{90} - P_{10}]}$$

P_{75} = 75th percentile, P_{25} = 25th percentile

P_{90} = 90th percentile, P_{10} = 10th percentile

5. Test of significance of difference between means

The test of significance between Means as described by Garrett (1976) was applied to find out whether there exists significant difference between the means of large independent samples.

The Mean difference was computed using the formula.

$$CR = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where;

M_1 and M_2 = means of two samples

σ_1^2 and σ_2^2 = standard deviation

N_1 and N_2 = size of the samples

Other than the mentioned quantitative techniques, qualitative techniques also made use for analyses. The data collected from the interview, observation and questionnaire were analyzed qualitatively.

Qualitative Analysis

The analysis of the study included the qualitative techniques. Qualitative data were collected through document analysis, informal interview and observation. The crust of the information collection was conducted through the document analysis. The supporting information was gathered through interview. Observation was used to identify the difficulties of differently abled children in their class room. In brief, the following are the major qualitative techniques used,

1. Document analysis
2. Semi structured interview
3. Observation

Procedure of Document Analysis

In the present study the researcher analyzed the documents with the set of objectives in mind. The nature of inclusive education and the progress of IEDSS programme in Kerala, which needed the historical perspectives of inclusive education and many documents were used to analyse the progress of inclusive education. To analyse the implementation of inclusive education programme based on IEDSS also needed the support of analyses of documents.

The document analysis in the present study carried out through four phases. They are,

1. Identification and assorting of relevant documents
2. Collection of documents
3. Need based categorization of documents

1. Identification and assorting of relevant documents

A lot of documents are available regarding with the planning and implementation of inclusive education programme. The documents are stacked with Govt. offices, education offices, education agencies, DIETs, Schools and the like. Research was oriented to identify and assort relevant documents that might be useful for the present study. Researcher decided to collect documents from SCERT, DIETs, CeDS, Schools, Offices and BRCs, official websites on education of Govt. of India and Govt. of Kerala. The documents from the areas like census details, statistical profile of disabled persons in India (2016), The Rights of persons with disabilities Act, 2016 were also collected.

2. Collection of Documents

The researcher first collected official documents, copies of government orders and materials, published books and articles on the topic inclusive education, materials depicting the historical development of inclusive education through various stages from segregation and all about the inclusive education.

The researcher collected 2011 India census data of disabled persons for different categories. Utmost care was given to collect the documents based on inclusive education and its development. The researcher visited SCERT, CeDS (Centre for Disabled Studies), DIETs, many schools including buds schools, attended resource teachers' meetings and many seminars and workshops to collect information regarding inclusive education and IEDSS.

3. Document Categorization

The collected documents were categorized as official and non official documents. Official statistics of the Govt. of India and Govt. of Kerala were also collected to mark the present status of inclusive education. The official documents by Govt. of India and Govt. of Kerala were primary sources of this study. Handbooks, draft papers, articles from newspapers and magazines etc. were treated as secondary sources. The researcher collected pamphlets, news papers and magazines to collect the information related to inclusive education and IEDSS.

CHAPTER IV

ANALYSIS

❖ *Analysis and Discussion*

ANALYSIS AND INTERPRETATIONS

Data analysis should be viewed as an integral component of every research process as it is the core of the study. “Analysis of the data is the heart of the research report (Best, 1993). Research data become meaningful in the process of being analyzed and interpreted. Analysis involves breaking down of the complex data in to simpler form in order to understand the inherent facts or meaning even if the data is reliable valid and adequate. It may not serve worthwhile purpose, unless it is carefully edited, systematically classified, tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

This chapter includes the analysis and interpretation of collected data. The major aim of this study was to mainstream the differentially abled children through inclusive education and focus the inclusive learners with some developmental strategies, along with evaluation of the perception of teachers, resource teachers, parents, members of PTA, Peers of differently abled students and administrators from different institutions towards the policy and implementation in inclusive education & IEDSS Programme. The investigator designed various objectives of the study. Data has been collected from various stakeholders and the analysis has been presented here under.

Framework of Analysis

The analysis of the present study has conducted in two ways, Qualitative as well as quantitative. Details of section wise analyses are,

- Analysis on difficulties faced by differently abled children in their class room. This is analysed in two perspective; (i) Perceived by Resource Teachers (ii) Classroom Observation by the investigator
- Analysis of perception of resource teachers on inclusive education. This is analysed based on the perception scale.
- Analysis of perception of teachers on inclusive education. Analysis of this objective is conducted based up on the data from perception scale.
- Analysis of perception of Peers of differently abled children on inclusive education. This analysis also conducted based up on the data from perception scale.
- Analysis of perception of parents of differently abled children on inclusive education. This segment also analysed based up on the data from perception scale.
- Compare the perception of various stakeholders such as resource teachers, secondary school teachers, peers and parents of differently abled children with respect to the categories,
 - (i) Gender
 - (ii) Locale
 - (iii) Type of management
 - (iv) Experience

This analysis was conducted based on the data from perception scale of relevant categories of the stake holders.

- Evaluation of implementation of IEDSS as a programme for promoting inclusive education at the secondary level on the basis of

- (i) Infrastructure facilities
- (ii) Role of PTA
- (iii) Role of DIET as a nodal agency.
- (iv) Allocation of funds

Analyses of this objective were conducted in two ways: (a) based up on the questionnaire distributed to the heads of institutions and the PTA members (b) based up on the documents and discussions with DIET faculty members and experts.

Analysis and Discussion

The data gathered from different sources were analysed as it is outlined above. The details of the analyses and interpretations of results are given under appropriate heads.

I - Difficulties faced by the differently abled children in their classroom.

The first objective of the research was to study the difficulties faced by the differently abled children in their classroom. Two techniques were used for data collection such as, resource teachers' perception gathered through extensive interview and classroom observation by the investigator.

I – A) Difficulties faced by the differently abled children in their classroom: as Perceived by Resource Teachers

The researcher made interview with resource teachers to express on the perceived difficulties of differently abled children. Total 6 resource teachers from three districts were participated in the interview. Details of this selection are given in table 20.

Table 20

Resource Teachers participated in Interview

Teachers	School	Duration
Teacher 1	Govt. HS. Pathanamthitta	40 mts.
Teacher 2	Netaji HSS, pramadom	40 mts.
Teacher 3	Govt. HS. Koonathara	40 mts.
Teacher 4	NSS KPT VHSS Ottapalam	40mts.
Teacher 5	Govt. HSS, Nellikkunnu	40mts.
Teacher 6	Govt HSS Chemmad.	40 mts.

The interview with resource teachers included questions from different area such as their perceptions on curriculum, method of teaching, their involvement, involvement of regular teachers, use of adaptive technology in the classroom and perception on the approach of peers. Analysis of the qualitative data and discussions are given as extracts.

Extract 1: Perception on Curriculum

Curriculum for secondary education is same to differently abled and other children in the existing inclusive system. However, the structure of the curriculum is designed according to the skills and abilities of normal children. Hence it is important to get the perception of resource teachers on this area. Brief of responses from teachers are given follow.

Teacher I

In inclusive education, the curriculum should be designed to meet the needs of all children. But in many actual situations, the curriculum fails to meet the needs

of differently abled. The curriculum is vast and it is very difficult to cover in the stipulated time. Providing individual attention to the differently abled children in their learning activities in regular classroom is difficult. Curriculum should ensure equal rights and opportunities. Individualized educational planning is a must for the differently abled children. More activities and easy projects should also be incorporated to involve those children fully in the programme. Effective curriculum will reduce the dropout rates of the differently abled children.

Teacher 2

The curriculum is vast and not able to meet the needs of differently abled children. Before framing curriculum, the opinion of resource teachers and parents of differently abled children should be considered. It should meet the purpose in the process of teaching and learning. The contents in the curriculum should be useful after schooling for the differently abled children. The curricular and co curricular activities should give equal importance in curriculum. It would reduce the dropout rates of such children.

Teacher 3

Curricular as well as co-curricular activities are to be included in the curriculum to meet the needs of

differently abled children. The teaching learning contents in the curriculum should meet the instructional objectives. More community oriented programmes can be included in the curriculum for the well-knit learning process of differently abled. More importance can be given in individualization programme. Majority of the differently abled students are not able to follow the curriculum because of its complexity. More realistic principles are to be included to cope with the differently abled children. The positive involvement of the resource teachers based on the contents of the curriculum help the differently abled children to reduce their difficulties.

Teacher 4

The curriculum should be according to the needs of the differently abled children. The teaching learning process is to be in close with the differently abled based on the principle of equality of access to education. The contents in the curriculum are in accordance with developing the skills and abilities of such children. The co curricular activities to be included in the curriculum and it will help the differently abled children a lot in their academic development. If the curriculum is interesting, it will arouse interest among the students and reduce the dropout rates.

Teacher 5

Through the curriculum, various competencies of the differently abled can be achieved. Reframing of curriculum to that extent is the need of the hour. If the curriculum is friendlier to the differently abled, it should attract more such children to the inclusive setting. The teaching learning process is to be adjusted with the needs of differently abled. The active interaction of the teachers and peers on the basis of contents in the curriculum help the differently abled children to lessen their difficulties in the class room.

Teacher 6

All students must be benefited from the contents of the curriculum. It shall include more beneficial programmes to the differently abled. More community oriented programmes and life experiences can be included in the curriculum. Co curricular activities also included in the curriculum with due importance. The present curriculum is not according to the principle of inclusive education. The curriculum should ensure the potentialities of the differently abled. Different teaching strategies can include in the curriculum. Individual work and group activities can include in accordance with the needs of differently abled. Training for resource teachers

in curriculum adaptation is also very essential to meet the need of all children in their class.

Discussion

All the resource teachers suggested modifications in the curriculum to meet the needs of differently abled children. It should be in accordance to meet the challenges of differently abled. Two out of the six resource teachers explained the necessity of community based learning programmes for effective education of differently abled children. All the six resource teachers opined that more life oriented area should be included in the curriculum. Curriculum adaptation is the principle behind inclusive education and the design of the curriculum to be based on such principles. Resource teachers and the parents of disabled children should be included in the panel for the frame work of curriculum design. All the resource teachers who were interviewed expressed same opinion that if the curriculum is suitable to the differently abled that will be helpful to reduce the dropout of such children.

All the resource teachers admitted that there are positive changes in curriculum to meet the needs of differently abled. But the differently abled children face many difficulties due to the inadequacy of curriculum. Adaptation of the curriculum for the differently abled is not up to the mark. Inadequacy of training programmes is also a major reason behind slow progress of adaptation of curriculum of teachers as well as resource teachers. Exclusive skill training programmes in curriculum can be included.

Extract II: Resource Teachers' Perception on Method of Teaching

Teacher 1

The method of teaching should be according to the age and abilities of the differently abled children. The different teaching methods provide necessary support that maximizes academic and social development of such children. Different teaching methods like team teaching, peer teaching, brain storming etc. can be adopted in the classroom to scaffold the differently abled children. Different still and working models related to the topics are helpful for such students. Preparation of daily schedule by the teachers helps them to plan the method in advance.

Teacher 2

Scaffolding with is an apt technique will help the differently abled children in their learning. Individual attention is the major factor that shows the effectiveness of method of teaching. Simple language and using of technology is essential to grab attention of the differently abled. Grouping of students into small groups and assigning work help them a lot. Peer tutoring, cooperative learning and Role playing also help to show their skills in a better manner.

Teacher 3

Peer tutoring and co-operative learning are the major methods that can adopt in the inclusive settings. The peer tutors can provide appropriate activities to meet the individual needs. They can effectively monitor the situation because the peers know the students than anyone else. Co-operative learning also helps the child to achieve academic skills. Using of ICT helps the differently abled a lot in their studies and socialising skills. Different corners in the class can be arranged for separate areas of learning and the differently abled can actively participate in each section.

Teacher 4

The teachers can re-edit the text and re-draft the lesson by using the familiar words in favouring the differently abled. Strategic interference from the part of teachers by using different methods of teaching is very essential for the success of inclusive education. Often such children are indifferent in the class because of the unfamiliarity of the language. ICT enabled classes help the differently abled children to lessen their difficulties in the class room. Some teachers are not able to see the challenged child and their developmental skills. So, these children face many difficulties in the class. The

selection of the method of teaching should be based on realizing the capacities and limitations of the child.

Teacher 5

The differently abled children face many difficulties in the class. Continuous and comprehensive evaluation from the part of teachers to these children is very essential. Adaptation procedure in the classroom is desirable. ICT incorporated teaching help the differently abled to attend the class more seriously. It can effectively use the peer tutoring and co operative learning for all students in the class and it will benefit for the differently abled children especially. The teachers should use specially prepared materials and adapted materials to make teaching more interesting and attractive.

Teacher 6

The method of teaching should be according to the age and abilities of the students. Child centred teaching is desirable in the case of differently abled children. Simple language and clear narration is essential. Often these students are struggled with unfamiliarity of the situation. Group activities help the differently abled children to adapt to the situation. The teachers should need to design instructions to accommodate the diverse needs of the students.

Discussion

All the six resource teachers suggested that the method of teaching should be in accordance with the age and abilities of the child. When designing the method, the prime focus is on the social development of the differently abled child. ICT enabled and online education helps a differently abled child to improve his/her learning. Peer tutoring and co-operative learning will benefit to these children. Two out of six resource teachers supported group activity as the best method for the differently abled children. All of them suggested reframing the lessons and using of simple language for the differently abled children. The resource teachers should give equal priority to the bright student as well as the children with special needs and encourage the students to find out their difficulties in the area of learning by providing different kinds of text books and materials. Preparation of daily schedules in advance is the major step to reduce the difficulties of differently abled students. Resource teachers should also be provided with opportunities to reflect on their own experiences and its influence on these students.

Extract III: Perception on the involvement of Resource Teachers and secondary school Teachers

This objective intended to find out the perception of resource teachers on their own contribution to minimize the difficulties of the differently abled and the involvement of school teachers in this aspect. Responses of all the six teachers on this dimension were more or less similar.

Teacher 1

It is difficult to concentrate fully on the needs of differently abled children because of the heavy work

load. As a result of Government decisions and shortage of resource teachers, the resource teachers are forced to work more than one school at a time. So it is difficult to follow the objectives of inclusive education. This adversely affects the children and they face many difficulties in the class room. Resource teachers alone cannot handle the differently abled children in the class room. The differently abled children are often restless in the class and the resource teachers manage such students with the help of the regular teachers.

Teacher 2

It is the secondary school teacher who always communicating with the differently abled and other children in the class. The teachers can help much to the resource teachers during the instruction time in class. They also help to prepare daily lessons for the children. The difficulties faced by the differently abled children are solved with the combined effort of the regular teachers and the resource teachers. The teachers also urged other children in the class to provide adequate help to the differently abled children.

Teacher 3

It is the secondary school teachers who make inclusive education a reality. Regular teachers should get

special training to handle the differently abled children. Some regular teachers are not so enthusiastic to deal with the problems of differently abled children and resource teachers. The differently abled children face many adjustment problems in the class in communication, interacting with others and etc. If the teachers are well trained, they can direct such students in a healthy way. The resource teachers get enough support from the regular teachers to solve the problems of differently abled children. The resource teachers are always communicated with the parents of differently abled children. It is very helpful for them to deal with the differently abled in the class.

Teacher 4

Resource teachers and regular teachers contribute a lot to mainstreaming the differently abled children in the society. The article 45 of our constitution is fulfilled by introducing the concept of inclusive education. Syllabus is very vast and tedious to differently abled and it is the regular teachers who help the resource teachers in handling them. Simultaneous working in two schools by a resource teacher affects their professional commitment and it also adversely affects the differently abled children. Continuous support to resource teachers from the authorities and other faculties is a must to

implement the inclusive education programme effectively and reduce the difficulties of the differently abled children.

Teacher 5

Inclusive education means accommodate all children regardless of their disabilities. The school teachers and resource teachers join successfully for the better conduct of inclusive education. But the heavy workload of the resource teachers affect adversely to the differently abled children in the class. Working more than one school is a tedious task. Often the class teachers convene the class PTA and ensure the participation of the parents of differently abled children. It helped the resource teachers to understand the real background of such children. The children also benefitted by knowing the resource teacher and their parents and tackle their difficulties in the class.

Teacher 6

The teachers work as catalyst between the differently abled children and their parents. The healthy relation of differently abled children with their parents and teachers helped them to lessen their difficulties in the class room is a must. Most of the resource teachers are forced to work more than one school affect adversely to

the effective implementation of the inclusive education programme. Reducing the heavy workload of the resource teachers is the need of time. Different types of disabled students may be there in a class and they have different types of disabilities. The resource teachers can identify such a child with the help of regular teachers. Maintaining the data base of a child by the teachers also help the resource teachers a lot to know the child totally.

Discussion

All resource teachers responded more or less same regarding the involvement of resource teachers and regular teachers. The workload of resource teachers was more and so it was difficult to manage the differently abled children at the expected level. Often, most of the resource teachers are forced to work in more than one school and hence, they are not able to attend the students regularly. The differently abled children face many difficulties in their class room due to lack of continuous availability of resource teachers. Continuous support from the resource teacher is a must for differently abled children to reduce their difficulties in classrooms.

Regarding the questions on secondary school teachers, four out of six resource teachers responded that they get enough support from the regular teachers in tackling the problems faced by the differently abled students. The school teachers help the resource teachers in preparing schedule, counselling programmes, parental awareness programmes, using adapted techniques, arranging the classes, providing basic amenities etc. The resource teachers

are of the opinion that, it is the regular teachers who always interacted with the differently abled children, so the government should provide adequate training to them.

Extract IV: Perception on the use of Adaptive Technology in the Classroom

Responses to this dimension from all teachers were approximately same. Use of technology in the classroom helps the students to follow the content in an easy and interesting way. Adaptive technology is largely instrumental in bridging the gap for the differently abled students in the class. Adaptive technology means the technology which is user friendly to the differently abled children. All teachers responded positively regarding the use of technology in classrooms.

Teacher 1

All children in the class are equipped with the same social and academic atmosphere. For this, we can provide the same instruction and facilities. The differently abled children face many problems in understanding the concepts explained in the class. If we use the modern technology to explain the concepts, it will be very useful for such children. But the use of technology in an excessive manner will adversely affect the differently abled children. It is not possible to replace the teacher with the technology.

Teacher 2

Adaptive technology is mainly used for the benefit of differently abled children. For example, if the student has difficulty in reading, the technology will assist the students. It will positively affect the student's reading capacity and pronunciation. Likely, other children suffer from other kind of difficulties, the adaptive technology help them to change a lot positively. But when using the technology, the teachers must be competent to use it in the class room.

Teacher 3

The using of adaptive technology also affects the teacher's ability to implement the technology in the class room. The technology will help the differently abled children to solve their problems to a great extent. Using of adaptive technology will be based on the nature of difficulties that the children face. Training for the teachers for the proper use of the technology in the class room is very essential for the successful implementation of the concept of inclusive education.

Teacher 4

The differently abled children and other children will be benefitted by using the technology in the class room for learning. The traditional chalk and talk method

can be replaced by using various technological devices. Equipping Audio and Video facilities in the class room are simple and very effective for all children in the class room. Proper training for all teachers in the use of technology is very essential for the successful implementation of inclusive education in an inclusive class room.

Teacher 5

Technology in learning helps the differently abled children to minimise their difficulties in the class room. The over emphasis on lecture method adversely affect the interest of the students. If we use various types of technological devices, the learning becomes more interesting and easy. If we equip the lab and library with the technology, it will benefit all the children.

Teacher 6

The heaviness in curriculum will be reduced by using technology in the class. The inattentiveness of the children can be reduced to a great extent by using the technology in the class room. Learning becomes more interesting and effective by using the technology. The arrangement of seating facilities like chairs in the class room for the differently abled children can also be equipped by using the modern technology. ICT oriented

classes help the differently abled children to reduce their difficulties in the class room.

Discussion

Adaptive technology helps the differently abled children to increase their access to the general curriculum and improve their academic performance. Any adaptive device or service that increases participation, achievement or independence for a student with a disability may be considered as an adaptive technology.

Adaptive technology is mainly used for the benefit and convenience of differently abled children. This will help the students to minimize their difficulties in the classroom. The resource teachers suggested audio and video aids to help the differently abled children. But proper training for the teachers in using the devices is necessary. They are of the view that, when using technology in the classroom, it will relieve them from the monotonous task of lecturing and extra attention can be given to the differently abled students as far as possible. But one thing to remember that it is not possible to replace the teacher with the technology.

Extract V: Perception on the approach of Peers

In this dimension, the researcher collected the perception of resource teachers on the role of peers of differently abled children. All resource teachers are of the view that it is the peers who support the differently abled to a great extent. The students face many difficulties in the class room, but majority of the problems are tackled by them with the help of peers.

Teacher 1

The idea of inclusive education is very good and it coordinates the differently abled children and their peers in the same class. When the differently abled children have any difficulty, it is the peers who support them splendidly. The peers in the class understand the differently abled very well. In group activities, the peers can help the differently abled and lessen their burden of learning. Putting children in small groups help the differently abled to interact more. The positive approach of the peers helps the differently abled children to lessen their difficulties in the class room.

Teacher 2

In curricular as well as co curricular activities, the peers can help the differently abled children. Even the differently abled children who suffer from severe difficulties can also get proper support from the peers. The positive attitude of the peers and the technique of peer tutoring will help the differently abled in the class room. The adjustment problems of the differently abled children in the class room can also be solved to a certain extent by the proper interaction of peers with them. Learning becomes more interesting and easy through group activities.

Teacher 3

The learning process becomes more easy and interesting for the differently abled children by the support of peers. Peer tutoring is an effective way to accommodate the differently abled children in the main stream. Through peer tutoring, the peers can easily share their ideas to their friends. Often such children face difficulties in sharing ideas to others in the class. Group activities and peer tutoring help them a lot in main streaming.

Teacher 4

Often the differently abled children are inattentive in the class and engaging some other activities. Such occasions, the peers can help the differently abled children to focus their attention in studies. The peers in the class can also help the resource teachers in the class room activities. In projects learning, group activities and discussions, the combined efforts of teachers, resource teachers and the peers support the differently abled children in all their activities. The elder students in the school also help some differently abled children and it results a positive change in the minds of such children.

Teacher 5

Without the help of the peers, the differently abled

children cannot be well-fit in an inclusive class room. The whole activities of the differently abled children in the class room as well as in the school are supported by their peers. The peers are with the differently abled children for their assistance throughout the day. The peers also help their friends to get various kinds of aids and allowances. Co ordination of differently abled children and peers is very essential, but some peers are not so active with the differently abled.

Teacher 6

In an inclusive system, the curriculum is not easy for the differently abled children. It is the peers who help them to simplify the concepts in the curriculum. Class room communication becomes easier for the differently abled with the help of the peers. More than learning, the sociability of the differently abled children increases with the interaction of their peers. The adapted facilities in the school can be utilised by such children with the help of their peers. Peer tutoring is an important technique in inclusive education, but it is not practiced effectively in class rooms.

Discussion

The positive approach of the peers helped the differently abled children to minimize their difficulties in the class room. It help to develop friendship,

familiar to the general curriculum, creating more opportunities, increasing collaboration between differently abled children and various stake holders.

The resource teachers saw different types of support in their class room. Mainly peer support was a strategy by placing students in small groups to participate various activities. It also helped the teachers as well as resource teachers to handle the differently abled children in their class room. Peer tutoring was the best method for grabbing attention and interest of the differently abled children. It help them to practice and review the learning situations. In some classes, older students are also helpful to the differently abled.

I – B) Difficulties faced by the differently abled children in their classroom: as Identified by the Researcher through Observation

As part of the data collection to realize the objective regarding the difficulties of the differently abled children in the class room, the researcher conducted direct observation of inclusive classrooms. The observations were conducted after collecting information from resource teachers through the interview. The observation focused on difficulties of children in class room as it is perceived by the resource teachers.

An observation schedule is prepared to conduct the observation. The schools selected for the observation are as it is given in table 21.

Table 21

Selected schools for Observation

Schools	Districts	Number of classes observed	No of observations in each class	Duration
School 1 Govt. HS. Pathanamthitta	Pathanamthitta	1	3	45 mts.
School 2 Netaji HSS Pramadom	Pathanamthitta	1	3	45 mts.
School 3 Govt. HS. Koonathara	Palakkad	1	3	45 mts.
School 4 NSS KPT VHSS Ottapalam	Palakkad	1	3	45mts.
School 5 Govt. HSS. Nellikunnu	Kasargod	1	3	45mts.
School 6 Govt. HS. Chemmad	Kasargod	1	3	45 mts.

The researcher has conducted 18 observations in 6 schools. He has selected one class from each school and observed the class 3 times in different sessions. This helped him to eliminate certain observed difficulties because such difficulties have not repeated in all the three classes. The repeated difficulties of the differently abled children in all the three observed classes are taken into account. Details of the observation in three different sessions of the same class are given together. This can be read from the following extracts:

Extract 1

Observation of class 1

The class 1 was observed 3 times and the repeated difficulties that are observed by the researcher are summarised below.

There were two differently abled children in the class. The children faced difficulty to follow the class of the regular teacher. The class was also not so accessible to them. Adapted facilities in the class were also need to be improved. Sometimes such children were isolated in the class. But their peers in the class was always expressed their willingness to help such children. The resource teacher also helped them much in the class room activities. When the teacher got angry with the children, this affected their motivation. They were not at all interested in lecture method. When the class was based on ICT, they showed their interest to attend the class.

Extract 2

Observation of class 2

The researcher observed the class 3 times and the repeated difficulties are summarised as follows,

There was one student in the class and he was restless throughout the class. When the teacher takes classes, the child was engaged in some other activities.

When the resource teacher was in the class, as the directions by the teacher, the student showed some kind of patience. The researcher observed that individual attention was a must for that student. The regular teachers were tried to take classes to the level of the child, but it was not up to the mark. It seemed the regular teachers also get proper training to handle such children. In using technology in the class room, some teachers were not so competent. The peers helped the child in the class to take notes and in group activities. The peers and all other teacher were always helpful to the children in all their activities.

Extract 3

Observation of class 3

The researcher observed the class three times and the repeated difficulties are mentioned below,

There were two students in the class. One student was suffered with multiple disabilities and he was not at all interested in attending the classes. He was always drew some vague pictures in his book. His peers said that he was interested in drawing pictures and participating in co curricular activities. The second was a girl child. The negative attitude of some peers affected the girl in the class room. But majority of her friends helped her in

group activities and project work. But the student was not in a position to involve such practices in the class. When the teacher takes classes, she was calm, but inattentive. The teachers in the class failed to seek attention of the student and involving her in the class room activities effectively. The student showed her impatience in the class, but was obedient to the instructions of the resource teacher. The contents in the lesson were also very difficult for the student to understand. But she was always so pleasant in the class.

Extract 4

Observation of class 4

The researcher observed the class 3 times and the repeated difficulties are summarised as follows,

The student in the class was not able to walk properly and suffered from a lot of difficulties. He cannot write but able to draw pictures. The student was so happy when in group activities. Adapted chair was allotted to the student and his peers helped him to travel various corners of the school. They helped him by giving the notes and other study materials. The regular teachers were also helped him much, but they had limitations to help him according to his needs. It is the resource teacher who knows the student well and the proper interference

of the resource teacher helped the student a lot. The resource teacher helped him to dictate notes in the form of various pictures and to overcome his difficulties.

Extract 5

Observation of class 5

The class 5 was observed three times and the repeated difficulties are summarised as,

The differently abled child in the class was not well in all examinations and was not able to attend the class regularly. He was suffered from multiple disabilities and his mother was waiting her child outside the class entire the day. Even though the child was lagging in academic activities, he was interested in co curricular activities. He was a computer expert and helped his peers in class room activities based on computer. The student even helped the teachers with some tips on the computer. He was not able to attend the class regularly due to the physical problems. The student reacts aggressively when hearing the word 'bad'. The peers of the differently abled child always helped him in various activities in the class.

Extract 6

Observation of class 6

The class 6 was observed 3 times and the repeated difficulties that are

observed by the researcher are summarised below,

The differently abled child in the class was restless throughout the class. Sometimes he walked in the class during the time of instruction. The regular teachers were so patient in the class to accommodate him in the class room activities. He was interested in reading and writing to some extent, but communicating rarely. Various methods of teaching are adopted by the teachers in the class. The student was not interested in attending the class based on lecture method, but happy to participate in many group activities. The student keenly observed the class and expressed his interest when technology was used. The peers of the student were enthusiastic to involve him in group activities and peer tutoring.

Discussion

The differently abled children were always struggling with the regular teachers' classes when the resource teacher is absent in the class. It is observed that the differently abled children were facing difficulties to attend throughout the classes. Most of them were not interested in attending the classes. But the resource teachers in the class helped them in dictating lessons in the class. The teachers and resource teachers were always working together for mainstreaming the differently abled children. The regular teachers' support is a blessing for these children. The differently abled children were

enjoyed by using various types of technology in their class rooms. Group activities are more beneficial and interesting to such children. In the case of curriculum it is not possible to evaluate the curriculum by observing the class. Researcher's observation and Resource teachers' responses are congruent in most of the findings regarding the difficulties of the differently abled children.

Resource Teachers' Response: Congruence and Conflicts

The triangulate analysis of finding of perception based on resource teachers' responses has been done to identify major points of congruence and conflicts of result. Finding out of these similarities and differences of perception of resource teachers will strengthen the analysis. But the major limitation was that through observation, it was not possible for the researcher to evaluate the effectiveness of the curriculum. Resource teachers' responses about the relevance of the curriculum were experienced by the researcher by observing the classes to some extent.

Resource Teacher's Responses - Congruence

Curriculum

- About curriculum, all teachers are of the opinion that the curriculum is vast and it is not according to abilities the differently abled children
- The curricular and co-curricular activities should be included in the curriculum
- More community oriented programmes can be included in the curriculum
- If the curriculum is suitable to the differently abled children, it will reduce the dropout rates of such children.

- The active interaction of the teachers and students, effective communication, positive attitude of the peers and timely involvement of the resource teachers helped the differently abled children a lot in following the curriculum more effectively.

Method of Teaching

- Method of teaching should be according to the age and abilities of the children
- Preparation of daily schedules in advance is desirable to the effective use of a method of teaching
- Peer tutoring and co-operative learning are the common and effective methods for the differently abled children.

Involvement of resource teachers and secondary school Teachers

- Resource teachers alone cannot give more attention on differently abled children due to the heavy workload
- It is the school teachers who give more support to the resource teachers
- Resource teachers who work more than one school affect the differently abled children adversely
- Regular teachers help resource teachers in preparing daily schedule for the education of differently abled children

Use of adaptive Technology in the class room

- Use of technology in the class room helps the differently abled children to follow the class in a more better way

- Adaptive technology help the differently abled children to cope with the class more effectively
- Use of ICT minimize the difficulties of the students in the class room

Approach of Peers

- The idea of inclusive education coordinates the differently abled children and their peers in the same class room setting
- The positive approach of the peers help the differently abled children to minimize their difficulties
- Peer tutoring is a best method for content transaction in inclusive classrooms.

Resource Teacher's Responses - Conflicts

Curriculum

- Four out of six resource teachers were of the opinion that the contents in curriculum are in accordance with the principles of developing curriculum. They suggest no change in curriculum.
- Three teachers were of the opinion that before framing the curriculum, there should be in consultation with the parents of differently abled children.

Method of Teaching

- Three resource teachers were of the opinion that group activity is the best method which helped the children to interact others properly than other methods.

- Two of the resource teachers responded that curricular activities help the differently abled children to develop socializing skills and should focus on such activities.
- Four teachers agreed with the strategy of peer tutoring as the best method for the education of the differently abled children
- Three teachers were of the opinion that co curricular activities help the differently abled children to develop socializing skills

Involvement of resource teachers and Regular Teachers

- Resource teachers varied their opinion about the role of regular teachers in inclusive education
- Three resource teachers were of the opinion that the unconditional support of the regular teachers helps them a lot in inclusive classes.
- Two resource teachers were of the opinion that some regular teachers were not caring the differently abled children properly.
- Three resource teachers complained of the ill treatment from the authorities.

Use of adaptive Technology in the class room

- One resource teacher was of the opinion that the use of technology beyond a certain limit will affect adversely the differently abled children.
- Three of them responded that adaptive technology help the differently abled children only when the resource teacher is competent

Approach of Peers

- Two resource teachers commented that sometimes the peers are not acting according to time and context in an inclusive class room.
- Peer tutoring is the best method in inclusive education, but four resource teachers agreed that in most of the classes peer tutoring was not practiced effectively.

Congruence and Conflicts between Resource Teachers' Responses and Researcher's Observation

- Resource teachers are of the opinion that the curriculum should be modified according to the needs of differently abled children and it will lessen their difficulties in the class room. But the researcher observed that even the timely involvement of the resource teachers in the matters of the differently abled will be a relief to them.
- The resource teachers responded that if the curriculum is adaptive to the differently abled children, it will reduce the dropout rates of such children. But, to the researcher in addition to that, the attitude of peers and teachers towards the differently abled children is other factors that determine the attitude of the differently abled children.
- Resource teachers responded that more importance should be given to the co-curricular activities in the curriculum and concentrating on the

differently abled children. But most of the resource teachers are not focusing on the students' extra curricular activities.

- To resource teachers, various techniques can be adopted in teaching learning process for mainstreaming the differently abled children. The methods of teaching should be according to the needs, abilities and interests of the differently abled children. But some of the schools adopted outdated and monotonous methods.
- Resource teachers recommended Peer tutoring, co-operative learning and team teaching as the best methods for the differently abled children in an inclusive class. The researcher observed that the differently abled children were more active on the group activities.
- Resource teachers complained that they cannot give full attention to the education of differently abled children. But researcher observed that continuous support of the resource teachers is a must for the differently abled children.
- Resource teachers suggested that the school teachers can give more contribution to the education of differently abled children. But some teachers are not at all interested in dealing the problems of the differently abled children.

- Resource teachers responded that adaptive technology is the core of the success of inclusive education. But the researcher observed that such technology is rarely used such classes.
- Integrating the curriculum with ICT help the differently abled children to reduce their difficulties in various class room activities. But there are no conscious efforts from the teachers to integrate the technology with the class room practices.
- Resource teachers responded that proper co ordination between peers of differently abled children and teachers is very essential in the successful implementation of inclusive education programme. But researcher observed little co operation between them.

II - Perception of various stakeholders towards inclusive education of differently abled children

The second objective of the research is to find out the perception of various stake holders towards inclusive education of differently abled children. The group of stake holders considered to collect information are;

- Resource teachers
- Teachers
- Peers of differently abled children
- Parents of differently abled children

Analysis of the perception of each stake holder group is conducted

based on the data received from perception scale distributed to them for marking their responses. Details of analyses are given below.

Background Characteristics of the Sample

In order to know the basic properties of the test scores, a preliminary analysis of the scores was done to see the nature of the data related to the perception of different stakeholders like Resource Teachers, Teachers, Peers of differently abled students, and Parents of differently abled children. Important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for each and every groups. The summary of the statistical details were given in table 22.

ble 22

Preliminary analysis of scores: Perception on Inclusive Education of different Stakeholders

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Resource Teachers	100	96.21	97	98.58	9.180	-0.379	-0.062
Secondary School Teachers	100	107.31	109.50	113.88	8.122	-2.063	5.329
Peers	300	113.62	114	114.76	9.913	-0.116	-0.733
Parents	100	97.62	98	98.76	12.842	-0.461	1.877

The mean, median, mode for perception of Resource Teachers, secondary school Teachers, Peers and Parents of differently abled children to Inclusive Education are displayed in the table 22. From the table it is seen that

the values are almost normally distributed. There have only very slight deviation from normality of scores. The values of mean, median and mode of the scores of all stake holders show that mean is less than the median, less than the mode and that indicate the score of perception are comparatively high in all cases. The negative skewness also indicates the scores are favourable towards typical high score in the distribution.

Level of Perception of Resource Teachers on Inclusive Education

The researcher intended to find the level of perception of resource teachers on inclusive education. The number of resource teachers in three levels such as High, Average and Low level of perception was estimated. The procedure of Standard Deviation Distance from the Mean was used for classification as these groups.

For this distribution, mean is 96.21 and standard Deviation is 9.18. Hence, $M+SD = 105.39$ and $M-SD = 87.03$. For the convenience of calculation, the value $M+SD$ rounded to 105 instead of 105.39 and $M-SD$ rounded to 87 instead of 87.03. Based on these, the resource teachers who scored 105 or above were considered resource teachers with high level of perception, who scored 87 or below were considered resource teachers with low level of perception and those who scored in between 87 and 105 (both values excluded) were with average Level of Perception. The number and percentage of resource teachers coming in each group are detailed in table 23.

Table 23

Details of Perception levels of resource teachers on Inclusive education (N=100)

Levels	Number of resource teachers	Percentage
High	20	20%
Average	71	71%
Low	9	9%

From the table 23, it is clear that among the total sample, 20% resource teachers are with high level of perception on Inclusive education, 71% are with average level of perception and the remaining 9% constitute with low level of perception. The distribution is illustrated in figure 1.

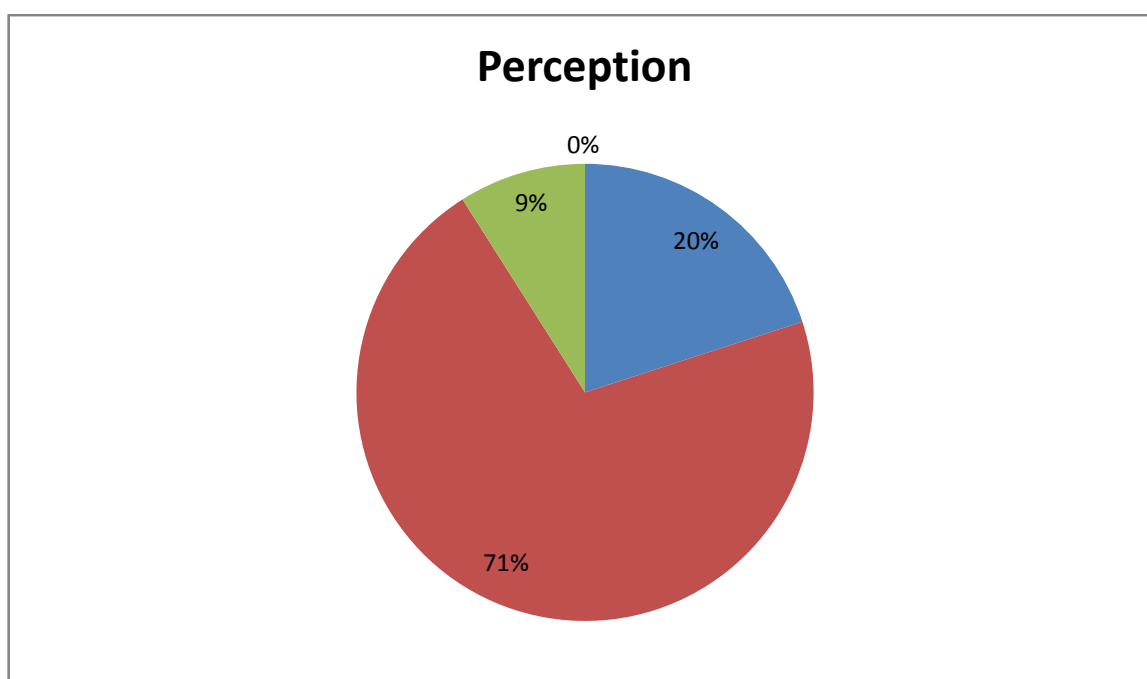


Figure 1: Levels of perception on Inclusive education (resource teachers)

Based on these results, it can firmly state that there exist different levels of perception on Inclusive education among resource teachers. In other words, the perception on inclusive education of resource teachers varied among three levels that are High, average and Low.

The probable reason for the different levels of perception on inclusive education may be the different types of experiences that the resource teachers are availing from their class room and school.

Level of Perception of Secondary School Teachers on Inclusive Education

The researcher consolidated and analysed the level of perception of secondary school teachers and percentage distribution for the total sample. The number of teachers in three levels such as High, average and Low level of perception are estimated. The procedure of Standard deviation Distance from the mean was used to find these groups.

For this distribution, mean is 107.31 and standard Deviation is 8.122. Hence, $M+SD = 115.432$ and $M-SD = 99.188$. For the convenience of calculation, the value $M+SD$ rounded to 115 instead of 115.432 and $M-SD$ rounded to 99 instead of 99.188. Based on these, the teachers who scored 115 or above are considered High Level of perception, who scored 99 or below are considered low level of perception and those who scored in between 115 and 99 (both values excluded) are Average Level of Perception. The number and percentage of teachers coming in each group are detailed in table 24.

Table 24

Details of Perception levels of Secondary School Teachers on Inclusive education (N=100)

Levels	Number of resource teachers	Percentage
High	7	7%
Average	81	81%
Low	12	12%

From the table 4.5, it is clear that 7% teachers are with the score of high level of perception on Inclusive education, 81% are with the score of average level of perception and the remaining 12% are with low level of perception on Inclusive education. The distribution is illustrated in figure 2.

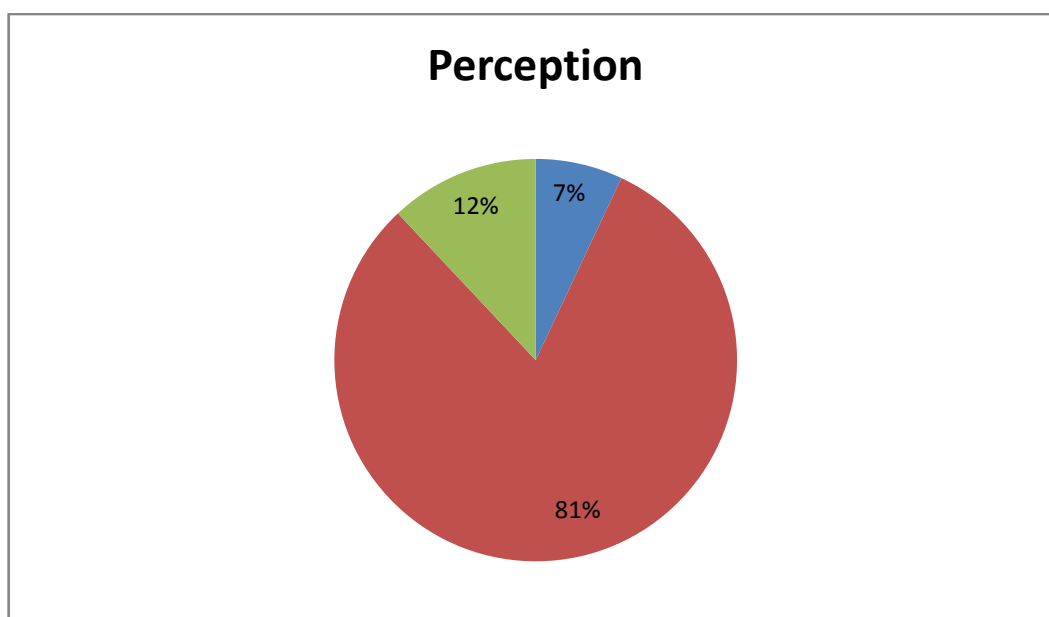


Figure 2: Levels of perception on Inclusive education (secondary school teachers)

Based on these results, it can clearly state that there exist different levels of perception on Inclusive education among secondary school teachers. In other words, the perception on inclusive education of teachers varied among three levels of perception on inclusive education as High, Average and Low.

Level of Perception of Peers of Differently abled Children

The researcher intended to find the level of perception of peers of differently abled children for the total sample. The number of peers of differently abled children in three levels such as High, Average and Low level of perception was estimated. The procedure of Standard deviation Distance from the mean was used to find these groups.

For this distribution, mean is 113.62 and standard Deviation is 9.913. Hence, $M+SD = 123.533$ and $M-SD = 103.707$. For the convenience of calculation, the value $M+SD$ rounded to 124 instead of 123.533 and $M-SD$ rounded to 104 instead of 103.707. Based on these, the peers of differently abled children who scored 124 or above were considered High Level of perception, who scored 104 or below were considered low level of perception and those who scored in between 124 and 104 (both values excluded) were Average Level of Perception. The number and percentage of teachers coming in each group are detailed in table 25.

Table 25

Details of Perception levels of peers of differently abled Children on Inclusive education (N=100)

Levels	Number of peers of differently abled Children	Percentage
High	52	17.33%
Average	191	63.67%
Low	57	19%

From the table 25, it is clear that among the total sample, 17.33% peers

of differently abled children are with the score of high level of perception on Inclusive education, 63.67% are with the score of average level of perception on Inclusive education and the remaining 19% are with low level of perception. The distribution is illustrated in figure 3.

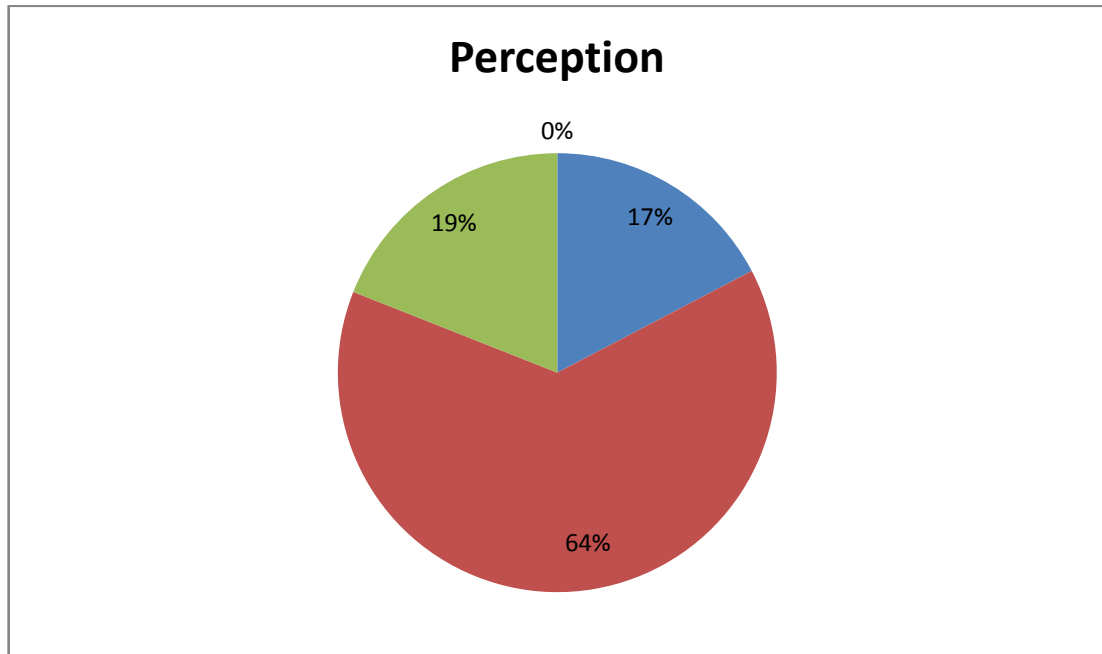


Figure 3: Levels of perception on Inclusive education (peers of differently abled children)

Based on these results, it can firmly state that there exist different levels of perception on Inclusive education among peers of differently abled children. In other words, the perception on inclusive education of peers of differently abled children varied among three levels of perception as High, Average and Low.

The probable reason for the different levels of value perception may be the different types of practices and approaches that the peers of differently abled children experienced from their classes.

Level of Perception of Parents of Differently abled Children

The researcher intended to find the level of perception of parents of differently abled children for the total sample. The number of parents of differently abled children in three levels of perception such as High, Average and Low level was estimated. The procedure of Standard deviation Distance from the mean was used to find these groups.

For this distribution, mean is 97.62 and standard Deviation is 12.842. Hence, $M+SD = 110.462$ and $M-SD = 84.778$. For the convenience of calculation, the value $M+SD$ rounded to 110 instead of 110.462 and $M-SD$ rounded to 85 instead of 84.778. Based on these, the parents of differently abled children who scored 110 or above were considered High Level of Perception, who scored 85 or below were considered Low Level of Perception and those who scored in between 110 and 85 (both values excluded) were Average Level of Perception. The number and percentage of parents of differently abled children coming in each group are detailed in table 26.

Table 26

Details of Perception levels of parents of differently abled Children on Inclusive education (N=100)

Levels	Number of parents of differently abled children	Percentage
High	9%	9%
Average	80%	80%
Low	11%	11%

From the table 26, it is clear that among the total sample, 9% parents of

differently abled children are with the score of high level of perception on Inclusive education, 80% are with the score of average level of perception on Inclusive education and the remaining 11% are with low level of perception. The distribution is illustrated in figure 4.

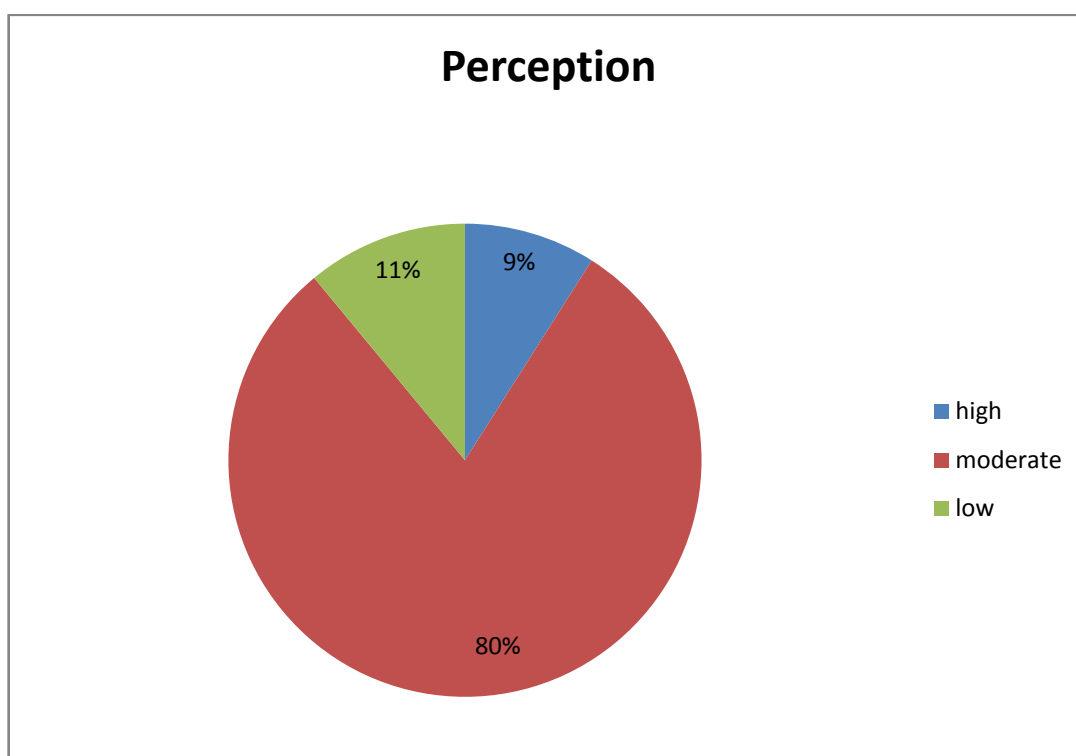


Figure 4 : Level of Perception on Inclusive education (parents of differently abled children)

Based on these results, it can firmly state that there exist different levels of perception on Inclusive education among parents of differently abled children. In other words, the perception on inclusive education of parents of differently abled children varied among three levels of perception as High, Average and Low.

The probable reason for the different level of perception of parents of differently abled children on inclusive education may be their concern about their children and different responses from the society and the school.

III. To compare the perception on inclusive education of differently abled children among various stakeholders

The third objective was to compare the perception on inclusive education of differently abled children among various stakeholders such as resource teachers, secondary school teachers, peers and parents of differently abled children based on relevant categories such as gender, locale, type of management and experience. The data were analyzed with the help of independent sample t test. Detailed analyses are given follow.

Comparison of Mean Scores of Perception of the Resource Teachers based on Gender

The objective was to compare the mean scores of Perception of Resource Teachers based on gender. The data were analysed with the help of independent sample t-test and results are given in table 27.

Table 27

Differences in the mean scores of perception among resource teachers with respect to Gender

Sample	N	Mean	SD	't' value
Female	81	96.26	9.07	0.19 [@]
Male	19	95.67	10.81	

[@] not significant at 0.05 level

From the table 27, it can be seen that the 't' value is 0.19, which is not significant at 0.05 level. It reflects that the mean scores of Perception of male and female resource teachers do not differ significantly. Further the mean score of Perception of Male Resource Teachers was 95.67 and the score

was almost similar to that of female resource teachers whose mean score was 96.26.

It can firmly state that there exist no significant gender difference in resource teachers on their perception on inclusive education. Both male and female resource teachers have same types of perception on the variable.

Comparison of mean scores of perception of Resource Teachers based on Locale

The objective was to compare the mean scores of Perception of Resource Teachers based on Locale. The data were analysed with the help of independent sample t-test and results are given in table 28.

Table 28

Differences in the mean scores of perception among resource teachers with respect to Locale

Sample	N	Mean	SD	't' value
Rural	47	95.53	8.81	0.69 [@]
Urban	53	96.81	9.54	

[@]not significant at 0.05 level

As per the table 4.9 the 't' value is 0.69, which is not significant at 0.05 level. It reflects that the mean scores of Perception of rural and urban resource teachers do not differ significantly. Further the mean score of Perception of Rural Resource Teachers was 95.53 which are almost similar to that of urban Resource Teachers whose mean score was 96.81.

It can be stated that rural and urban Resource Teachers do not differ significantly in their perception on inclusive education.

Comparison of mean scores of perception of Resource Teachers based on Management of Institution

The objective was to compare the mean scores of Perception of Resource Teachers based on Management. The data were analysed with the independent sample t-test and results are given in table 29.

Table 29

Differences in the mean scores of perception among resource teachers with respect to Management

Sample	N	Mean	SD	't' value
Government	70	96.00	9.39	0.36 [@]
Aided	30	96.70	8.81	

[@] not significant at 0.05 level

From the table 29 it can be seen that the 't' value is 0.36, which is not significant at 0.05 level. It reflects that the mean scores of Perception of Government and Aided resource teachers do not differ significantly. Further the mean score of Perception of Government Resource Teachers was 96.00 which is almost similar to that of Aided Resource Teachers whose mean score was 96.70.

It can clearly be said that Government and Aided Resource Teachers do not differ significantly in their perception on inclusive education.

Comparison of mean scores of Perception of Secondary School Teachers based on Gender

The objective was to compare the mean scores of Perception of Secondary School Teachers based on gender. The data were analysed with the help of independent sample t-test and results are given in table 30.

Table 30

Differences in the mean scores of perception among secondary school teachers with respect to Gender

Sample	N	Mean	SD	't' value
Female	83	106.60	8.64	3.36**
Male	17	110.76	3.29	

** significant at 0.01 level

From the table 30 it can be seen that the 't' value is 3.36, which is significant at 0.01 level. It reflects that the mean scores of Perception of male and female teachers differ significantly. Further the mean score of Perception of Male Teachers is 110.76 which is greater than that of Female Teachers whose mean score is 106.6.

It can be stated that male teachers have higher perception compared to female teachers towards inclusive education.

Comparison of mean scores of Perception of Teachers based on Locale

The objective was to compare the mean scores of Perception of Teachers based on Locale. The data were analysed with the help of independent sample t-test and results are given in table 31.

Table 31

Differences in the mean scores of perception among secondary school teachers with respect to Locale

Sample	N	Mean	SD	't' value
Rural	44	111.77	3.35	6.09**
Urban	56	103.8	9.03	

** significant at 0.01 level

From the table 31, it can be seen that the 't' value is 6.09, which is significant at 0.01 level. It reflects that the mean scores of Perception of rural and urban teachers differ significantly. Further the mean score of Perception of Rural Teachers was 111.77 which is greater than that of urban Teachers whose mean score was 103.8.

It can be firmly said that rural teachers have higher perception than urban teachers towards inclusive education.

Comparison of mean scores of Perception of Teachers based on Management

The objective was to compare the mean scores of Perception of Teachers based on Management. The data were analysed with the help of independent sample t-test and results are given in table 32.

Table 32

Differences in the mean scores of perception among secondary school teachers with respect to Management

Sample	N	Mean	SD	't' value
Government	58	107.31	8.63	0.02 [@]
Aided	42	107.82	7.47	

[@]not significant at 0.05 level

From the table 32, it can be seen that the 't' value is 0.02, which is not significant at 0.05 level. It reflects that the mean scores of Perception of government and aided school teachers do not differ significantly. Further the mean score of perception of government school teachers was 107.31 which is almost similar to that of aided school teachers whose mean score was 107.82.

It can there for be said that the government and aided school teachers do not differ significantly in their perception towards inclusive education.

Comparison of mean scores of Perception of Teachers based on Experience

The objective was to compare the mean scores of Perception of Teachers based on Experience. The data were analysed with the help of independent sample t-test and results are given in table 33.

Table 33

Differences in the mean scores of perception among secondary school teachers with respect to Experience

Sample	N	Mean	SD	't' value
Below 10 Years	55	105.47	8.32	2.60*
Above 10 Years	45	109.56	7.36	

* significant at 0.05 level

From the table 33, it can be seen that the 't' value is 2.60, which is significant at 0.01 level. It reflects that the mean scores of Perception of teachers below 10 years of experience differ significantly to that of teachers of 10 years and above experience. Further the mean score of Perception of teachers below 10 years of experience is 105.47 which is lower than that of teachers of 10 years and above experience (109.56).

It can there for be said that the teachers 10 years of experience and above have a higher perception towards inclusive education than teachers who have below 10 years experience.

Comparison of mean scores of Perception of Peers of Differently abled based on Gender

The objective was to compare the mean scores of Perception of Peers of differently abled based on gender. The data were analysed with the independent sample t-test and results are given in table 34.

Table 34

Differences in the mean scores of perception among Peers of differently abled children with respect to Gender

Sample	N	Mean	SD	't' value
Female	186	113.38	11.05	0.54 [@]
Male	114	114.02	7.73	

[@]not significant at 0.05 level

From the table 34, it can be seen that the 't' value is 0.54, which is not significant at 0.05 level. It reflects that the mean scores of Perception of male and female peers of differently abled students do not differ significantly. Further the mean score of Perception of male peers of differently abled students 114.02 which is almost similar to that of female peers of differently abled whose mean score is 113.38.

It can there for be said that male and female peers of differently abled children do not differ significantly in their perception to inclusive education.

Comparison of mean scores of Perception of Peers of Differently abled based on Locale

The objective was to compare the mean scores of Perception of Peers of differently abled based on locale. The data were analysed with the independent sample t-test and results are given in table 35.

Table 35

Differences in the mean scores of perception among Peers of differently abled children with respect to Locale

Sample	N	Mean	SD	't' value
rural	193	112.78	9.310	1.93@
urban	107	115.02	10.166	

@ not significant at 0.05 level

From the table 35 it can be seen that the 't' value is 1.93, which is not significant at 0.05 level. It reflects that the mean scores of Perception of rural and urban peers of differently abled students do not differ significantly. Further the mean score of Perception of rural peers of differently abled students 112.78 which was not significantly differ to that of urban peers of differently abled whose mean score is 115.02.

It can there for be said that rural and urban peers of differently abled children do not differ significantly in their perception to inclusive education.

Comparison of mean scores of Perception of Peers of Differently abled based on Management of Institution

The objective was to compare the mean scores of Perception of Peers of Differently abled based on Management. The data were analysed with the help of independent sample t-test and results are given in table 36.

Table 36

Differences in the mean scores of perception among Peers of differently abled children with respect to management

Sample	N	Mean	SD	't' value
Government	224	113.42	10.55	0.59 [@]
Aided	76	114.2	7.76	

[@]not significant at 0.05 level

From the table 36 it can be seen that the 't' value is 0.59, which is not significant at 0.05 level. It reflects that the mean scores of Perception of peers of differently abled of Government and Aided schools do not differ significantly. Further the mean score of Perception of peers of government schools are 113.42 which is almost similar to that of peers of aided schools whose mean score is 114.2.

It can there for be said that the peers of differently abled students of Government and Aided schools do not differ significantly in their perception to inclusive education.

Comparison of mean scores of Perception of Parents of Differently abled based on Gender

The objective was to compare the mean scores of Perception of Parents of Differently abled based on gender. The data were analysed with the help of independent sample t-test and results are given in table 37.

Table 37

Differences in the mean scores of perception among Parents of differently abled children with respect to Gender

Sample	N	Mean	SD	't' value
Male	26	98.69	8.40	0.49 [@]
Female	74	97.24	14.10	

[@] not significant at 0.05 level

From the table 37, it can be seen that the 't' value is 0.49, which is not significant at 0.05 level. It reflects that the mean scores of Perception of male and female parents of differently abled children do not differ significantly. Further the mean score of Perception of Male Parents is 98.69 which is almost similar to that of female parents whose mean score is 97.24.

It can there for be said that male and female parents of differently abled children do not differ significantly in their perception to inclusive education.

Comparison of mean scores of Perception of Parents of Differently abled based on Locale

The objective was to compare the mean scores of Perception of Parents of Differently abled based on Locale. The data were analysed with the help of independent sample t-test and results are given in table 38.

Table 38

Differences in the mean scores of perception among Parents of differently abled children with respect to Locale

Sample	N	Mean	SD	't' value
Rural	70	98.07	12.85	0.54 [@]
Urban	30	96.57	12.99	

[@] not significant at 0.05 level

From the table 38 it can be seen that the 't' value is 0.54, which is not significant at 0.05 level. It reflects that the mean scores of Perception of rural and urban parents of differently abled children do not differ significantly. Further the mean score of perception of rural parents is 98.07 which is almost similar to that of urban parents whose mean score is 96.57.

It may there for be said that the rural and urban parents of differently abled children do not differ significantly in their perception towards inclusive education.

Discussion of Results

The analysis shows that, there is no significant difference in the perception of resource teachers on inclusive education based on gender and locale. It means there is no significant difference between male and female & urban and rural resource teachers towards their perception on inclusive education. But the male secondary school teachers have higher level of perception on inclusive education than the female teachers. Also, secondary school teachers in rural areas have higher perception on inclusive education than the teachers in urban areas. But when considering the management, there

is no significant difference in the perception of teachers on inclusive education. That is, the teachers working in the Government schools and aided schools have the same level of perception towards inclusive education. The Gender and management of peers are also considering for analysis. The analysis shows there was no significant difference in the perception of peers of differently abled children on inclusive education between male and female & rural and urban areas. In the case of parents of differently abled children, there was no significant difference between gender and locale towards their perception on inclusive education. It means the perception towards inclusive education by the male and female parents & rural and urban parents of the differently abled children are same.

Shortly, as per the analysis of the objective, it is found out that the male and female resource teachers, the male and female peers of differently abled children, the male and female teachers and the male and female parents of differently abled children are not significantly difference on perception in inclusive education. However there exists significant difference of perception towards inclusive education among teachers based on locale at 0.01 level and based on experience at 0.05 level.

The results reveal that, most of the groups of the sample are having almost same levels of perception towards inclusive education.

IV. Evaluation of implementation of IEDSS as a programme for promoting Inclusive Education

Fourth objective of the study was to evaluate the implementation of IEDSS as a programme for promoting inclusive education at the secondary

level. The evaluation of the IEDSS is done based up on the,

- Infrastructure facilities
- Role of PTA Members
- Role of DIET as a nodal agency
- Allocation of funds

The evaluation on the implementation of the IEDSS programme was conducted in diversified approaches. The information was collected from heads of the institutions, PTA members, DIET faculties and other experts in the field of inclusive education. Various documents were also analyzed to know the allocation of funds in inclusive education for the benefits of differently abled students at the secondary level through IEDSS.

The response on evaluation regarding infrastructure facilities and fund allocation details were collected from head of the institutions. The finding on evaluation of infrastructure facilities and allocation of funds on inclusive education was found out from the data obtained from the questionnaire distributed through heads of the schools. The role of PTA members in promoting inclusive education was collected data from themselves. The PTA executive members evaluated the role of PTA as a supporting group for inclusive education. Data in this regard was collected by using a questionnaire that is included 48 items under five dimensions. The role of DIET as a nodal agency to support and administer IEDSS is evaluated based upon the data from DIET faculties and experts. These data are collected through discussion. Analysis of documents are also made use to evaluate the role of DIET in this regard.

Details of analysis made on the evaluation of implementation of IEDSS based upon the data from heads of the institutions, PTA executive members, DIET faculties and experts & also from documents are given under in corresponding titles.

Evaluation by School Heads on implementation of IEDSS: Infrastructure facilities

All public sector schools have supported with infrastructure facilities for the implementation of inclusive education through IEDSS. The schools received funds, supports, allowances and qualified resource teachers for implementation of IEDSS. Heads of the institutions are the responsible officers to organise IEDSS programmes in schools to promote inclusive education. Based on these relevant facts, the implementation of IEDSS as a programme for promoting inclusive education is evaluated in the view points of heads of the institutions. As it is said above and mentioned in methodology chapter, the evaluation of heads of the institutions is done by providing them a questionnaire with 42 statements under 3 dimensions. The statements covered almost all relevant features of IEDSS programme that are to be evaluated. Based on the responses from the heads, it can be explained the extent of success of IEDSS. The 42 items in the questionnaire from three dimensions covered three different aspects. The three dimensions are,

- School level facilities
- Lab and library facilities
- Basic amenities

As it is mentioned in the methodology chapter, the evaluation of IEDSS is classified under 3 heads; Highly satisfactory, Moderately satisfactory and Less satisfactory. Dimension wise evaluation was conducted based on the scores of dimensions in the questionnaire. The details of this score wise distribution to each head of the institution are furnished in the table 39

Table 39

Dimension wise Evaluation Scores of heads of the schools

School Heads	Dimension wise Evaluation Scores		
	Dimension 1 School level facilities (maximum total score= 28)	Dimension 2 Lab and Library facilities (maximum total score= 6)	Dimension 3 Basic Amenities (maximum total score= 8)
Head 1	24	4	3
Head 2	20	3	3
Head 3	17	4	4
Head 4	17	4	6
Head 5	18	5	4
Head 6	18	4	5
Head 7	27	4	4
Head 8	22	4	3
Head 9	23	3	3
Head 10	27	5	5
Head 11	19	6	4
Head 12	19	5	4
Head 13	21	3	5
Head 14	21	4	4
Head 15	27	5	2
Head 16	20	3	3
Head 17	24	4	4

School Heads	Dimension wise Evaluation Scores		
	Dimension 1 School level facilities (maximum total score= 28)	Dimension 2 Lab and Library facilities (maximum total score= 6)	Dimension 3 Basic Amenities (maximum total score= 8)
Head 18	23	4	5
Head 19	19	4	4
Head 20	18	4	5
Head 21	26	3	4
Head 22	20	4	4
Head 23	26	3	4
Head 24	25	3	2
Head 25	17	5	3
Head 26	23	4	5
Head 27	27	6	4
Head 28	25	4	3
Head 29	28	4	4
Head 30	18	5	3

School level facilities

The dimension school level facilities are evaluated based upon the responses of 28 items. The schools have some of the infrastructural facilities for implementation of inclusive education by utilizing the IEDSS fund. Anyhow, the schools may experience some shortcomings in some of the needed facilities.

The evaluation is classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation from the mean is used to find these groups. For the dimension of

school Level facilities, the Mean is 22.30 and Standard Deviation is 3.593. Hence, $M+SD = 25.893$ and $M-SD = 18.707$. For the convenience of calculation, the value $M+SD$ rounded to 26 instead of 25.893 and $M-SD$ rounded to 19 instead of 18.707. Based on these, the heads of the institutions that scored 26 or above are considered highly satisfied with the infrastructural facilities, which scored 19 or below are less satisfied and those who scored in between 19 and 26 (both values excluded) are moderately satisfied. The number and percentage of heads of the schools who evaluated the inclusive education and IEDSS programme based on infra structural facilities are as follows.

From the data, it is clear that 8 heads scored 26 and above and included in the category of highly satisfied. They were 26.67% of the total. Nine heads scored 19 or below and lies in the category of less satisfied who were 30% of the total. The number of heads in the category of moderately satisfied who evaluated the programme on the basis of infra structural facilities were 13. They were 43.33% of the total sample. The analysis is supportive to find out the number and percentage of heads of the institutions who evaluated the infrastructure facilities as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the table 40.

Table 40

Evaluation on the basis of school level facilities

Levels of Satisfaction	Scores of Dimension (school level facilities)	No. of respondents	Percentage
Highly satisfied	26 or above	8	26.67%
Moderately satisfied	19-26	13	43.33%
Less satisfied	19 or below	9	30%

Lab and library facilities

The second dimension for the evaluation of implementation of IEDSS programme related to infrastructure is lab and library facilities. This dimension includes 6 questions.

The evaluation is classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation Distance from the mean is used to find these groups. For the dimension of Lab and Library facilities, Mean is 4.100 and Standard Deviation is 0.845. Hence, $M+SD = 4.945$ and $M-SD = 3.255$. For the convenience of calculation, the value $M+SD$ rounded to 5 instead of 4.945 and $M-SD$ rounded to 3 instead of 3.255. Based on these, the heads of the institutions that scored 5 or above are considered highly satisfied with the Lab and Library facilities, which scored 3 or below are less satisfied and those who scored 4 are moderately satisfied. The number and percentage of heads of the schools who evaluated the inclusive education and IEDSS programme based on Lab and Library facilities are as follows.

From the data, it is clear that 8 heads scored 5 and above and included in the category of highly satisfied. They were 26.67% of the total. Seven heads scored 3 or below and lies in the category of less satisfied who were 23.33% of the total. The number of heads in the category of moderately satisfied who evaluated the programme on the basis of lab and Library facilities were 15. They were 50% of the total sample. The analysis help to find out the number of heads of the institutions who evaluated the lab and library facilities on the basis of inclusive education as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the table 41.

Table 41

Evaluation on the basis of lab and library facilities

Levels of Satisfaction	Scores of Dimension(lab and library facilities)	No. of respondents	Percentage
Highly satisfied	5 or above	8	26.67%
Moderately satisfied	4	15	50%
Less satisfied	3 or below	7	23.33%

Basic amenities

The third dimension is related to basic amenities and it includes 8 questions. Like other two dimensions, this dimension also classified the responses of heads into three categories as highly satisfied, moderately satisfied and less satisfied. The procedure of Standard deviation Distance from the Mean is used to find these groups. The score for dimension of Basic amenities, Mean is 3.867 and Standard Deviation is 0.937. Hence, $M+SD =$

4.805 and $M-SD = 2.930$. For the convenience of calculation, the value $M+SD$ rounded to 5 instead of 4.805 and $M-SD$ rounded to 3 instead of 2.930. Based on these, the heads of the institutions that scored 5 or above are considered highly satisfied with the Basic amenities, those who scored 3 or below are less satisfied and those who scored 4 are moderately satisfied. The number and percentage of heads of the schools who evaluated the inclusive education and IEDSS programme based on Basic amenities are as follows.

Among the sample, 23.33 % of the heads who are 7 in number scored 5 and above included in the category of highly satisfied. Ten heads scored 3 or below lies in the category of less satisfied who were 33.34 % of the total. The number of heads in the category of moderately satisfied who evaluated the programme on the basis of Basic amenities were 13. They were 43.33 % of the total sample. The analysis helps to find out the number of heads of the institutions who evaluated the basic amenities on the basis of inclusive education as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the table 42.

Table 42

Evaluation on the basis of Basic amenities

Levels of Satisfaction	Scores of Dimension (basic amenities)	No. of respondents	Percentage
Highly satisfied	5 or above	7	23.33%
Moderately satisfied	4	13	43.33%
Less satisfied	3 or below	10	33.34%

The consolidated table for different levels of satisfaction on infra structural facilities of the various heads of the institutions are given in table 43.

Table 43

Levels of satisfaction on infra structural facilities by Head of the Institution (in percentage)

Dimensions	Highly satisfied	Moderately satisfied	Less satisfied
School Level facilities	26.67	43.33	30
Lab and Library Facilities	33.33	36.67	30
Basic Amenities	23.33	43.33	33.34

Evaluation by PTA Members on implementation of IEDSS: Role of PTA in Inclusive Education

The responses of members of PTA are done by providing them a questionnaire with 40 statements under 4 dimensions. The statements covered almost all relevant areas of participation of PTA in the school level programmes for the betterment of inclusive education. Based on the responses from the members of PTA, it can be explained the extent of the success of IEDSS programme. The 40 items in the questionnaire from four dimensions covered four different aspects. The four dimensions are,

- Participation of PTA
- PTA suggestions on granting various aids
- Relevance of IEDSS
- Role of resource teachers

As it is mentioned in the methodology chapter, the evaluation by PTA executive members on IEDSS is classified under 3 heads; highly satisfactory, moderately satisfactory and less satisfactory. Dimension wise evaluation was conducted based on the scores of dimensions in the questionnaire. The details of this score wise distribution to each executive member of PTA are furnished in the table 44.

Table 44

Dimension wise Evaluation Scores of PTA executive members

Executive Members of PTA	Dimension wise Evaluation Scores			
	Dimension 1 Participation of PTA (maximum total score= 13)	Dimension 2 PTA Suggestions on granting various aids (maximum total score= 13)	Dimension 3 Relevance of IEDSS (maximum total score= 8)	Dimension 4 Resource teachers (maximum total score= 6)
Member 1	12	8	5	4
Member 2	12	8	5	2
Member 3	9	7	3	3
Member 4	12	10	7	4
Member 5	13	12	7	4
Member 6	10	2	2	1
Member 7	12	8	7	5
Member 8	13	10	6	3
Member 9	13	6	4	4
Member 10	13	6	4	3
Member 11	11	8	4	3
Member 12	12	8	3	2
Member 13	13	8	5	4

Executive Members of PTA	Dimension wise Evaluation Scores			
	Dimension 1 Participation of PTA (maximum total score=13)	Dimension 2 PTA Suggestions on granting various aids (maximum total score=13)	Dimension 3 Relevance of IEDSS (maximum total score=8)	Dimension 4 Resource teachers (maximum total score=6)
Member 14	12	6	4	3
Member 15	11	7	4	3
Member 16	13	7	4	3
Member 17	11	9	3	3
Member 18	13	6	4	4
Member 19	13	7	4	3
Member 20	12	9	6	2
Member 21	10	6	2	2
Member 22	12	7	3	4
Member 23	12	8	5	2
Member 24	13	8	6	2
Member 25	12	9	4	2
Member 26	13	6	3	3
Member 27	10	7	3	2
Member 28	13	7	4	2
Member 29	13	7	4	3
Member 30	11	9	5	2
Member 31	13	7	4	4
Member 32	13	6	3	2
Member 33	10	8	4	2
Member 34	10	6	3	2
Member 35	11	7	4	3
Member 36	9	9	4	3

Executive Members of PTA	Dimension wise Evaluation Scores			
	Dimension 1 Participation of PTA (maximum total score=13)	Dimension 2 PTA Suggestions on granting various aids (maximum total score=13)	Dimension 3 Relevance of IEDSS (maximum total score=8)	Dimension 4 Resource teachers (maximum total score=6)
Member 37	11	7	4	3
Member 38	13	8	5	3
Member 39	12	5	2	3
Member 40	12	7	3	4
Member 41	10	8	5	3
Member 42	13	9	5	2
Member 43	11	6	3	4
Member 44	13	6	4	4
Member 45	12	9	4	3
Member 46	13	7	4	1
Member 47	13	7	2	3
Member 48	11	7	5	3
Member 49	12	5	3	4
Member 50	9	9	5	4
Member 51	13	8	2	1
Member 52	8	7	5	3
Member 53	12	5	3	3
Member 54	11	8	6	3
Member 55	9	10	4	4
Member 56	11	7	3	3
Member 57	12	5	3	2
Member 58	13	6	4	3
Member 59	12	8	4	3

Executive Members of PTA	Dimension wise Evaluation Scores			
	Dimension 1 Participation of PTA (maximum total score=13)	Dimension 2 PTA Suggestions on granting various aids (maximum total score=13)	Dimension 3 Relevance of IEDSS (maximum total score=8)	Dimension 4 Resource teachers (maximum total score=6)
Member 60	13	8	5	3
Member 61	11	7	4	2
Member 62	12	6	3	1
Member 63	12	6	3	3
Member 64	13	8	4	3
Member 65	8	7	4	4
Member 66	12	8	4	3
Member 67	12	6	4	3
Member 68	11	7	3	2
Member 69	12	6	4	1
Member 70	8	8	4	2
Member 71	13	9	5	3
Member 72	8	5	4	3
Member 73	8	7	4	2
Member 74	11	7	2	2
Member 75	12	9	5	2
Member 76	9	5	4	3
Member 77	13	9	5	4
Member 78	11	6	3	1
Member 79	12	6	4	4
Member 80	8	9	4	2
Member 81	12	7	4	4
Member 82	11	6	3	3

Dimension wise Evaluation Scores				
Executive Members of PTA	Dimension 1	Dimension 2	Dimension 3	Dimension 4
	Participation of PTA (maximum total score= 13)	PTA Suggestions on granting various aids (maximum total score= 13)	Relevance of IEDSS (maximum total score= 8)	Resource teachers (maximum total score= 6)
Member 83	13	7	5	3
Member 84	8	7	3	2
Member 85	12	9	4	3
Member 86	12	7	5	2
Member 87	9	6	4	2
Member 88	11	7	2	3
Member 89	13	7	5	2
Member 90	10	7	3	3
Member 91	12	9	6	2
Member 92	13	7	3	3
Member 93	13	7	4	3
Member 94	11	7	4	2
Member 95	12	6	3	2
Member 96	12	8	4	2
Member 97	8	10	4	4
Member 98	9	6	4	3
Member 99	13	8	3	1
Member 100	12	9	4	3

Participation of PTA

The evaluation is classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The dimension, participation of PTA is evaluated based upon the responses of 13 items. The PTAs are actively participating and give their suggestions in all activities of the schools. The school level development committees always include the representatives of PTA and in almost all schools; they do their job in a well manner.

The responses are classified under three heads as highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation Distance from the Mean is used to find these groups. For the dimension of Participation of PTA, the Mean is 11.46 and Standard Deviation is 1.547. Hence, $M+SD = 13.007$ and $M-SD = 9.913$. For the convenience of calculation, the value $M+SD$ rounded to 13 instead of 13.007 and $M-SD$ rounded to 10 instead of 9.913. Based on these, the members of PTA who scored 13 or above are considered highly satisfied with the infrastructural facilities, which scored 10 or below are less satisfied and those who scored in between 13 and 10 (both values excluded) are moderately satisfied. The number and percentage of members of PTA who evaluated the implementation of inclusive education and IEDSS programme based on participation of PTA are as follows.

From the members of PTA, 30 members scored 13 and included in the category of highly satisfied. They were 30% of the total. Twenty two heads scored 10 or below and lies in the category of less satisfied who were 22% of the total. The number of PTA members in the category of moderately satisfied

who evaluated the programme on the basis of participation of PTA were 48. They were 48% of the total sample. The analysis is supportive to find out the number and percentage of members of PTA who evaluated the participation of PTA as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the following table 45.

Table 45

Evaluation on the basis of participation of PTA

Levels of Satisfaction	Scores of Dimension (Participation of PTA)	No. of respondents	Percentage
Highly satisfied	13 or above	30	30%
Moderately satisfied	11-12	48	48%
Less satisfied	10 or below	22	22%

PTA suggestions on granting various aids

In the second dimension, PTA suggestions on granting various aids, the evaluation is classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The dimension, PTA suggestions on granting various aids is evaluated based upon the responses of 13 items. The PTAs are actively participating and give their suggestions in all activities of the schools.

The responses are classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation Distance from the mean is used to find these groups. For the dimension of PTA suggestions on granting various aids, Mean is 7.29 and

Standard Deviation is 1.431. Hence, $M+SD = 8.721$ and $M-SD = 5.859$. For the convenience of calculation, the value $M+SD$ rounded to 9 instead of 8.721 and $M-SD$ rounded to 6 instead of 5.859. Based on these, the members of PTA who scored 9 or above are considered highly satisfied with the infrastructural facilities, which scored 6 or below are less satisfied and those who scored in between 9 and 6 (both values excluded) are moderately satisfied. The number and percentage of members of PTA who evaluated the implementation of inclusive education and IEDSS programme based on PTA suggestions on granting various aids are as follows.

From the members of PTA, 20 members scored 9 and above and included in the category of highly satisfied. They were 20% of the total. Twenty eight heads scored 6 or below and lies in the category of less satisfied who were 28% of the total. The number of PTA members in the category of moderately satisfied who evaluated the programme on the basis of PTA suggestions on granting various aids were 52. They were 52% of the total sample. The analysis is supportive to find out the number and percentage of members of PTA who evaluated the PTA suggestions on granting various aids as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the following table 46.

Table 46

PTA suggestions on granting Funds

Levels of Satisfaction	Scores of Dimension (PTA suggestions on granting Funds)	No. of respondents	Percentage
Highly satisfied	9 or above	20	20%
Moderately satisfied	7-8	52	52%
Less satisfied	6 or below	28	28%

Relevance of IEDSS

The third dimension is on relevance of IEDSS on inclusive education. This dimension includes 8 questions. The dimension, relevance of IEDSS is evaluated based upon the responses of 8 items. The PTAs are actively participating and give their suggestions in implementing the programme of IEDSS in Schools.

The responses are classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard deviation Distance from the Mean is used to find these groups. For the dimension of relevance of IEDSS, mean is 3.990 and standard Deviation is 1.087. Hence, $M+SD = 5.077$ and $M-SD = 2.903$. For the convenience of calculation, the value $M+SD$ rounded to 5 instead of 5.077 and $M-SD$ rounded to 3 instead of 2.903. Based on these, the members of PTA who scored 5 or above are considered highly satisfied with the relevance of IEDSS, who scored 3 or below are less satisfied and those who scored 4 are moderately satisfied. The number and percentage of members of PTA who evaluated the implementation of inclusive education and IEDSS programme based on relevance of IEDSS are as follows.

From the members of PTA, 26 members scored 5 and above and included in the category of highly satisfied. They were 26% of the total. Thirty one members of PTA scored 3 or below and lies in the category of less satisfied who were 31% of the total. The number of PTA members in the category of moderately satisfied who evaluated the programme on the basis of relevance of IEDSS were 43. They were 43% of the total sample. The analysis is supportive to find out the number and percentage of members of PTA who evaluated the relevance of IEDSS as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the following table 47.

Table 47

PTA members' evaluation on the relevance of IEDSS

Levels of Satisfaction	Scores of Dimension (relevance of IEDSS)	No. of respondents	Percentage
Highly satisfied	5 or above	26	26%
Moderately satisfied	4	43	43%
Less satisfied	3 or below	31	31%

Role of resource teachers

The fourth dimension is the responses of members of PTA on the role of resource teachers. This dimension includes 6 questions. The dimension, role of resource teachers is evaluated based upon the responses of 6 items. The PTAs are actively participating and give their suggestions on the role of resource teachers in schools.

The responses are classified under three heads – highly satisfactory, moderately satisfactory and less satisfactory. The procedure of Standard Deviation Distance from the Mean is used to find these groups. For the dimension of role of resource teachers, mean is 2.77 and standard deviation is 0.875. Hence, $M+SD = 3.645$ and $M-SD = 1.895$. For the convenience of calculation, the value $M+SD$ rounded to 4 instead of 3.645 and $M-SD$ rounded to 2 instead of 1.895. Based on these, the members of PTA who scored 4 or above are considered highly satisfied with the role of resource teachers, who scored 2 or below are less satisfied and those who scored 3 are moderately satisfied. The number and percentage of members of PTA who evaluated the implementation of inclusive education and IEDSS programme based on role of resource teachers are as follows.

From the members of PTA, 20 members scored 4 and above and included in the category of highly satisfied. They were 20% of the total. Thirty seven members of PTA scored 2 or below and lies in the category of less satisfied who were 37% of the total. The number of PTA members in the category of moderately satisfied who evaluated the programme on the basis of role of resource teachers were 43. They were 43% of the total sample. The analysis is supportive to find out the number and percentage of members of PTA who evaluated the role of resource teachers as highly satisfied, moderately satisfied and less satisfied. The data is consolidated in the following table 48.

Table 48

PTA members' evaluation on the role of resource teachers

Levels of Satisfaction	Scores of Dimension (resource teachers)	No. of respondents	Percentage
Highly satisfied	4 or above	20	20%
Moderately satisfied	3	43	43%
Less satisfied	2 or below	37	37%

The consolidated table for different levels of satisfaction on implementation of IEDSS through inclusive education by the PTA members is given in table 49.

Table 49

Levels of satisfaction on implementation of IEDSS by PTA members (In percentage)

Dimensions	Highly satisfied	Moderately satisfied	Less satisfied
Participation of PTA	30	48	22
PTA suggestions on granting various aids	20	52	28
Relevance of IEDSS	26	43	31
Role of resource teachers	20	43	37

Discussion

From the analysis, it is clear that parent teacher Association (PTA) has to play a key role in the development of inclusive education. The executive members of PTA actively participated in all activities of all the schools. As

the directions from the government, the local bodies have more roles in schools and with the support of PTA they engaged in the activities of the schools positively. The PTA suggests various aids and appliances for the smooth functioning of the schools. At secondary level, inclusive education is implemented through IEDSS and the members of PTA supports the authorities to implement this programme in favour of differently abled children. The PTA members also support the resource teachers in the schools for the development of the differently abled children through inclusive education.

Role of DIET as a nodal agency

DIET was the responsible agency to monitor and administer the progress related with inclusive education. Details regarding the role of DIET as a nodal agency responsible on inclusive education are collected in two ways: Discussion with DIET faculty members and experts & Analysis of documents. (Details are given in methodology chapter). A consolidation of details regarding the role of DIET based on discussions and document analysis are given under.

The role of DIET can be classified as Academic role and Administrative role. The academic role includes suggestion and support on curricular transaction, suggestion and support on evaluation procedures and helping class room instructions. Administrative role includes appointment of resource teachers, funding, monitoring and conducting training programmes.

DIET is a nodal agency for providing academic and resource support at the district level in the state of Kerala. It promotes a major role in the

development of education related to quality, quantity and equity for the differently abled children. DIETs organise various workshops for the development of text books, training manuals and teaching learning materials for inclusive education. It also takes initiative to carry out research in the field of inclusive education.

DIET also organise Educational Officers' meeting, headmasters' conferences, Camps for the differently abled children, training for the parents of differently abled children, workshops focussing educational strategies for the differently abled children etc.

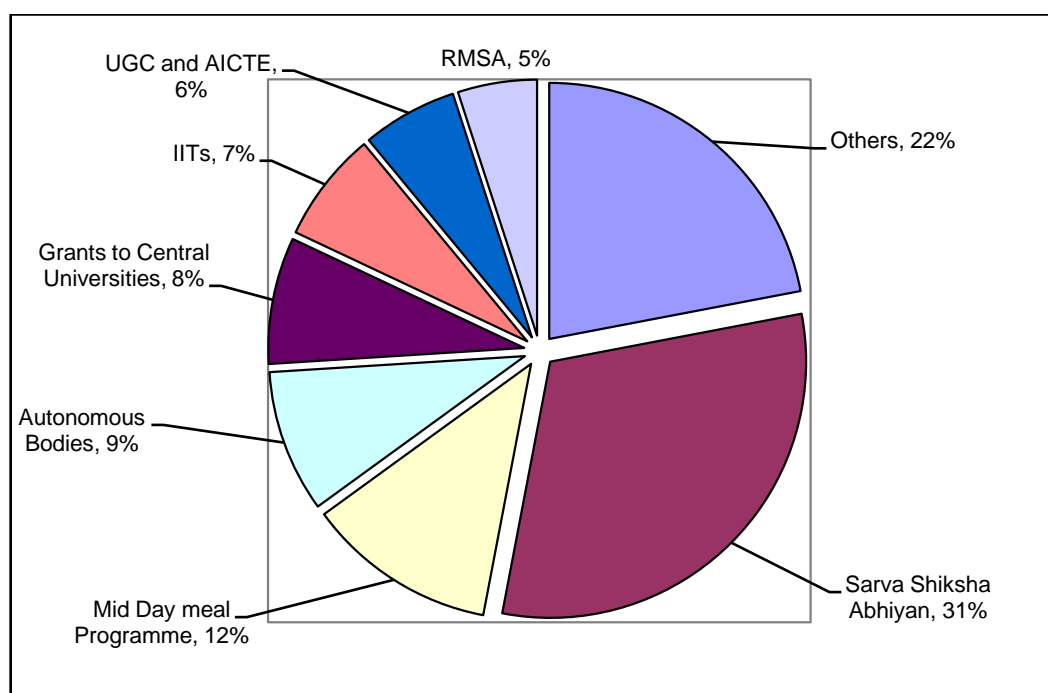
DIET was the nodal agency of the inclusive education at district level from the commencement of the programme. Later, due to the changes in the Government policies, the role of DIET has been diluted in this regard and later it is endorsed to SSA at lower level and RMSA at the higher level of school education. From April 2018 onwards, the nodal role of inclusive education has been vested upon with Samagra Shiksha Abhiyan. However in Kerala, RMSA is continuing with the nodal work of the programme and this may continued till Samagra Shiksha Abhiyan may occupy the overall governance of inclusive education system. Details on the role of Samagra Shiksha Abhiyan have not been studied in detail by the researcher due to the time constraint.

Allocation of funds

Satisfactory implementation of any education project depends upon the financial support from the Government. The fund allocation of inclusive education programme and IEDSS project shows satisfactory pecuniar support

to the programme. It is found gradual increase of fund allocation for the programme for the last 3 years. Data regarding the fund allocation was collected from the concerned documents.

The Ministry of Human Resource Development (MHRD) has been allocated Rs.85010 Crores in 2018-19 for education scenario. The allocation constitutes 3% of the Central Government's estimated expenditure for 2018-19. In 2016-17 the actual allocation for education was 72016 Crores and in 2017-18, it was 81869 Crores. The figure 5 shows the major heads under the MHRD allocated its funds in 2018-19.



Source: "Expenditure Budget, Vol.2, MHRD, 2018-19 PRS"

Figure 5: Allocation of Funds by MHRD

From the figure 5, 31% of the total fund is allocated for Sarva Shiksha Abhiyan (SSA) followed by 12% for mid day meal programme. Central universities have grants to 8%, and UGC and AICTE got 6%. RMSA shared

5% of the total expenditure. Other schemes and programmes who have less than 5% of the total expenditure shared a sum of 22%.

Rashtriya Madhyamic Shiksha Abhiyan (RMSA) aims to enable universal access to secondary education by 2017 and universal retention by 2020. In the financial year 2018-19, Government of India allocated at Rs.4213 Crores for Rashtriya Madhyamic Shiksha Abhiyan (RMSA), an 8% increase in nominal terms from the previous financial year. A comparison of 2018-19 allocation with previous years is depicted in the table 50.

Table 50

Allocation of funds for RMSA - All India level

Year	Total Allocation for RMSA
2016-17	3968*
21017-18	3915*
2018-19	4213*

Source: “Union Budgets, 2015-18; PRS”.

(*Amounts are given in Crores)

The funds allotted for RMSA includes the funds for education of differently abled children under IEDSS. The figure 6 shows the fund allocation for RMSA from 2014-15 to 2018-19.

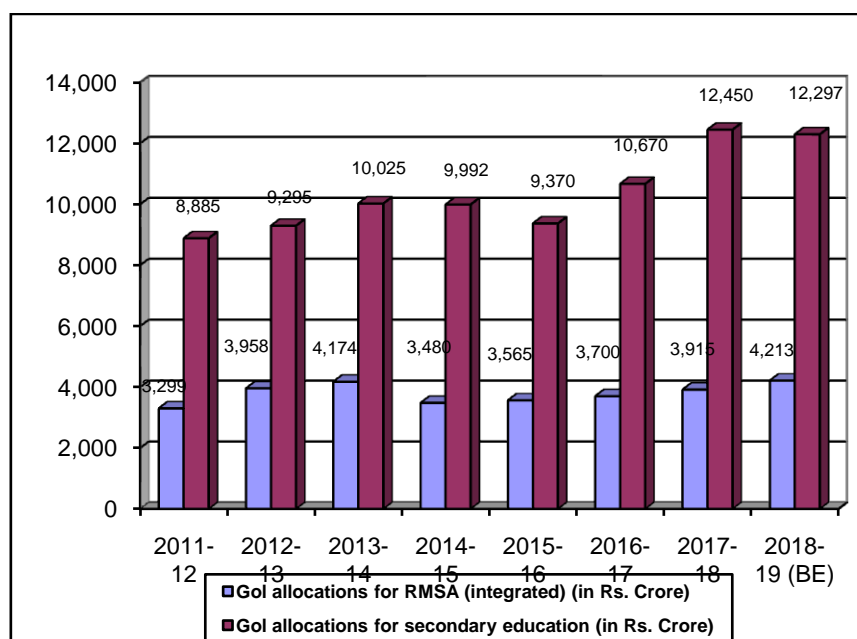


Figure 6: Fund Allocations for RMSA between 2011-12 And 2018-19

(amounts given in Crores)

Source: “Union Expenditure Budget, Vol. 2, Ministry of Human Resource Development. Available online at: www.indiabudget.nic.in. Figures are in crore of rupees and are Revised Estimates (REs), except for 2017-18 which are budgeted estimates (BE).

Allocation of Funds in Kerala State

Total fund allocation for RMSA includes funds for ICT, Vocational Education and Girls’ hostels other than IEDSS. These are the four secondary education schemes under the Integrated RMSA in Kerala.

In the state of Kerala, the annual work plan and budget allocation under the centrally sponsored scheme of the integrated RMSA are as follows;

In 2015-16, total allocation of funds under RMSA was 6588.92 lakhs. From this total amount, 2474.46 lakhs allotted for IEDSS. In 2016-17, total allocation of funds under RMSA raised to 9253.95 lakhs with the share of 3251.89 lakhs for IEDSS. In 2017-18, total allocation of funds under RMSA

was 10280.94 lakhs. From this amount, 3622.37 lakhs allotted for IEDSS. The data is explained in the table 51.

Table 51

Allocation of funds under RMSA and IEDSS in Kerala

Financial Year	RMSA(total)	IEDSS
2015-16	6588.92*	2474.46*
2016-17	9253.95*	3251.89*
2017-18	10280.94*	3622.37*

(*Amounts are given in Lakhs)

The table 4.33 show that the funds for IEDSS and inclusive education increases year by year. This depicts the importance that is given by the central and state governments on inclusive education. But the funds allotting for the development of inclusive education is still inadequate.

This can be further read from the figure 7.

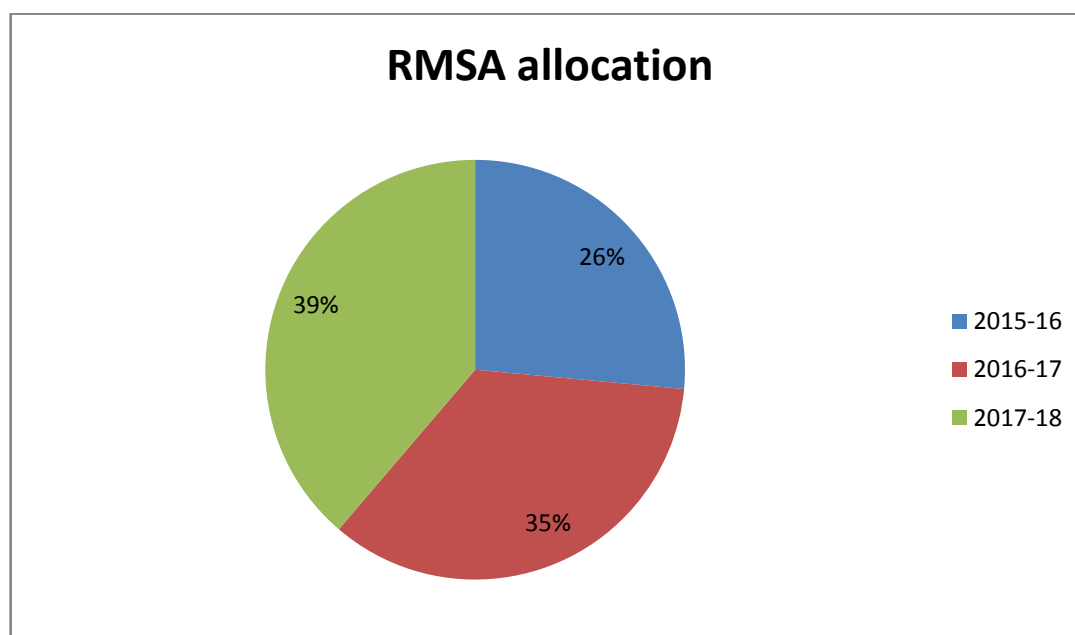


Figure 7 : RMSA Allocation for IEDSS

Recently the Central government introduced a new scheme Samagra Shiksha Abhiyan and the inclusive education come under this programme. The authorities should take initiative to allot more funds to inclusive education and IEDSS to make the programme more effective.

V. Exploration of Inclusive Education Programme and suggested modifications to improve the programme

The first four objectives focussing on the Difficulties faced by the differently abled children in the class rooms, level of Perception of various stake holders , compare the level of perception of various stake holders based on gender, locale , type of management and experience and Implementation of inclusive education at the secondary level mainly through IEDSS in the state of Kerala. The fifth objective was designed as the result of the analysis of first four objectives.

The fifth objective is to suggest necessary modifications to improve the programme for mainstreaming the differently abled children. This objective is realized based upon the research findings on other objectives and conceptual understanding of the researcher while pursuing the research.

While explaining the implementing stages of inclusive education, the researcher utilized the theoretical overview to reach on the findings.

The researcher has explored the development of inclusive education programme as,

- (i) Development and implementation of inclusive education and IEDSS programme and
- (ii) Perception of various stake holders on inclusive education

Development and implementation of inclusive education and IEDSS

The details of this objective can be furnished based upon the theoretical overview. The details of this objective can be furnished upon the theoretical overview, Government statistical reports and PAB minutes of the Government of Kerala.

The development of inclusive education in Kerala is from segregation to inclusion. The present inclusive education programme IEDSS for secondary education was started in 2009-10. The programme was under RMSA. Under RMSA, the district Institute for Education and training (DIET) was the nodal agency and they appointed the resource teachers as the suggestion given by the Government.

The government of India, Ministry of Human Resource Development, Department of School Education and Literacy, with the order number F.No.2-16/2017-EE3 dated 15th April 2018, to the education secretaries of all states and Union territories send a frame work for the implementation of Samagra Shiksha Abhiyan , an integrated scheme for school education. In the order Number F236/DDE (IEDSS)/ Admn. Cell/2018/3201-3223 dated 05/06/2018, office of the Deputy Director of Education (IEDSS and SSA), issued a circular by replacing the integrated RMSA to Samagra Shiksha Abhiyan. Presently,

the inclusive education for all levels including IEDSS is the part of the Samagra Shiksha Abhiyan.

Perception of various stake holders on inclusive education

The perception of various stake holders such as resource teachers, peers of differently abled children, teachers and parents of differently abled children are explored based on the analysis of data received from the stake holders. All the stake holders in the study had positively perceived their role in treating the differently abled children in the class rooms. The analysed data is supportive to state that the peers have desirable awareness on the education of differently abled children. The peers and parents of differently abled children may not be aware about the terminologies like inclusive education and IEDSS. But the positive thing is that they have a perception that they should support the education of differently abled children.

Conclusion

Each and every child has right to get education irrespective of his disabilities and socio economic background. Inclusion is about the practical changes to the differentially abled children. More than the academic development, the inclusive education assures the development of socializing skills of the differently abled children. We should respect the diverse needs of the children and maximizing the learning of all children by providing ample opportunities to them. The various stake holders like resource teachers, teachers, parents, peers, members of PTA and heads of the schools should jointly work together to mainstreaming the differently abled children. The

society should change the attitude towards the education of differently abled children and that may lead to transform the present system and accepting the diversities in a constructive and positive manner.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSION

- ❖ *Study in Retrospect*
 - ❖ *Major Findings of the study*
 - ❖ *Educational Implications*
 - ❖ *Suggestions for further Research*
-

SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter is retrospection to whole process of the study with a summary of the investigation. All aspects of the investigation such as study in Retrospect, Objectives, Methodology, Procedure, Tools and techniques of analysis, findings of the Study, suggestions and Scope of further research are presented in the chapter.

Study in Retrospect

The present chapter outlines the major landmarks of procedure adopted for mainstreaming the differently abled children through inclusive education. Inclusion in education is an approach in educating the children with differential abilities. Inclusive education is against the concept of Special education. In this, the students with and without disabilities are treated as equal with same class room and same curriculum. The Right to Education Act ensures education of all children in the neighbouring school irrespective of the disabilities. Zero rejection is the principle behind Education for all (EFA). The shifting approaches to disability have translated from segregation to the present model of inclusion. The present research is a sumptuous attempt to analyze the difficulties faced by the differently abled children and the perception of various stake holders towards inclusive education at the secondary level.

The present research entitled as '**Mainstreaming the Differently abled Children through Inclusive Education**'. This is a mixed method research aimed to find out the difficulties faced by the differently abled children in their class rooms and the perception of various stake holders towards inclusive education. The researcher also analyzed the programme 'Inclusive Education for the Disabled at the Secondary Stage' (IEDSS), infra structural facilities in the schools and the role of Parent Teacher Association (PTA) in schools.

Procedure of the Study

The study surveyed all the stake holders of inclusive education such as resource teachers, secondary school teachers, peers and parents of differently abled children to find out the level of perception and compare the perception on inclusive education among stakeholders based on relevant categories. To conduct the study, the investigator used perception scales developed by the researcher and the supervising teacher. The tools distributed to the stake holders and collected response in separate response sheets. To evaluate the IEDSS programme, questionnaire were used. They were distributed to the heads of the schools and PTA members for availing data. The difficulties of the differently abled children in class room were collected in two ways; by conducting semi structured interview with the resource teachers and researcher's observation.

The collected data were analyzed qualitatively and quantitatively conducted discussion on the results and framed generalizations after analysis. The research work is documented in five chapters.

Objectives of the Study

1. To study the difficulties faced by differently abled children in their class room.
2. To find out the level of perception on inclusive education of differently abled children among the various stakeholders such as
 - Resource teachers
 - Secondary School Teachers
 - Peers of differently abled children
 - Parents of differently abled children
3. To compare the perception on inclusive education of differently abled children among the stake holders such as Resource teachers, Secondary School Teachers, Peers and Parents of differently abled children based on the relevant categories such as,
 - Gender
 - Locale
 - Type of management
 - Teaching Experience
4. To evaluate the implementation of IEDSS as a programme for promoting inclusive education at the secondary level on the basis of
 - Infrastructural Facilities
 - Role of PTA
 - Role of DIET as a Nodal Agency
 - Allocation of Funds

5. To suggest necessary modifications to improve the programme for mainstreaming the differently abled children.

Hypotheses of the Study

Hypotheses framed for the study are the following

1. There exist different levels of perception on inclusive education of differently abled children among,
 - (i) Resource teachers
 - (ii) Secondary school teachers
 - (iii) Peers of differently abled children
 - (iv) Parents of differently abled children

2. There exists significant difference on perception of inclusive education among resource teachers with respect to
 - (i) Gender
 - (ii) Locale
 - (iii) Type of management

3. There exists significant difference on perception of inclusive education among secondary school teachers with respect to
 - (i) Gender
 - (ii) Locale
 - (iii) Type of management
 - (iv) Teaching Experience

4. There exists significant difference on perception of inclusive education among peers of differently abled children with respect to
 - (i) Gender
 - (ii) Locale
 - (iii) Type of management

5. There exists significant difference on perception of inclusive education among parents of differently abled children with respect to
 - (i) Gender
 - (ii) Locale

Methodology of the Study

The methodology of the study includes design of the study, tools and techniques used for the study, sample and description of techniques for data analysis.

Design of the study

The study framed with descriptive survey design. The study adopted both qualitative and quantitative approach in data collection and analyses.

Sample for the Study

Purposive random sampling technique was used to constitute sample groups for the study. The sample groups was selected from Pathanamthitta, Palakkad and Kasargod districts respectively from South, Middle and North regions of Kerala State. The sample for the study comprised of 300 peers of differently abled students, 100 teachers, 100 Resource Teachers, 100

members of Parent Teacher Association, 100 parents of differently abled students and 30 Heads of schools of the three districts. Equal weightage was given to the three districts for all samples.

Tools used for the Study

The following tools were used for the study;

1. Perception Scale for Resource Teachers on Inclusive Education (Suresh Kumar and Dr. Nath, 2015)
2. Perception Scale for Peers of differently abled children (Suresh Kumar and Dr. Nath, 2015)
3. Perception Scale for Teachers on Inclusive Education (Suresh Kumar and Dr. Nath, 2015)
4. Perception Scale for Parents of Differentially abled pupils (Suresh Kumar and Dr. Nath, 2015)
5. Questionnaire for Heads of Schools (Suresh Kumar, 2015)
6. Questionnaire for members of PTA (Suresh Kumar, 2015)
7. Semi structured interview schedule for the Resource Teachers (Suresh Kumar, 2015)
8. Observation schedule for the differently abled children in their classroom (Suresh Kumar, 2015)

Techniques Used

Document analysis was used as the major technique to interpret the documents related to inclusive education and the programme IEDSS.

Observation was the technique used to find out the difficulties faced by the differently abled children in their classroom.

Semi structured interview was conducted with resource teachers to find out their views on inclusive system.

Techniques of Analysis

Qualitative analysis is conducted to find the difficulties faced by the differently abled children in their classes and to analyze the inclusive education system in Kerala. The perception of various stake holders towards inclusive education, evaluation of heads of the schools and members of PTA on inclusive education were treated quantitatively for data collection and analyzes.

Statistical Techniques used

Preliminary statistics, mean difference analyses (t-test) and percentage analysis were used in different phases of the study. Thematic analysis was used for the analysis of qualitative data.

Major Findings of the Study

The major findings of the study are summarized as follows;

Finding 1: Differently abled Children face many difficulties in classroom

The first objective of the research was to study the difficulties faced by the differently abled children in their classroom. Two techniques were used for data collection such as, resource teachers' perception gathered through

interview and classroom observation by the investigator. Total 6 resource teachers were participated in the interview.

The researcher observed 18 classes (Three each in 6 schools) to find out the difficulties faced by the differently abled children. All areas except curriculum were treated for observation. The difficulties that are perceived by the resource teachers were observed by the researcher also.

The differently abled children were always struggling with the regular teachers' classes when the resource teacher is absent in the class. It is observed that the differently abled children were faced difficulties to attend throughout the classes. Most of them were not interested in attending the classes. But the resource teachers in the class helped them in many ways in the class. The differently abled children faced difficulties in following the contents in the curriculum. But they were enjoyed by using various types of technology in their class rooms. Group activities are more beneficial and interesting to such children and it enables them to reduce the difficulties in the class room. In the case of curriculum it is not possible to evaluate the curriculum by observing the class. But according to the response of the resource teachers, it is the need of the time to reconstruct the curriculum according to the needs and interests of the differently abled children. If the curriculum is adaptive to the differently abled children, it will reduce the dropout rates of such children. The attitude of a minority of students adversely affects the minds of the differently abled children. Such attitude leads to isolation of the children in the class. Due to various kinds of differential abilities, majority of the differently abled children were not able to attend the classes regularly.

Finding 2. Perception of various stake holders towards inclusive education

The second objective was to find out the perception of various stakeholders such as Resource teachers, Teachers, Peers and Parents of differently abled children towards inclusive education. Details of findings are given under in separate titles

***Finding 2.a:* There exist different levels of perception on inclusive education among Resource Teachers**

Resource Teachers are varied on their level of perception on inclusive education. The values of Mean, Median and Mode for perception on inclusive education of resource teachers for the total sample (N=100) were found to be 96.21, 97, 98.58 respectively. Value of standard deviation was 9.18. Among the total number of resource teachers, 20% were with the score of high level of perception on inclusive education, 71% were with the score of average level of perception on Inclusive education and the remaining 9% constitute with low level of perception. Hence it is stated that there exist different levels of perception on inclusive education among resource teachers.

***Finding 2b:* There exist different levels of perception on inclusive education among Secondary School Teachers**

Secondary school teachers are varied on their level of perception on inclusive education. The values of Mean, Median and Mode for perception on inclusive education of teachers for the total sample (N=100) were found to be 107.31, 109.50, 113.88 respectively. Value of standard deviation was 8.122. Among the total number of teachers, 7% were with the score of high level of

perception on inclusive education, 81% were with the score of average level of perception on Inclusive education and the 12% constitute with low level of perception. Hence it is stated that there exist different levels of perception on inclusive education among teachers for the total sample.

***Finding 2.c:* There exist different levels of perception on inclusive education among Peers of differently abled Children**

Peers of differently abled children are varied on their level of perception on inclusive education. The values of Mean, Median and Mode for perception on inclusive education of peers of differently abled children for the total sample (N=300) were found to be 113.62, 114, 114.76 respectively. Value of standard deviation was 9.913. Among the total number of peers of differently abled children, 17.33% were with the score of high level of perception on inclusive education, 63.67% were with the score of average level of perception on Inclusive education and 19% constitute with low level of perception. Hence it is stated that there exist different levels of perception on inclusive education among peers of differently abled children for the total sample.

***Finding 2.d:* There exist different levels of perception on inclusive education among Parents of differently abled Children**

Parents of differently abled children are varied on their level of perception on inclusive education. The values of Mean, Median and Mode for perception on inclusive education of parents of differently abled children for the total sample (N=100) were found to be 97.62, 98, 98.76 respectively. Value of standard deviation was 12.842.

Among the total number of parents of differently abled children, 9% were with the score of high level of perception on inclusive education, 80% were with the score of average level of perception on Inclusive education and 11% constitute with low level of perception. Hence it is stated that there exist different levels of perception on inclusive education among parents of differently abled children for the total sample.

Finding 3. Comparison of Perception on inclusive education among various stake holders

The third objective was to compare the perception on inclusive education of various stakeholders such as Resource teachers, Secondary school teachers, Peers and Parents of differently abled children. Details of findings are given under in separate titles

***Finding 3.a:* There exists no significant difference in the perception of Resource teachers based on gender on inclusive education**

The mean score on the perception of male resource teachers is 95.67 and that of female resource teachers is 96.26. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.19 is lower than the tabled value (1.96) at 0.05 levels of significance. The mean score of Perception of Male Resource Teachers is almost similar to that of female resource teachers. Based on this, it is explained that there exists no significant gender difference in resource teachers on their perception on inclusive education. Both male and female resource teachers have same types of perception on inclusive education.

***Finding 3.b:* There exists no significant difference in the perception of Resource teachers based on locale in inclusive education.**

The mean score on the perception of rural resource teachers is 95.53 and that of urban resource teachers is 96.81. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.69 is lower than the tabled value (1.96) at 0.05 levels of significance. The mean score of Perception of rural Resource Teachers is almost similar to that of urban resource teachers. Based on this, it is explained that there exists no significant difference in resource teachers on their perception based on locale. Both rural and urban resource teachers have same types of perception on inclusive education.

***Finding 3.c:* There exists no significant difference in the perception of Resource teachers based on management in inclusive education.**

The mean score on the perception of Government school resource teachers is 96.00 and that of Aided school resource teachers is 96.70. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.36 is lower than the tabled value (1.96) at 0.05 level of significance. The mean score of Perception of Government School Resource Teachers is almost similar to that of Aided school resource teachers. Based on this, it is explained that there exists no significant difference in resource teachers on their perception based on management. Both government and Aided resource teachers have same types of perception on inclusive education.

***Finding 3.d:* There exists significant difference in the perception of Secondary school teachers based on gender in inclusive education.**

The mean score on the perception of male teachers is 110.76 and that of female teachers is 106.60. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 3.36 is higher than the tabled value (2.58) at 0.01 level of significance. The mean score of perception of male teachers is higher than that of female teachers. Based on this, it can be stated that male teachers have higher perception compared to female teachers towards inclusive education.

***Finding 3.e:* There exists significant difference in the perception of Secondary school teachers based on Locale on inclusive education.**

The mean score on the perception of rural teachers is 111.77 and that of urban teachers is 103.80. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 6.09 is higher than the tabled value (2.58) at 0.01 level of significance. The mean score of Perception of Rural Teachers is higher than that of Urban teachers. Based on this, it can firmly state that Rural teachers have higher perception compared to Urban teachers towards inclusive education.

***Finding 3.f:* There exists no significant difference in the perception of secondary school teachers based on management in inclusive education.**

The mean score on the perception of Government school teachers is 107.31 and that of aided school teachers is 107.82. The significance of

difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.02 is lower than the tabled value (1.96) at 0.05 level of significance. The mean score of Perception of Government school teachers is almost similar to that of aided school teachers. Based on this, it is explained that there exists no significant difference in teachers on their perception based on management. Both government and aided teachers have same types of perception on inclusive education.

***Finding 3.g:* There exists significant difference in the perception of Secondary school teachers based on teaching experience in inclusive education.**

The mean score on the perception of teachers below ten years is 105.47 and that of teachers of experience ten years and above is 109.56. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 2.60 is higher than the tabled value (2.58) at 0.01 level of significance. The mean score of Perception of Teachers of experience ten years and above is higher than that of teachers below ten years of experience. Based on this, it can firmly state that Teachers of experience ten years and above have higher perception compared to Teachers below ten years of experience towards inclusive education.

***Finding 3.h:* There exists no significant difference in the perception of Peers of differently abled children based on gender in inclusive education.**

The mean score on the perception of Male Peers of differently abled

children is 114.02 and that of Female Peers is 113.38. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.54 is lower than the tabled value (1.96) at 0.05 level of significance. The mean score of Perception of male Peers is almost similar to that of female Peers. Based on this, it is explained that there exists no significant difference in Peers of Differently abled children on their perception based on gender. It can there for be said that male and female peers of differently abled children do not differ significantly in their perception towards inclusive education.

***Finding 3.i:* There exists no significant difference in the perception of Peers of differently abled children based on management in inclusive education.**

The mean score on the perception of peers in Government schools is 113.42 and that of in aided schools is 114.2. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.59 is lower than the tabled value (1.96) at 0.05 level of significance. The mean score of perception of peers in government schools is almost similar to that of peers in aided schools. Based on this, it is explained that there exists no significant difference in peers on their perception based on management. Both the peers studying in government and aided schools have same types of perception on inclusive education.

***Finding 3.j:* There exists no significant difference in the perception Parents of differently abled children based on gender in inclusive education.**

The mean score on the perception of Male Parents of differently abled children is 98.69 and that of Female Parents is 97.24. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.49 is lower than the tabled value (1.96) at 0.05 level of significance. The mean score of perception of male parents is almost similar to that of female parents. Based on this, it is explained that there exists no significant difference in parents of differently abled children on their perception based on gender. It can there for be said that male and female Parents of differently abled children do not differ significantly in their perception towards inclusive education.

***Finding 3.k:* There exists no significant difference in the perception of Parents of differently abled children based on Locale in inclusive education.**

The mean score on the perception of rural parents of differently abled children is 98.07 and that of urban parents is 96.57. The significance of difference between means of the subsamples find out by applying the independent sample t- test. The obtained t value 0.54 is lower than the tabled value (1.96) at 0.05 level of significance. The mean score of perception of rural parents is almost similar to that of urban parents. Based on this, it is explained that there exists no significant difference in parents of differently abled children on their perception based on locale. It can there for be said that

rural and urban Parents of differently abled children do not differ significantly in their perception towards inclusive education.

Finding . 4: The school heads and members of PTA were evaluated the inclusive education and IEDSS at different levels

The fourth objective of the study was to evaluate the implementation of IEDSS as a programme for promoting inclusive education at the secondary level.

The evaluation on the implementation of the IEDSS programme was conducted in diversified approaches. The information was collected from heads of the institutions, PTA members, DIET faculties and other experts in the field of inclusive education. Various documents were also analyzed to know the allocation of funds in inclusive education for the benefits of differently abled students at the secondary level through IEDSS.

Finding 4.a: Evaluation by School Heads on implementation of IEDSS: Infrastructure facilities

Regarding evaluation on school level facilities, 26.67% heads have highly satisfied perception whereas 43.33% are moderately satisfied and 30% are less satisfied. Regarding the evaluation of lab& library facilities, 33.33% heads are highly satisfied, 36.67% are moderately satisfied and 30% are less satisfied. By evaluating the basic amenities, highly satisfied are 23.33%, moderately satisfied are 43.33% and less satisfied are 33.34%.

The analysis shows that all schools have some facilities related to the implementation of inclusive education and IEDSS programme. But all these

facilities should be improved for the fruitful functioning of inclusive education. For example, in the case of ramp and rail facilities, all schools have the facilities. But majority of the schools have such facilities are not at the satisfactory level and were not properly maintained. Lab and library facilities in schools are also likely. Laboratories are there in schools, but majority of them are not arranged according to the convenience of differently abled children. Books related to inclusive education and differently abled children are rare in schools. It is very difficult for the differently abled children to reach the libraries in some schools. They should be on the ground floor and should have adapted facilities. Various adapted facilities in schools should also be improved for the better implementation of inclusive education through the programme of Inclusive Education for Disabled at secondary Stage (IEDSS).

School Level Facilities

The heads who evaluated the IEDSS programme based on school level facilities as highly satisfied were 26.67% of the total. 43.33% evaluated the school level facilities as moderately satisfied and 30% heads evaluates it as less satisfied.

Lab and Library facilities

The heads evaluated the IEDSS programme related to the dimension lab and library facilities as highly satisfied were 26.67% of the total. 50% heads evaluated the lab and library facilities as moderately satisfied and 23.33% as less satisfied.

Basic Amenities

The highly satisfied heads who evaluated the basic amenities based on IEDSSs programme were 23.33% of the total. 43.33% heads evaluated as moderately satisfied and 33.34 as less satisfied.

The analysis found that majority of the heads responded they had average infra structural facilities to meet the needs of the differently abled children in inclusive education. So infra structural facilities in the schools should be improved to meet the necessities of differently abled children at the secondary level through IEDSS in inclusive setting.

Finding 4.b: Evaluation by PTA Executive members on implementation of IEDSS: Role of PTA in Inclusive Education

Regarding evaluation on perception of Parent Teacher Association, 30% members have highly satisfied perception whereas 48% are moderately satisfied and 22% are less satisfied. Regarding the evaluation of granting various aids, 20% PTA members are highly satisfied, 52% are moderately satisfied and 28% are less satisfied. By evaluating the relevance of IEDSS, highly satisfied are 26%, moderately satisfied are 43% and less satisfied are 31%. Regarding the role of resource teachers, 20% are highly satisfied whereas 43% are moderately satisfied and 37% are less satisfied.

From the analysis, it is clear that parent teacher Association (PTA) has to play a key role in the development of inclusive education. As the directions from the government, the local bodies have more roles in schools for the implementation of inclusive education. When utilizing funds for inclusive

education, the schools and authorities should ensure the active participation of the Parent Teacher Association. The PTA suggests various aids and appliances for the smooth functioning of the schools. At secondary level, inclusive education is implemented through IEDSS and the members of PTA supports the authorities to implement this programme in favour of differently abled children. There should be a better co ordination between the members of PTA and the parents of differently abled children. In the various dimensions of the tool, majority of the members of PTA responded their scores in the second category of moderately satisfied. It shows that the programme IEDSS is good, but we have to improve a lot for the better implementation of inclusive education at the secondary level.

Participation of PTA

The members of PTA who evaluated the participation of PTA on the implementation of IEDSS programme as highly satisfied were 35% of the total. 41% evaluated the role of PTA on this dimension as moderately satisfied and 24% heads evaluated it as less satisfied.

Evaluation of PTA suggestions on granting aids

When considered the dimension, suggestions on granting aids, 20% of the members of PTA evaluated their role on the implementation of inclusive education and IEDSS as highly satisfied, 52% as moderately satisfied and 28% of the members evaluated their role as less satisfied.

Evaluation of Relevance of IEDSS

In the third dimension of the role of PTA on inclusive education 26% members of the PTA responded to the relevance of IEDSS programme as

highly satisfied. The PTA members who evaluated the relevance of IEDSS on inclusive education as moderately satisfied were 43% and less satisfied were 31% of the total.

Evaluation of Role of Resource teachers

Twenty percentages (20%) of the members of PTA evaluated the role of resource teachers on the implementation of IEDSS programme as highly satisfied. The PTA members who evaluated the role of resource teachers as moderately satisfied were 43% and less satisfied were 37% of the total.

The finding shows that IEDSS is a good scheme that gives full provision to facilitate inclusion of children with differential abilities at the secondary level. Majority of the heads responded on various dimensions as moderately satisfied. It shows, in spite of various facilities, the authorities and other stake holders should work together for the better implementation of the programme IEDSS at the secondary level.

Finding 4.c: Role of DIET as a nodal agency

The role of DIET can be classified as Academic role and Administrative role. The academic role includes suggestions and supports on curricular transaction, suggestions and supports on evaluation procedures and helping class room instructions. Administrative role includes appointment of resource teachers, funding, monitoring and conducting training programmes.

DIET also organize Educational Officers' meeting, headmasters' conferences, camps for the differently abled children, training for the parents

of differently abled children, workshops focusing educational strategies for the differently abled children etc.

DIET was the nodal agency of inclusive education at the district level from the commencement of the programme. Later, due to the changes in the Government policies, the role of DIET has been diluted in this regard and later it is endorsed to SSA at lower level and RMSA at the higher level of school education. From April 2018 onwards, the nodal role of inclusive education has been vested upon with Samagra Shiksha Abhiyan.

Finding 4.d: Allocation of funds

The fund allocation of inclusive education programme and IEDSS project shows satisfactory pecuniar support to the programme. It is found gradual increase of fund allocation for the programme for the last 3 years.

Rashtriya Madhyamic Shiksha Abhiyan (RMSA) is aims to enable universal access to secondary education by 2017 and universal retention by 2020. In the financial year 2018-19, Government of India allocated at Rs.4213 Crores for Rashtriya Madhyamic Shiksha Abhiyan (RMSA), an 8% increase in nominal terms from the previous financial year.

Allocation of Funds in Kerala State

Total fund allocation for RMSA includes funds for ICT, Vocational Education and Girls' hostels other than IEDSS. These are the four secondary education schemes under the Integrated RMSA in Kerala.

The funds for IEDSS and inclusive education increases year by year. This depicts the importance that is given by the central and state governments

on inclusive education. But the funds allotting for the development of inclusive education is still inadequate.

Finding 5: Suggestions on Mainstreaming of Differently abled children

The fifth objective was to suggest necessary modifications to improve the programme for mainstreaming the differently abled children.

The researcher has analysed the development of inclusive education programme in Kerala the heads as,

- (i) Development and implementation of inclusive education and IEDSS programme and,
- (ii) Perception of various stake holders on inclusive education

Finding 5.a: Development and implementation of inclusive education and IEDSS programme

The development of inclusive education in Kerala is from segregation to inclusion. The present inclusive education programme IEDSS for secondary education was started in 2009-10. The programme was under RMSA. Under RMSA, the district Institute for Education and training (DIET) was the nodal agency and they appointed the resource teachers as the suggestion given by the Government.

Presently, the inclusive education for all levels including IEDSS is the part of the Samagra Shiksha Abhiyan. In the state of Kerala, the new scheme will enhance the quality of education and attractive syllabus for the mental growth of students. This scheme will help to concentrate the development of students including the differently abled from pre primary to secondary level.

Finding 5.b: Perception of various stake holders on inclusive education

It is recognized that all the stakeholders were properly perceived the implementation of inclusive education at the secondary level. All these groups perceived that the programme is essential and it fruitfully enhancing the mainstreaming of differently abled children.

The resource teachers, secondary school teachers and peers and parents of differently abled children were positively perceived their role in treating the differently abled children in the class rooms. The analysed data is supportive to state that all the stakeholders have desirable awareness on the need of education of differently abled children. Some of the stakeholders like parents and peers of differently abled children may not be aware about the terminologies like inclusive education and IEDSS. But the positive thing is that they have a perception that they should support the education of differently abled children.

Finding 5.c: Evaluation of various aspects of inclusive education

Inclusive education is a corner stone in the development of education in Kerala. Training programmes like refresher courses, seminars, and workshops should be arranged by the Central and State governments for the resource teachers and they direct and guide the differently abled children in their classes and the schools. There should be training programmes for other teachers also. The class teachers also can do their best in mainstreaming the differently abled children. The National Policy on Education (NPE, 1986) opined that no people can rise above the level of its teachers. The parents and Peers of the differently abled children can also provide assistance in all

aspects to the differently abled children for mainstreaming. The PTA members can do much to the development of the schools and the benefits of the differently abled children at the grass root level. If funds utilize properly for inclusive education in a wise manner under the leadership of the heads, surely we can enroll majority of the differently abled children in the mainstream schooling.

The fifth objective is concluded with suggestions, advices and opinions that received from different sources to the researcher. The researcher is able to frame some suggestions based on the research experiences also. These are briefed below,

- According to the new scheme Samagra Shiksha Abhiyan, the resource teachers and the differently abled children ratio is 1:5. This should be strictly followed. Then only the individual attention to the differently abled children by the resource teacher is possible.
- Home based education is practiced under Samagra Shiksha Abhiyan and resource teachers are of the opinion that separate resource teachers are deputed for this practice. In other words, resource teachers already in schools should be free from this additional duty.
- Now the resource teachers are dealing the children with all types of disabilities, but they were practiced or trained for only one type of disability. This is a major drawback in planning classroom transaction in inclusive education. Adaptation is possible only when the resource teacher

is trained with that disability. Otherwise, the resource teacher is not so competent to deal with a particular problem. If it is not possible to appoint separate resource teachers in each disability, at least there should be separate resource teachers for arts and science subjects.

- Certificate course for resource teachers on other faculty area of disabilities other than their specialized area is desirable. By that, they can undertake the duties more effectively.
- One resource teacher to one school should be followed. Sharing of one resource teacher to more than one school is not desirable. It is also necessary to ensure the presence of resource teacher in the school every day.
- The special schools should be a part of the general schools. Separate special schools are against the concept of inclusive education. After basic training in special schools, these children should be enrolled in the general schools. The benefit is that, both the resource teachers and other teachers getting experience from the general and special schools. Special schools are needed only up to 4th standard. After that they can be admit to the general school in first or second standard based on their academic ability.
- Aided/ Government schools should accept the concept of inclusive education as their responsibility to enhance the social and educational aspects of differently abled children.

- State should also ensure the care and privilege to the education of differently abled children
- Ensure the participation of parents , NGO's and representatives of the society in the framework of curriculum in an inclusive setting
- Innovative and adaptive modern technologies to be used in the inclusive classes for mainstreaming the differently abled children
- The schools should strive to develop learning achievements of the differently abled students, planning co curricular activities and regularity of taking classes.
- The attitude of the peers is very important. Even the positive approach of the peers towards the differently abled children can change the class room situation very positively
- The attitude of a minority of students adversely affects the minds of the differently abled children. Such attitude leads to isolation of such children in the class
- Involvement of the parents of differently abled children in the activities of the school should be improved
- More discussion is needed from the part of teachers as well as resource teachers in the class room strategies
- The differently abled children need more attention and care from the part of the regular teachers

- The regular teachers can give more opportunities to the differently abled children in the class room strategies
- The teachers responded various methods of teaching for the differently abled children, but actually those methods were not properly executed in the class in favour of such children
- Most of the differently abled children have some other abilities than academic, but rarely teachers give them a chance to expose their differential abilities

Tenability of Hypotheses

Hypothesis. 1(i): The first (i) hypothesis states that, ‘There exist different levels of perception on inclusive education of differently abled children among resource teachers’. Results show that 20% of resource teachers of the total sample had high level of perception on inclusive education, 71% resource teachers had average level of perception and 9% of resource teachers had low level of perception on inclusive education. Analysis of the result indicates that the perception of resource teachers on inclusive education for the total sample is found differs among them and hence, it can evidently state that the first hypothesis is accepted.

Hypothesis. 1(ii): The first (ii) hypothesis states that, ‘There exist different levels of perception on inclusive education of differently abled children among teachers’. Results clear that 7% of teachers of the total sample had high level of perception on inclusive education, 81% teachers had average level and 12% of teachers had low level of perception on inclusive education.

Analysis of the result indicates that the perception of teachers on inclusive education for the total sample is found differs among them and hence, it can evidently state that the first hypothesis is accepted.

Hypothesis. 1(iii): The first (iii) hypothesis states that, ‘There exist different levels of perception on inclusive education of differently abled children among their peers’. Analysis of results shows that 17.33% of peers of the total sample had high level of perception on inclusive education, 63.67% peers had average level of perception and 19% of peers of differently abled children had low level of perception on inclusive education. The result indicates that the perception of peers of differently abled children on inclusive education for the total sample is found differs among them and most of the peers possessed average level of perception. Hence, it can evidently state that the hypothesis is accepted.

Hypothesis. 1(iv): hypothesis states that, ‘There exist different levels of perception on inclusive education of differently abled children among their parents’. Analysis of results shows that 9% of parents of the total sample had high level of perception on inclusive education, 80% peers had average level of perception and 11% of parents of differently abled children had low level of perception on inclusive education. The result indicates that the perception of parents of differently abled children on inclusive education for the total sample is found differs among them and most of the parents possessed average level of perception. Hence, it can evidently state that the hypothesis is accepted

Hypothesis. 2: The second hypothesis states that, ‘There exists significant difference on perception of inclusive education among resource teachers with respect to Gender, Locale and Type of management’.

When considered Gender, the mean score of Perception of Male Resource Teachers is 95.67 and that of female resource teachers was 96.26. The obtained t value was 0.185, which is not significant at 0.05 level. Both male and female resource teachers have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on gender is rejected.

When considered Locale, the mean score of Perception of rural Resource Teachers is 95.53 and that of urban resource teachers was 96.81. The obtained t value was 0.69, which is not significant at 0.05 level. Both rural and urban resource teachers have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on locale is rejected.

When considered Type of management, the mean score of Perception of Resource Teachers worked in Government schools is 96 and that of aided school resource teachers was 96.70. The obtained t value was 0.36, which is not significant at 0.05 level. Both Government and aided resource teachers have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on management is rejected.

Hence it is concluded that there exist no significant difference on perception of inclusive education among resource teachers with respect to

Gender, Locale and Type of management'. So it can evidently state that the hypothesis is rejected.

Hypothesis 3: The third hypothesis states that, there exists significant difference on perception of inclusive education among teachers with respect to Gender, Locale, Type of management and Teaching Experience.

When considered Gender, the mean score of Perception of male Teachers was 110.76 and the score of female resource teachers was 106.60. The obtained t value was 3.36, which is significant at 0.01 level. The male teachers have higher perception compared to female teachers towards inclusive education. Hence, it can evidently state that the hypothesis based on gender is accepted.

When considered Locale, the mean score of Perception of rural teachers was 111.77 and that of urban teachers was 103.80. The obtained t value was 6.09, which is significant at 0.01 level. The rural teachers have higher perception compared to urban teachers towards inclusive education. Hence, it can evidently state that the hypothesis is accepted.

When considered Type of management, the mean score of Perception of Teachers worked in Government schools was 107.31 and that of aided school teachers was 107.82. The obtained t value was 0.02, which is not significant at 0.05 level. Both Government and aided teachers have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on management is rejected.

When considered teaching Experience, the mean score of Perception of teachers below 10 years of experience was 105.47 and that of teachers who

had more than 10 years of experience was 109.56. The obtained t value was 2.60, which is significant at 0.01 level. . It can evidently state that the hypothesis based on teaching experience is accepted.

Hence it is concluded that there exist significant difference on perception of inclusive education among secondary school teachers with respect to Gender, Locale & teaching experience and there exist no significant difference on perception of inclusive education among teachers with respect to management. So it can evidently state that the hypothesis is partially substantiated.

Hypothesis 4: The fourth hypothesis states that, there exists significant difference on perception of inclusive education among peers of differently abled children with respect to Gender, Locale and Type of management.

When considered Gender, the mean score of Perception of female peers of differently abled students was 113.38 and that of Male peers of differently abled students were 114.02. The obtained t value was 0.54, which is not significant at 0.05 level. Both male and female peers of differently abled students have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on gender is rejected.

When considered Locale, the mean score of Perception of rural peers of differently abled children was 112.78 and the score of urban peers was 115.02. The obtained t value was 1.93, which is not significant at 0.05 level. Both rural and urban peers of differently abled children had same types of perception on the variable. Hence, it can evidently state that the hypothesis based on locale is rejected.

When considered Type of management, the mean score of Perception of peers of differently abled students studying at government schools was 113.42 and that of peers of differently abled students who were studying at aided schools was 114.2. The obtained t value was 0.59, which is not significant at 0.05 level. Both the peers studying in Government and aided schools have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on management is rejected.

Hence it is concluded that there exist no significant difference on perception of inclusive education among peers of differently abled children with respect to Gender, Locale and Type of Management. So it can evidently state that the hypothesis is rejected.

Hypothesis 5: The fifth hypothesis states that, there exists significant difference on perception of inclusive education among parents of differently abled children with respect to Gender and Locale.

When considered Gender, the mean score of Perception of female parents of differently abled students was 97.24 and the score of Male parents of differently abled students was 98.69. The obtained t value was 0.49, which is not significant at 0.05 level. Both male and female parents of differently abled students have same types of perception on the variable. Hence, it can evidently state that the hypothesis based on gender is rejected.

When considered Locale, the mean score of Perception of rural parents was 98.07 and the score of urban parents was 96.57. The obtained t value was 0.54, which is not significant at 0.05 level. Both rural and urban parents of

differently abled children had same types of perception on the variable. Hence, it can evidently state that the hypothesis is rejected.

Hence it is concluded that there exist no significant difference on perception of inclusive education among teachers with respect to Gender and Locale. So it can evidently state that the hypothesis is rejected.

Conclusion

- The differently abled students face many difficulties in their class rooms. Some of them suffered with multiple disabilities. Insufficient adapted facilities in the class room, lack of support from various stakeholders, improper learning strategies, lack of training for the teachers, problem of curriculum transaction, non availability of resource teachers all are affected adversely to the differently abled children in their class room.
- It is the need of the time to reconstruct the curriculum according to the needs and interests of the differently abled children. If the curriculum is adaptive to the differently abled children, it will reduce the dropout rates of such children.
- There exist different levels of perception on Inclusive education among resource teachers. The probable reason for the different levels of perception on inclusive education may be the different types of experiences that the resource teachers are availing from their class room and school.
- There exist different levels of perception on Inclusive education among secondary school teachers. The probable reason for the different levels

of perception on inclusive education may be the different types of experiences and training programmes that the teachers are availing within and outside the class room.

- There exist different levels of perception on Inclusive education among peers of differently abled children. The probable reason for the different levels of value perception may be the different types of practices and approaches that the peers of differently abled children experienced from their classes.
- There exists different level of perception on Inclusive education among parents of differently abled children. The probable reason for the different level of perception of parents of differently abled children on inclusive education may be their concern about their children and different responses from the society and the school. There exist no significant difference on perception of inclusive education among resource teachers with respect to Gender, Locale and Type of management’.
- There exist significant difference on perception of inclusive education among teachers with respect to Gender, Locale & teaching experience and there exist no significant difference on perception of inclusive education among teachers with respect to management.
- There exist no significant difference on perception of inclusive education among peers of differently abled children with respect to Gender, Locale and Type of Management.

- There exist no significant difference on perception of inclusive education among parents of different abled children with respect to Gender and Locale.
- IEDSS is a good scheme that gives full provision to facilitate inclusion of children with differential abilities at the secondary level. In spite of various facilities, the authorities and other stake holders should work together for the better implementation of the programme IEDSS at the secondary level.
- The role of DIET can be classified as Academic role and Administrative role. DIET organize Educational Officers' meeting, headmasters' conferences, Camps for the differently abled children, training for the parents of differently abled children, workshops focusing educational strategies for the differently abled children etc.
- Due to the changes in the Government policies, the role of DIET has been diluted in this regard and later it is endorsed to SSA at lower level and RMSA at the higher level of school education. From April 2018 onwards, the nodal role of inclusive education has been vested upon with Samagra Shiksha Abhiyan.
- The fund allocation of inclusive education programme and IEDSS project shows satisfactory pecuniar support to the programme. It is found gradual increase of fund allocation for the programme for the last 3 years.
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA) is aims to enable universal access to secondary education by 2017 and universal

retention by 2020. Total fund allocation for RMSA includes funds for ICT, Vocational Education and Girls' hostels other than IEDSS. These are the four secondary education schemes under the Integrated RMSA in Kerala.

- The funds for IEDSS and inclusive education increases year by year. This depicts the importance that is given by the central and state governments on inclusive education. But the funds allotting for the development of inclusive education is still inadequate.
- The development of inclusive education in Kerala is from segregation to inclusion. The present inclusive education programme IEDSS for secondary education was started in 2009-10. The programme was under RMSA.
- It is recognized that all the stakeholders such as Resource teachers, secondary school teachers, Peers of differently abled children and the parents of differently abled children were properly perceived the implementation and programme of inclusive education.
- The government of India, Ministry of Human Resource Development, Department of School Education and Literacy, send a frame work for the implementation of Samagra Shiksha Abhiyan , an integrated scheme for school education.
- The analysis shows that all schools have some facilities related to the implementation of inclusive education and IEDSS programme. But all these facilities should be improved for the fruitful functioning of inclusive education.

- The parent teacher Association (PTA) has to play a key role in the development of inclusive education. As the directions from the government, the local bodies have more roles in schools for the implementation of inclusive education.
- The differently abled children were always struggling with the regular teachers' classes when the resource teacher is absent in the class. It is observed that the differently abled children were facing difficulties to attend throughout the classes.

Educational Implications

Inclusive education has been one of the most discussed areas in the current context. A lot of reforms are there in the area of inclusive education and the education of differently abled children at the secondary level. Due to its educational importance, IEDSS scheme provides all facilities for the differently abled children at the secondary level. The present study will be of more relevance in planning and implementing various educational programmes for the differently abled children. As a result of inclusive education, more children with differential abilities being included in the general education class rooms. At the secondary level they were provided with ample facilities and incentives for their better education.

The various stake holders of inclusive education like Resource teachers, teachers, peers and parents of differently abled children help a lot to the education of such children. They always have high level of perception towards inclusive education and the education of differently abled children. We cannot ignore the role of PTA in the developmental activities of the

schools especially in the context of inclusive education. The schools also did a lot in the case of infrastructural facilities for the adaptation of the differently abled.

The study provides accurate information regarding the difficulties faced by differently abled children. The result supports implementation of innovative strategies to overwhelm the difficulties of these children. The study supports need of full time resource teachers in inclusive schools.

Inclusive education is the need of the time. If we implement the inclusive education programme effectively, it may reduce the relevance of special school concept. For the differently abled children with severe disabilities can adopt home based education. This is preparedness for school and preparedness for life. The differently abled children in the class need the support of teachers and peers. The study reveals that it is the teachers and peers who guide the differently abled students in attaining academic achievement and socializing skills. So continuous attempts should be made to enhance their awareness and perception to the need and significance of inclusion.

The secondary school teachers as well as resource teachers work together for the benefits of the differently abled children. The resource teachers get training for dealing the differently abled. But these are not up to mark. The specialized training for differential abilities and training programme for regular teachers in the area of inclusive education is also very essential for the successful implementation of this programme.

All buildings in the school will be developed and to make them differently abled friendly.

The study itself is a resource to all who seek knowledge in the area of inclusive education.

Suggestion for Further Research

When a researcher completed the research, it arises many questions and it was felt that many researches might be conducted related to the present study. The newly related researches definitely extent the scope of the present study. The experience of the researcher on this area opened many research intentions. The area is very vast and it needs highly acknowledged intensive researches. The specific learning problems of differently abled children in inclusive system, anomalies of teaching of differently abled children, anomalies of resource teachers, necessities of innovative training to handle the inclusive class rooms, necessities of handling peers of differently abled children and so as to be emerged with further research studies. The researcher would like to suggest certain specific research areas based on the present experience. Study is needed on specific problems that are confronted by the resource teachers in inclusive system. Researches are to be conducted among parents to identify their awareness regarding disabilities of children and need of the educational opportunities.

1. Replication of the study can be conducted at the elementary level
2. In-depth comparative study of teachers and resource teachers on their attitude towards inclusive education

3. Perception on methods of inclusive education and suggestive measures can be studied among student teachers, teachers and voluntary organizations
4. Policies and programmes of Government in the area of inclusive education
8. Comparative study of academic development of differently abled children from special schools and mainstream schools
9. Study of the education and life of children with differential abilities after their schooling in inclusive setting
11. Separate studies can be conducted on the difficulties faced by the differently abled children according to their differential abilities.
12. Study on the benefits of Home Based Education on the differently abled children with chronic disabilities.
13. Impact of curriculum based assessments to improve various abilities of the differently abled children.

These suggestive researches can enrich the school atmosphere and learning climate of the differently abled children through inclusive education at the secondary level. The good old words of Plato is worthy at all time as a torch light to all who conduct any educational activities in the scenario of education of children with differential abilities. That is the grace of the present research.

“ Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds , so that you may be better able to discover with accuracy the peculiar bent of the genius of each” – Plato.

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APPENDICES

APPENDIX I

Perception scale of Resource Teachers on Inclusive Education

(Draft)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of resource teachers in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of resource teachers.

Section A

Name of the Resource Teacher :
Name of the School :
Designation :
Gender : Male/Female
Locality of the School : Rural/Urban
Management : Govt./Aided

Section B

Perception Scale for Resource Teachers on Inclusive Education

1. Inclusive Education is suitable for differently abled children.
2. It is possible to make desirable changes to differently abled children through Inclusive Education.
3. It is desirable to bring all children under one educational system for their mental and intellectual development.

4. It is seen that the differently abled children become more developed intellectually through Inclusive Education.
5. The intellectual abilities of differently abled children increase through Inclusive Education.
6. The educational problems of differently abled children can be resolved fully through Inclusive Education.
7. Inclusive Education is essential to bring differently abled children to the mainstream.
8. Differently abled children get special care and consideration through Inclusive Education
9. The service of resource teachers is essential for the effective learning of differently abled children.
10. Compulsion for working in more than one school increases the burden of the resource teachers.
11. The service benefits of resource teachers are not revised periodically.
12. The professional competency of the resource teachers is affected adversely because of their contract appointment.
13. It is necessary to give permanent employment to resource teachers directly by the government.
14. It is the responsibility of the government to give permanent appointment to resource teachers in compliance with the Right to Education Act.
15. There is job uncertainty for resource teachers due to annual renewal of their contract.
16. I am fully satisfied with the present job as a resource teacher
17. Collocating differently abled children with their peers adversely affects the performance of peers.
18. Helping the differently abled children in the class is the only duty assigned to the resource teachers.
19. Often, the class room activities of differently abled children are not accepted by their peers.
20. Some students in classes express their dissatisfaction with the presence and performance of differently abled children.

21. It is very difficult to control the differently abled children in the class.
22. The students behave according to the situation when the differently abled children express their differential character in the class.
23. Many difficulties are faced in preparing the lesson plan for the differently abled children.
24. It is not practical to adopt the same curriculum for the differently abled children and other students.
25. The IEDSS programme followed by IEDC, functions smoothly and effectively.
26. The differently abled children have a security feeling through IEDSS programme.
27. The benefit for the differently abled children should be increased through the IEDSS programme.
28. Providing financial benefits to the differently abled children through the IEDSS programme is time consuming.
29. The enrolment of differently abled children increased after the commencement of IEDSS programme.
30. The mental conditions of differently abled children has improved after the introduction of Right to Education Act.
31. The financial help to the differently abled children through the IEDSS programme is inadequate.
32. The differently abled children have a feeling that they are part of the society through inclusive education.
33. Inclusive Education creates social awareness among all children.
34. All students get a feel of oneness and equality through Inclusive Education.
35. All teachers support the programme of inclusive education to welcome the differently abled children in normal class rooms.
36. All teachers should get special training to handle the differently abled in their classes
37. The presence of resource teachers is inevitable in Inclusive classes.
38. The differently abled children depend more on resource teachers

39. The differently abled children interact more with the resource teachers.
40. The resource teachers take the initiative to obtain scholarships and other benefits to the differently abled children.
41. The parents of differently abled children always discuss the academic matters with the resource teachers.
42. The parents of differently abled children often discuss the personal matters other than academic with the resource teacher.
43. The resource teachers receive all help from the heads of the schools to meet the needs of differently abled children.
44. The facilities in library, lab and playground for the differently abled children are inadequate.
45. Special care is taken while differently abled children are made to participate in arts and sports competitions.
46. The differently abled children have more interests in activity oriented programmes like group activities.
47. Special methods are adopted for evaluating the abilities of differently abled children.
48. The prevailing evaluation method is not satisfactory for evaluating the abilities of differently abled children.
49. Inclusive Education programme is more preferable than other educational systems for the development of differently abled children.
50. The peers experience desirable changes while interacting with the differently abled children through Inclusive Education.
51. The learning strategies for the differently abled children in the class make them more interested in the subject content area
52. The co-operation from the class teachers to the resource teachers in academic and other activities are limited.
53. Not getting enough support from other teachers to participate in teacher training programmes.
54. Not getting enough time to participate in teacher training programmes.
55. Not getting adequate financial assistance from the allied departments to participate in teacher training programmes.

56. More improvement is needed in teacher training programmes for the differently abled children.
57. It is difficult to get help from the school to teach differently abled children with the acquired training.
58. The facilities in the school are inadequate to implement the Inclusive Education programme effectively.
59. The service of physiotherapist, helper etc. is not available in all schools to help the differently abled children.
60. The concept of Inclusive Education is good but difficult to implement practically.

APPENDIX II
RESPONSE SHEET

Name : Sex : M /F
Name of School : Designation :
Locality : Urban/Rural Management : Govt/Aided

No.	Agree	Undecided	Disagree
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APPENDIX III

Perception scale of Resource Teachers on Inclusive Education (Final)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of resource teachers in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of resource teachers.

Section A

Name of the Resource Teacher :
Name of the School :
Designation :
Gender : Male/Female
Locality of the School : Rural/Urban
Management : Govt./Aided

Section B

Perception Scale for Resource Teachers on Inclusive Education

1. Inclusive Education is suitable for differently abled children.
2. It is possible to make desirable changes to differently abled children through Inclusive Education.
3. It is desirable to bring all children under one educational system for their mental and intellectual development.

4. The intellectual abilities of differently abled children increase through Inclusive Education.
5. The educational problems of differently abled children can be resolved fully through Inclusive Education.
6. Differently abled children get special care and consideration through Inclusive Education
7. The service of resource teachers is essential for the effective learning of differently abled children.
8. Compulsion for working in more than one school increases the burden of the resource teachers.
9. The service benefits of resource teachers are not revised periodically.
10. It is necessary to give permanent employment to resource teachers directly by the government.
11. It is the responsibility of the government to give permanent appointment to resource teachers in compliance with the Right to Education Act.
12. There is job uncertainty for resource teachers due to annual renewal of their contract.
13. I am fully satisfied with the present job as a resource teacher
14. Collocating differently abled children with their peers adversely affects the performance of peers.
15. Often, the class room activities of differently abled children are not accepted by their peers.
16. Some students in classes express their dissatisfaction with the presence and performance of differently abled children.
17. It is very difficult to control the differently abled children in the class.
18. It is not practical to adopt the same curriculum for the differently abled children and other students.
19. The IEDSS programme followed by IEDC, functions smoothly and effectively.
20. The differently abled children have a security feeling through IEDSS programme.

21. The benefit for the differently abled children should be increased through the IEDSS programme.
22. Providing financial benefits to the differently abled children through the IEDSS programme is time consuming.
23. The mental conditions of differently abled children has improved after the introduction of Right to Education Act.
24. The differently abled children have a feeling that they are part of the society through inclusive education.
25. Inclusive Education creates social awareness among all children.
26. All students get a feel of oneness and equality through Inclusive Education.
27. All teachers support the programme of inclusive education to welcome the differently abled children in normal class rooms.
28. The presence of resource teachers is inevitable in Inclusive classes.
29. The differently abled children depend more on resource teachers
30. The resource teachers receive all help from the heads of the schools to meet the needs of differently abled children.
31. Special care is taken while differently abled children are made to participate in arts and sports competitions.
32. The differently abled children have more interests in activity oriented programmes like group activities. .
33. The peers experience desirable changes while interacting with the differently abled children through Inclusive Education.
34. The co-operation from the class teachers to the resource teachers in academic and other activities are limited.
35. Not getting enough support from other teachers to participate in teacher training programmes.
36. Not getting enough time to participate in teacher training programmes.
37. Not getting adequate financial assistance from the allied departments to participate in teacher training programmes.
38. More improvement is needed in teacher training porogrammes for the differently abled children.

39. It is difficult to get help from the school to teach differently abled children with the acquired training.
40. The facilities in the school are inadequate to implement the Inclusive Education programme effectively.
41. The service of physiotherapist, helper etc. is not available in all schools to help the differently abled children.
42. The concept of Inclusive Education is good but difficult to implement practically.

APPENDIX IV

**Perception Scale for Secondary School Teachers on
Inclusive Education**

(Draft)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of Secondary school teachers in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of Secondary school teachers.

Section A

Name of the Teacher :
Name of the School :
Designation :
Gender : Male/Female
Teaching Experience : Above 10 years/below 10 years
Locality of the School : Rural/Urban
Management : Govt./Aided

Section B

1. Inclusive Education is suitable to the differently abled children
2. Radical changes are possible to the differently abled children through Inclusive Education.

3. Inclusive Education helps the differently abled children to interact better with their peers.
4. Special training is not necessary to teach the differently abled children
5. Differently abled children try to understand the learning activities like other children in the class.
6. Differently abled children do not participate in many learning activities in the class.
7. Differently abled children express more interest when taking classes with learning aids.
8. It is difficult to know the problems of learning of the differently abled children in the class.
9. Differently abled children like to sit with other children in the class.
10. Peers of differently abled children are not co-operative with the differently abled children in the learning activities.
11. The peers of differently abled children do not appreciate the activities of differently abled children in the class.
12. Some students in the class express their dislike in the presence of differently abled children.
13. When the differently abled children express their indifferent behaviour, other children act according to the situation.
14. As a teacher, Faces many difficulties when preparing lessons for the differently abled children.
15. It is difficult to handle the differently abled children and other children in the same classroom setting.
16. Same curriculum is not practical for the differently abled children and other children.
17. It is not possible to complete the lesson in stipulated time when using more learning aids and learning strategies for the differently abled children.
18. The concept inclusive education is a practical one.
19. Inclusive Education is not suitable for differently abled children with chronic disabilities.

20. It is desirable to make changes in the existing curriculum of Inclusive Education for the differently abled children
21. IEDSS programme followed by IEDC functions very effectively.
22. It is necessary to change the structure of IEDSS.
23. Students feel secure through the idea and principles of the programme of IEDSS.
24. It takes a lot of time to get financial and other benefits to the differently abled children through the programme of IEDSS.
25. The enrolment of differently abled children increased at the secondary level after the commencement of the IEDSS programme.
26. I am aware of the Right to Education Act as a teacher.
27. Right to Education Act is very effective and helpful for the differently abled children.
28. There is progress in the mental condition of differently abled children when studying with other children through the programme IEDSS.
29. Not get enough training for the teachers to handle differently abled children as mentioned in the objectives of IEDSS.
30. The financial benefits to the differently abled children through IEDSS programme is inadequate.
31. There is a feeling of oneness in society towards the differently abled children through the inclusive education.
32. Inclusive Education helps the students to acquire social awareness.
33. A feeling of equality develops in all students through Inclusive Education.
34. All teachers support the various steps of handling the differently abled children more effectively.
35. Special training is essential for all teachers to deal with the differently abled children.
36. It is necessary to give more importance to the resource teachers and enquiring more service of them is essential in Inclusive Education.
37. The differently abled children are more dependent on resource teachers.

38. The resource teachers know the personal needs of differently abled children more than anyone else.
39. The differently abled children always like to interact with resource teachers than anyone else.
40. The resource teachers take initiative to get the benefits of the differently abled children sanctioned.
41. The parents of differently abled children discuss the learning matters with the resource teachers more than other teachers.
42. The parents of differently abled children even discuss the personal matters with the resource teachers.
43. The head of the school provides all help to the progress of differently abled children.
44. The headmaster give special care to provide special training to the teachers for dealing with the differently abled children.
45. As a teacher, Feels some gap to arrange special facilities in library and lab for the differently abled children
46. Special care is given by the teaches to make the differently abled children participate in arts and sports competitions.
47. Seek the help of other children to take the lessons for the differently abled children.
48. The differently abled children get an opportunity to use internet in activity oriented learning in the class.
49. It is not beneficial to use the black board for the differently abled children.
50. Some sort of dissatisfaction arises when the method of instruction is changing for the differently abled children.
51. The society is not caring about the education of differently abled children.
52. Special evaluation method is essential to assess the performance of differently abled children.
53. The continuous and comprehensive evaluation and term evaluation of the differently abled children is not satisfactory.

54. There is remarkable progress in evaluating the differently abled children through inclusive education.
55. Positive changes can be seen in other children through interaction with differently abled children in inclusive education.
56. As a teacher, I firmly believe that the concept of inclusive education is helpful to all children.

APPENDIX V
RESPONSE SHEET

Name : Sex : M /F
Name of School : Designation :
Teaching Experience : Above 10 yrs/Below yrs
Locality : Urban/Rural Management : Govt/Aided

No.	Agree	Undecided	Disagree	No.	Agree	Undecided	Disagree
1				29			
2				30			
3				31			
4				32			
5				33			
6				34			
7				35			
8				36			
9				37			
10				38			
11				39			
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15				43			
16				44			
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18				46			
19				47			
20				48			
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26				54			
27				55			
28				56			

APPENDIX VI

Perception Scale for Secondary School Teachers on Inclusive Education

(Final)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statements given below are related with the perception of Secondary school teachers in inclusive education. Read each statement and mark your responses in the response sheet provided. Three response categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assured that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of Secondary school teachers.

Section A

Name of the Teacher :
Name of the School :
Designation :
Gender : Male/Female
Locality of the School : Rural/Urban
Management : Govt./Aided
Teaching Experience : Above 10 years/below 10 years

Section B

1. Radical changes are possible to the differently abled children through Inclusive Education.
2. Inclusive Education helps the differently abled children to interact better with their peers.

3. Special training is not necessary to teach the differently abled children
4. Differently abled children try to understand the learning activities like other children in the class.
5. Differently abled children do not participate in many learning activities in the class.
6. It is difficult to know the problems of learning of the differently abled children in the class.
7. Differently abled children like to sit with other children in the class.
8. Peers of differently abled children are not co-operative with the differently abled children in the learning activities.
9. The peers of differently abled children do not appreciate the activities of differently abled children in the class.
10. Some students in the class express their dislike in the presence of differently abled children.
11. When the differently abled children express their indifferent behaviour, other children act according to the situation.
12. It is difficult to handle the differently abled children and other children in the same classroom setting.
13. Same curriculum is not practical for the differently abled children and other children.
14. It is not possible to complete the lesson in stipulated time when using more learning aids and learning strategies for the differently abled children.
15. The concept inclusive education is a practical one.
16. IEDSS programme followed by IEDC functions very effectively.
17. It is necessary to change the structure of IEDSS.
18. Students feel secure through the idea and principles of the programme of IEDSS.
19. The enrolment of differently abled children increased at the secondary level after the commencement of the IEDSS programme.
20. I am aware of the Right to Education Act as a teacher.

21. Right to Education Act is very effective and helpful for the differently abled children.
22. There is progress in the mental condition of differently abled children when studying with other children through the programme IEDSS.
23. Not get enough training for the teachers to handle differently abled children as mentioned in the objectives of IEDSS.
24. The financial benefits to the differently abled children through IEDSS programme is inadequate.
25. There is a feeling of oneness in society towards the differently abled children through the inclusive education.
26. Inclusive Education helps the students to acquire social awareness.
27. A feeling of equality develops in all students through Inclusive Education.
28. All teachers support the various steps of handling the differently abled children more effectively.
29. The differently abled children are more dependent on resource teachers.
30. The resource teachers know the personal needs of differently abled children more than anyone else.
31. The differently abled children always like to interact with resource teachers than anyone else.
32. The resource teachers take initiative to get the benefits of the differently abled children sanctioned.
33. The parents of differently abled children discuss the learning matters with the resource teachers more than other teachers.
34. The parents of differently abled children even discuss the personal matters with the resource teachers.
35. The headmaster give special care to provide special training to the teachers for dealing with the differently abled children.
36. Special care is given by the teaches to make the differently abled children participate in arts and sports competitions.
37. Seek the help of other children to take the lessons for the differently abled children.

38. The differently abled children get an opportunity to use internet in activity oriented learning in the class.
39. Some sort of dissatisfaction arises when the method of instruction is changing for the differently abled children.
40. Special evaluation method is essential to assess the performance of differently abled children.
41. The continuous and comprehensive evaluation and term evaluation of the differently abled children is not satisfactory.
42. Positive changes can be seen in other children through interaction with differently abled children in inclusive education.
43. As a teacher, I firmly believe that the concept of inclusive education is helpful to all children.

APPENDIX VII

Perception Scale for Peers of Differently abled children through Inclusive Education (Draft)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of Peers of Differently abled children in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of peers of differently abled children.

Section A

Name of the Student :
Name of the School :
Class :
Gender : Male/Female
Locality : Rural/Urban
Management : Govt./Aided

Section B

1. I have knowledge about Inclusive Education.
2. The concept of Inclusive Education is good.
3. Inclusive Education is appropriate for the differently abled children.

4. Inclusive Education is not appropriate for all the differently abled children.
5. The differently abled children with chronic disabilities may not get benefit from Inclusive Education.
6. The seating arrangement of the differently abled children in the class are near to other children.
7. The differently abled children often behave like other children in the class.
8. It is not possible to provide education to the differently abled children like the education of other children.
9. The differently abled children often face difficulties in mingling with other children in the class.
10. The peers of differently abled children express their dislike when experiencing minor mistakes from the differently abled children.
11. The peers of differently abled children are reluctant to help them sometimes.
12. Some students in the class express their dislike for giving special care to the differently abled children.
13. The differently abled children sometimes become aggressive and physically attack other children.
14. It seems the resource teachers give over emphasis to the differently abled children.
15. Mostly the differently abled children are not attentive in the class.
16. The teachers explain the concepts in various subjects many times for the differently abled children.
17. When the teachers take more time to explain the concepts to the differently abled children, it is difficult to cover the syllabus in the stipulated time.
18. The differently abled children show more interest in the activity oriented learning in the class.
19. The differently abled children do not discuss their doubts to their peers in the class.
20. The peers neglect the doubts of differently abled children in the class.

21. The resource teachers come to the class only to help the differently abled children.
22. The resource teachers and subject teachers always work together in various activities in the class.
23. The service of the resource teachers is very helpful to the differently abled children
24. Resource teachers are more interactive with the differently abled children than other teachers.
25. It seems that the differently abled children have more intimacy towards resource teachers than other teachers.
26. Resource teachers take more care and time to get various benefits and scholarships to the differently abled children
27. Resource teachers always help other teachers to deal with differently abled children effectively in the class
28. Differently abled children express more interest and involvement in activity oriented classes than the lecture classes.
29. The peers always give respect to the responses of differently abled children in the group activities.
30. Differently abled children take interest in doing exercises with other children given by the teachers.
31. Differently abled children show more interest when the teachers are using learning aids.
32. Some differently abled children often show restlessness in the class.
33. Even when some children show some sort of violent nature in the class, the Peers behave normally to them.
34. Teachers behave normally to the differently abled children who behave indifferently in the class.
35. Some kind of exercises are given to reduce the tension of the differently abled students who are restless and indifferent in the class
36. The differently abled child is not caring of using blackboard in the class.
37. The construction of the classrooms are not in accordance with the needs of the differently abled child.

38. There is no sufficient adapted facilities in the school.
39. The working of resource room in the school is not satisfactory.
40. The facilities in the library and lab are not according to the needs of differently abled child.
41. Differently abled child takes more interest in using lab and library facilities in the school.
42. The peers are not ready to accompany the differently abled children outside the classes.
43. Differently abled children are participating in arts and sports competition without considering their difficulties.
44. Peers of differently abled children do not take initiative in including them in arts and sports activities.
45. Peers of differently abled children perceive the quality of equality by interacting with the differently abled children.
46. Parents of other children are always ready to give help to the differently abled children.
47. Differently abled children do not get enough consideration from the society.
48. Peers are always ready to give any kind of help to the differently abled children including financial assistance according to their ability.
49. Differently abled children become isolated in the school as a result of the non co-operation from the teachers and other children.
50. Differently abled children need more consideration than they are getting today.
51. It seems the schools do not give adequate attention to the development of differently abled children.
52. It is the need of the time to receive more help from the Non Governmental Organizations for the development of differently abled children.
53. There are efforts to exploit the differently abled children from some corners of the society.
54. The head of the school is always working for the progress of differently abled children.

55. As a peer of the differently abled student, Believes that the Right to Education Act brings better conditions to them.
56. Inclusive Education is more effective to the differently abled children than other educational programmes.

APPENDIX VIII

RESPONSE SHEET

Name of the Student :
Name of the School :
Class :
Gender : Male/Female
Locality : Rural/Urban
Management : Govt./Aided

No.	Agree	Undecided	Disagree
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No.	Agree	Undecided	Disagree
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APPENDIX IX

Perception Scale for Peers of Differently abled children through Inclusive Education (Final)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of Peers of Differently abled children in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of peers of differently abled children.

Section A

Name of the Student :
Name of the School :
Class :
Gender : Male/Female
Locality : Rural/Urban
Management : Govt./Aided

Section B

1. I have knowledge about Inclusive Education.
2. The concept of Inclusive Education is good.
3. Inclusive Education is appropriate for the differently abled children.
4. Inclusive Education is not appropriate for all the differently abled children.

5. The seating arrangement of the differently abled children in the class are near to other children.
6. The differently abled children often behave like other children in the class.
7. It is not possible to provide education to the differently abled children like the education of other children.
8. The peers of differently abled children express their dislike when experiencing minor mistakes from the differently abled children.
9. The peers of differently abled children are reluctant to help them sometimes.
10. Some students in the class express their dislike for giving special care to the differently abled children.
11. It seems the resource teachers give over emphasis to the differently abled children.
12. Mostly the differently abled children are not attentive in the class.
13. The teachers explain the concepts in various subjects many times for the differently abled children.
14. When the teachers take more time to explain the concepts to the differently abled children, it is difficult to cover the syllabus in the stipulated time.
15. The differently abled children show more interest in the activity oriented learning in the class.
16. The differently abled children do not discuss their doubts to their peers in the class.
17. The peers neglect the doubts of differently abled children in the class.
18. The resource teachers and subject teachers always work together in various activities in the class.
19. The service of the resource teachers is very helpful to the differently abled children
20. Resource teachers are more interactive with the differently abled children than other teachers.
21. It seems that the differently abled children have more intimacy towards resource teachers than other teachers.

22. Resource teachers take more care and time to get various benefits and scholarships to the differently abled children
23. Resource teachers always help other teachers to deal with differently abled children effectively in the class
24. Differently abled children express more interest and involvement in activity oriented classes than the lecture classes.
25. The peers always give respect to the responses of differently abled children in the group activities.
26. Differently abled children take interest in doing exercises with other children given by the teachers.
27. Differently abled children show more interest when the teachers are using learning aids.
28. Even when some children show some sort of violent nature in the class, the Peers behave normally to them.
29. Teachers behave normally to the differently abled children who behave indifferently in the class.
30. Some kind of exercises are given to reduce the tension of the differently abled students who are restless and indifferent in the class
31. The differently abled child is not caring of using blackboard in the class.
32. The construction of the classrooms are not in accordance with the needs of the differently abled child.
33. There is no sufficient adapted facilities in the school.
34. Differently abled child takes more interest in using lab and library facilities in the school.
35. The peers are not ready to accompany the differently abled children outside the classes.
36. Differently abled children are participating in arts and sports competition without considering their difficulties.
37. Peers of differently abled children do not take initiative in including them in arts and sports activities.
38. Peers of differently abled children perceive the quality of equality by interacting with the differently abled children.

39. Parents of other children are always ready to give help to the differently abled children.
40. Differently abled children do not get enough consideration from the society.
41. Peers are always ready to give any kind of help to the differently abled children including financial assistance according to their ability.
42. Differently abled children become isolated in the school as a result of the non co-operation from the teachers and other children.
43. It seems the schools do not give adequate attention to the development of differently abled children.
44. It is the need of the time to receive more help from the Non Governmental Organizations for the development of differently abled children.
45. There are efforts to exploit the differently abled children from some corners of the society.
46. The head of the school is always working for the progress of differently abled children.
47. As a peer of the differently abled student, Believes that the Right to Education Act brings better conditions to them.
48. Inclusive Education is more effective to the differently abled children than other educational programmes.

APPENDIX X

Perception Scale for Parents of differently abled children on Inclusive Education

(Draft)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of parents of differently abled children in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of parents of differently abled children.

Section A

Name of the Parent :
Gender : Male/Female
Locale : Rural/Urban

Section B

1. The concept Inclusive Education is very relevant in the current context.
2. Remarkable change is possible to the differently abled children through inclusive education.
3. Inclusive education is not suitable to the students who are suffering from chronic disabilities.
4. Early detection of disability of the child helps to provide proper attention and care through inclusive education.
5. Sending the child to the school by knowing his differential abilities helps to realise the potentialities and limitations.

6. Inclusive education makes remarkable change in my child.
7. The concept special school education develops an inferiority complex among the differently abled children.
8. Positive changes can be seen in the behaviour of the child through the programme of inclusive education.
9. The child is not interested in practicing those activities at home which he learnt in school.
10. IEDSS programme in inclusive education works very effectively at the secondary level.
11. The aids and other supports are not attained completely through IEDSS.
12. The financial assistance given to the student through IEDSS in inclusive education is not sufficient.
13. There are no remarkable changes in IEDSS from IEDC in inclusive education.
14. Remarkable change is inevitable in the planning and implementation of IEDSS programme.
15. The participation of the society is not necessarily used in IEDSS programme.
16. The responsibility of the resource teachers are more through the programme IEDSS than the untrained teachers .
17. The programme Inclusive Education does not get enough attention from the media and society.
18. Inclusive education helps the differently abled children to adjust with their life.
19. The student is not aware of the financial benefits through inclusive education.
20. The non governmental organizations are not giving enough support to the education of differently abled children
21. The available fund for the educational expenses through IEDSS programme is not sufficient.
22. The differently abled children do not get enough consideration from the members of the family.
23. The siblings are not helping the differently abled student in his/her learning matters.

24. The unconditional support of the family makes remarkable positive changes in the attitude of the differently abled children.
25. It is very difficult for the differently abled children to continue the learning in normal schools without the complete support of the society.
26. It is necessary to change the attitude of the society towards the differently abled children
27. It is necessary to change the attitude of the society for the progress of differently abled children
28. At home, the neighbourhood children are reluctant to play with the differently abled children
29. The parents of other children are not ready to send their children with the differently abled children to the school.
30. The non co-operation of peers and their parents results in sending the differently abled children to the school alone.
31. The student gets all support from the school in educational matters.
32. The teachers help the student very much in the learning process.
33. The service of resource teachers in learning process is more beneficial to the differently abled children than other teachers.
34. The parents show their discontent to send their children with differently abled children to the schools.
35. Parents are compelled to send the differently abled child to the school alone because of the non co-operation of other students and parents.
36. The differently abled children get all support from the school.
37. All teachers help the differently abled children in academic matters.
38. The service of resource teachers are more beneficial than other teachers in learning activities.
39. The service of resource teacher in the school is not availed fully because of the duty assigned in other school also.
40. It is the resource teacher who know the child more, than any other teachers.
41. The differently abled children show much interest in participating in co-curricular activities.
42. The teachers of the school always take initiative in the co-curricular activities of the differently abled children.

43. The teachers co-ordinated the differently abled and other children in curricular and co-curricular activities.
44. The teachers do not visit the homes or call up the homes of differently abled children with regard to academic matters.
45. The head of the institution always enquires about the learning matters of the differently abled children.
46. The authorities of the school do not take care to provide various aids to the differently abled children.
47. The head of the school takes initiative to solve the problems faced by the differently abled children in the school.
48. PTA meets regularly in connection with the learning of students in the school.
49. No separate discussions are there relating to the problems of differently abled children in PTA meeting.
50. The parents of other children do not consider the problems of differently abled children in the PTA meeting.
51. The PTA meeting is not sufficient to face the problem of my child.
52. It is not possible to express our opinion freely in the PTA meetings.
53. The parents of other children do not interfere effectively in the matters of differently abled children in PTA meeting.
54. The school authorities do not care to arrange the facilities as mentioned in RTE act.
55. The adapted toilet facilities are arranged in the school for the differently abled children.
56. The construction of the school building is not suitable for the differently abled children to move accordingly.
57. As a parent, fully satisfied with the support provided through inclusive education.

APPENDIX XI
RESPONSE SHEET

Name of the Parent :
Gender : Male/Female
Locale : Rural/Urban

No.	Agree	Undecided	Disagree
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No.	Agree	Undecided	Disagree
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APPENDIX XII

Perception Scale for Parents of differently abled children on Inclusive Education

(Final)

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the perception of parents of differently abled children in inclusive education. Read each statement and mark your responses in the response sheet provided. Three responses categories namely, Agree, Undecided and Disagree. After reading each statement, mark the suitable response with (✓) mark. It is hereby assure that your responses will be utilized only for research purpose.

Section A of this scale meant to collect general information. Section B of this perception scale contains statements regarding the perception of parents of differently abled children.

Section A

Name of the Parent :
Gender : Male/Female
Locale : Rural/Urban

Section B

1. The concept Inclusive Education is very relevant in the current context.
2. Remarkable change is possible to the differently abled children through inclusive education.
3. Inclusive education is not suitable to the students who are suffering from chronic disabilities.
4. Early detection of disability of the child helps to provide proper attention and care through inclusive education.
5. Sending the child to the school by knowing his differential abilities helps to realise the potentialities and limitations.

6. Inclusive education makes remarkable change in my child.
7. The concept special school education develops an inferiority complex among the differently abled children.
8. Positive changes can be seen in the behaviour of the child through the programme of inclusive education.
9. The child is not interested in practicing those activities at home which he learnt in school.
10. IEDSS programme in inclusive education works very effectively at the secondary level.
11. The aids and other supports are not attained completely through IEDSS.
12. The financial assistance given to the student through IEDSS in inclusive education is not sufficient.
13. There are no remarkable changes in IEDSS from IEDC in inclusive education.
14. Remarkable change is inevitable in the planning and implementation of IEDSS programme.
15. The participation of the society is not necessarily used in IEDSS programme.
16. The responsibility of the resource teachers are more through the programme IEDSS than the untrained teachers .
17. The programme Inclusive Education does not get enough attention from the media and society.
18. Inclusive education helps the differently abled children to adjust with their life.
19. The student is not aware of the financial benefits through inclusive education.
20. The non governmental organizations are not giving enough support to the education of differently abled children
21. The available fund for the educational expenses through IEDSS programme is not sufficient.
22. The differently abled children do not get enough consideration from the members of the family.

23. The siblings are not helping the differently abled student in his/her learning matters.
24. The unconditional support of the family makes remarkable positive changes in the attitude of the differently abled children.
25. It is very difficult for the differently abled children to continue the learning in normal schools without the complete support of the society.
26. It is necessary to change the attitude of the society towards the differently abled children
27. It is necessary to change the attitude of the society for the progress of differently abled children
28. At home, the neighbourhood children are reluctant to play with the differently abled children
29. The parents of other children are not ready to send their children with the differently abled children to the school.
30. The non co-operation of peers and their parents results in sending the differently abled children to the school alone.
31. The student gets all support from the school in educational matters.
32. The teachers help the student very much in the learning process.
33. The service of resource teachers in learning process is more beneficial to the differently abled children than other teachers.
34. The service of resource teacher in the school is not availed fully because of the duty assigned in other school also.
35. It is the resource teacher who know the child more, than any other teachers.
36. The differently abled children show much interest in participating in co-curricular activities.
37. The teachers of the school always take initiative in the co-curricular activities of the differently abled children.
38. The teachers co-ordinated the differently abled and other children in curricular and co-curricular activities.
39. The teachers do not visit the homes or call up the homes of differently abled children with regard to academic matters.

40. The head of the institution always enquires about the learning matters of the differently abled children.
41. The authorities of the school do not take care to provide various aids to the differently abled children.
42. The head of the school takes initiative to solve the problems faced by the differently abled children in the school.
43. PTA meets regularly in connection with the learning of students in the school.
44. No separate discussions are there relating to the problems of differently abled children in PTA meeting.
45. The parents of other children do not consider the problems of differently abled children in the PTA meeting.
46. The PTA meeting is not sufficient to face the problem of my child.
47. It is not possible to express our opinion freely in the PTA meetings.
48. The parents of other children do not interfere effectively in the matters of differently abled children in PTA meeting.
49. The school authorities do not care to arrange the facilities as mentioned in RTE act.
50. The adapted toilet facilities are arranged in the school for the differently abled children.
51. The construction of the school building is not suitable for the differently abled children to move accordingly.
52. As a parent, fully satisfied with the support provided through inclusive education.

APPENDIX XIII

Questionnaire for Heads of the Schools – Infrastructure Facilities in Schools

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The questions given below are related with the responses of the heads of the schools related to infrastructural facilities in inclusive setting. Read each question and mark your responses as Yes/No. It is hereby assure that your responses will be utilized only for research purpose.

1. Is the school building appropriate to the major needs related to study?
2. Is the school building appropriate to the learning of differently abled children?
3. Is the construction of the school building appropriate to the needs of differently abled children?
4. Is the school location accessible to all children?
5. Are the surroundings of the school healthy and neat?
6. Are there enough classrooms in the school for the learning of all children?
7. Are the classrooms spacious according to the norms?
8. Is there enough seating arrangement for the differently abled children in the classrooms?
9. Is the blackboard placed suitably for the differently abled children to see easily ?
10. Are the classrooms arranged without hindering the movement of the differently abled children?
11. Is there ramp and rail facility in the school for the differently abled children in the school?
12. Is the school safe with compound walls?
13. Are there ample parking facilities in the school ?
14. Are there enough separate toilet facilities for boys and girls in the school?

15. Are there adapted toilet facilities in the school for the differently abled children?
16. Does the school have its own drinking water facilities?
17. Do you take care to get safe drinking water to all children in the school?
18. Does the school have a good library?
19. Is the library arranged according to the accessibility of differently abled children?
20. Is there separate section in the library for the differently abled children?
21. Are there sufficient books in the library to understand the issues of differently abled children?
22. Is there separate section in the library for resource teachers to use?
23. Is the laboratory arranged according to the accessibility of differently abled children?
24. Is there separate room for resource teachers in the school?
25. Are there enough facilities in the school to help the resource teachers in their teaching?
26. Is there separate Information and Communication Technology (ICT) room in the school?
27. Is there resource room in the school for the needs of differently abled children?
28. Is there counseling room in the school for giving counseling to the differently abled children?
29. Is the school equipped with computer lab?
30. Is there availability of first aid kit in the school always?
31. Do you ensure the service of doctors for the students when in need?
32. Is there medical sick room in the school for the students who suffer from illness?
33. Are there arrangements for a girls' common room in the school?
34. Are there enough vehicles for the travelling facilities of differently abled children?
35. Is there availability of assistants for the differently abled children to reach the class room easily?

36. Does the school have its own hostel facilities?
37. Are there separate facilities for the differently abled children in the hostel?
38. Are there facilities for the differently abled children to reach the school from hostel?
39. Is the school equipped with wheel chair for the differently abled children?
40. Is the playground arranged according to the needs of the differently abled children?
41. Is the playground equipped with enough facilities for the differently abled children to play?
42. Does the school get enough fund from the government through the programme IEDSS for the development of infrastructural facilities?

APPENDIX XIV

Questionnaire for the members of PTA

Dr. Baiju K Nath
Research Guide

Suresh Kumar. K.
Research Scholar

The statement given below are related with the questionnaire for the members of PTA in inclusive education. Read each question and mark your responses as Yes/No It is hereby assure that your responses will be utilized only for research purpose.

1. Are you a participant in all activities related to learning?
2. Do you give advice related to the progress of the school?
3. Does the PTA participate in the academic activities of the school?
4. Are there PTA meetings at regular intervals?
5. Do you participate in PTA meeting regularly?
6. Is PTA essential for the progress of the school?
7. Is there transparency to discuss the progressive measures of the schools in PTA?
8. Is there proper co-ordination between teachers and school authorities?
9. Do you give proper suggestions related to the learning of students in the PTA meeting?
10. Does the PTA assure sufficient number of teachers in the school?
11. Is the participation of the society for the progressive development of the school ensured?
12. Do you consider that inclusive education is appropriate in the present conditions?
13. Is the concept of inclusive education is appropriate for all differently abled children?
14. Is there due representation for the parents of differently abled children in PTA?
15. Is there any special invitation to the parents of differently abled children in PTA meeting?
16. Is there any serious discussions in PTA related to the problems of differently abled children?

17. Does PTA take initiative to solve the problems of differently abled children?
18. Are the differently abled children adjusting with the school atmosphere?
19. Do you feel the differently abled children face any difficulties in schools?
20. Are other children avoiding the differently abled children in schools?
21. Do you know that the differently abled children get financial aid for their learning through IEDSS?
22. Do you think the prescribed amount is enough for the differently abled children through IEDSS?
23. Is there any financial aid to the differently abled children through PTA?
24. Is there any special fund from PTA to the needs of differently abled children?
25. Does the PTA assure enough financial assistance from the society to meet the needs of differently abled children?
26. Does the PTA assure the service of Resource Teachers in school?
27. Do you think it is the resource teachers who consider the needs of differently abled children more than other teachers?
28. Does the PTA take initiative to provide enough training for the resource teachers?
29. Do the resource teachers attend PTA meetings?
30. Do the resource teachers raise their demands for the differently abled children in the PTA meetings?
31. Does the PTA respond creatively to the demands of the resource teachers?
32. Are the responses of other teachers towards the demands of resource teachers creative?
33. Are there any discussions in the PTA meeting towards the progress of differently abled children?
34. Do you give suggestions related to the progress of differently abled children?
35. Does the PTA take initiative to implement the suggestions that arise in the meeting?

36. Does the PTA assure due representation of the resource teachers in all activities of the school?
37. Do you think the suggestions from the resource teachers are always practical?
38. Do you think the remuneration of resource teachers is inadequate?
39. Is there any structural change in schools towards the needs of differently abled children?
40. Does the PTA ensure the reachability of the differently abled children in classroom, toilets, library, laboratory and playground?
41. Do you think the aid from the government for the IEDSS programme is beneficial to the development of the school?
42. Are there any active discussions about the financial aid to the differently abled children through the IEDSS programme?
43. Is there full support from PTA to the activities done by the school authorities, teachers and the non teaching staff for the development of differently abled children?
44. Do you give valuable suggestions as a member of PTA to the curricular and co-curricular activities of the differently abled children?
45. Do you discuss the issues of differently abled children to the district educational officer and others?
46. Do you discuss the problems of differently abled children to the members of the local bodies and parents of other children?
47. Do you know it is the DIET that deals with the problems of differently abled children through IEDSS?
48. Are you satisfied with the activities of DIET as an agency to deal with the learning of differently abled children?

APPENDIX XV**OBSERVATION SCHEDULE****Schedule for observing Class room difficulties of Differently abled Children**

Items Observed (Differently abled Children's)		Observer's Description
Method of Teaching	(i) Aptness with Method (ii) Adaptation (iii) interesting	
Involvement	(i) Involvement in activities (ii) Responses to teacher questions (iii) Participation in learning activities	
Involvement of Secondary School Teachers	(i) Co operation with Teachers (ii) Abiding (iv) Interaction with teacher	
Adaptive Technology	(i) enjoyment (ii) Interest (iii) Participation	
Approach of Peers	(i) Involvement with Peers (ii) way of accepting support (iii) Peer leadership & Help	

APPENDIX XVI

SCHEDULE FOR SEMI STRUCTURED INTERVIEW

Area:

Respondents:

Time:

Prelude of principles:

The researcher explains the intention of the process and:

- Assures that the data will be used only for research purpose
- Clearance of any doubt can be done at any time during the session
- Express own opinions
- All have right to reveal their view on any matter of discussion
- No need of revealing the personal identity

Interviewee has freedom to express any idea regarding differently abled children's difficulties in class rooms other than answering to the specific questions

Researcher delivered questions one by one. The questions were belonged to the following dimensions

Dimension-1

Method of Teaching

1. Comment on the difficulties in preparing lesson plans for the differently abled children.
2. Comment on various methods that adopted for the differently abled children effectively.

Dimension-2

Involvement

1. Comment on the interaction between various stakeholders towards inclusive education and the differently abled children
2. Review the impact of the interaction between differently abled children and their peers.

Dimension-3

Involvement of Secondary school Teachers

3. Compare the role of class teachers and resource teachers for reducing the difficulties of the differently abled children.
4. Comment on the involvement of teachers in the subject content area for the differently abled children
5. What is the role of the teachers in co coordinating curricular as well as co curricular activities for the differently abled?

Dimension-4

Adaptive technology

6. Comment on the involvement of differently abled children when using adaptive technology in the class room
7. Compare the normal class room situation and technology used class room in the context of differently abled children

Dimension-5

Approach of Peers

10. What suggestions would you give for the involvement of peers towards the differently abled children?
11. Comment on the peers' role in lessening the difficulties of the differently abled children.
12. Comment on the role of peers for giving assistance to given to the differently abled children.

APPENDIX XVII

LIST OF EXPERTS

The following are the list of experts who supported the researcher with their opinion, discussion and suggestions at various steps of the research investigation.

1. Dr. Basheer P.P. : Research Officer, State Council of Educational Research and Training (SECRT), Thiruvananthapuram
2. Dr. T.S. Ramachandran : Senior Lecturer and Co-ordinator of IEDS, DIET, Palakkad
3. Mr. C. Sasidharan Nair : Senior Lecturer and Co-ordinator of IEDSS, DIET, Kottayam
4. Mr. Raghunatha Kurup N. : Ex-officio Army Education Core, National Defence Academy, Pune
5. Mrs. Rajitha P. : Senior Resource Teacher, GVHSS, Koonathara
6. Mrs. Sreelatha : Senior Resource Teacher, GHSS, Pathanamthitta
7. Mrs. Radhalakshmi C. : IEDSS Resource Teacher GHSS Pattambi.

APPENDIX XVIII

Report of Plagiarism check

Format for plagiarism check certificate

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2.	Title of thesis/dissertation	MAIN STREAMING, THE DIFFERENTLY ABLED CHILDREN THROUGH INCLUSIVE EDUCATION		
3.	Name of the supervisor	Dr. Baiju. K. Nath		
4.	Department/Institution	Department of Education Calicut University		
5.	Similar content (%) identified	Introduction/ Review of literature	Materials and Methods	Result/ Discussion/Summary/ Conclusion
		3%	1%	0%
	Acceptable maximum limit (%)	25 /35	25	10
6.	Software used	Vakund		
	Date of verification	4/9/2018.		

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Checked by (with name, designation & signature)

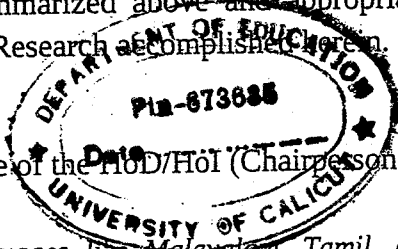
Name & Signature of the Researcher
Suresh Kumar K

Name & Signature of the Supervisor

Dr. Baiju K. Nath

The Doctoral Committee* has verified the report on plagiarism check with the contents of the thesis, as summarized above and appropriate measures have been taken to ensure originality of the Research as Completed.

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* In case of languages like Malayalam, Tamil, etc. on which no software is available for plagiarism check, a manual check shall be made by the Doctoral Committee, for which an additional certificate has to be attached

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"Education is the process of imparting or acquiring knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for mature life." (Webster, 2012) The main task of education is to shape human beings, or to guide the evolving dynamism through which human forms humane. In ancient society, the basic needs of humans comprised food, clothing and shelter. But, as a result of civilization, in addition to the primary needs, the most important need for any person today is the need to be educated. Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values, and attitudes which enable them to participate effectively in all spheres of life. There will be no doubt by saying that education is a process be it bi-polar or tri-polar as viewed by many educationists and ideologists revolve around a central aspect i.e. learner. The entire process of education is worthless if it is not as per the consideration of the learner as an individual and as the part of a big society, so classrooms should be designed to welcome the diverse learners and address their individual needs. The constitution of India guarantees free and compulsory education to children of every section. It guarantees every child the right to education of a comparable quality. The Supreme Court of India says, the right to education flows directly from the right to life and is related to the dignity of the individual. More than 500 million people around the world are disabled as consequences of mental or physical or sensory impairment. In developing countries more than 90% of differently abled children are without any form of rehabilitation and education.

Education of Children With Special Needs (CWSN) has witnessed several changes, shifting from segregation to inclusion into the mainstream. Earlier, most educators believed that children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Though at a larger level in the society, the philosophy of inclusion was always promoted in India, there was no formal or specialized assistance to children with special needs in schools. Special education programmes in earlier times were, dependent on voluntary initiative. For example, Christian missionaries started special schools in India in 19th century. But later, after independence, the government took initiative for setting special schools. The 86th amendment of the constitution of India that made education a fundamental right was passed in the year 2002. The article 21A in the constitution, which was inserted as part of the 86th amendment says that it is the right of all children to get free and compulsory education up to the age of 14 years. The National Curriculum Framework (NCF, 2005) shows the historical progression of the shifting models of disability. Within the two overriding paradigms as disability as an individual pathology and as a social pathology, the four major identifiable formulations of disability are, the charity model, the bio-centric model, the functional model and the human rights model. The charity approach is a model of custodial care and it results isolation and marginalization of disabled people. Disability is considered as a medical or genetic condition in the bio-centric model. Through medical cures and miracles, all are expecting for normalization. In functional model, the rights are differentiated according to the evaluation of the individual's incapacity. All are born with certain rights and the disability is an important dimension of human culture in the human rights model.

The oldest and still prevailing system is Special Education which means segregation of children with special needs in a totally different environment in special schools and other

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