

**INCLUSIVE EDUCATION AMONG
PERSONS WITH DISABILITIES IN
PUNJAB: PROSPECTS AND CHALLENGES**

RESEARCH PROJECT

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DISCLAIMER

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CHAPTER-1

INTRODUCTION

Concept of Disability

Disability refers to more than a problem or difficulty with how our body works or any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being (WHO 1980). A child with impairment may experience disability when functioning in an environment that impacts the child's successful performance at the task.

World Health Organization: 'Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing at ask or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. '

'Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers'.

According to the Oxford Dictionary, a disability could be described as an impairment which can be Intellectual, limitations, cognitive, improvement, sensory, exercise or the mixture of all these. Incapacity impacts a person's activities and may happen at birth. Sometimes, it could happen in adulthood.

According to the Rights of Persons with Disabilities Act,2016,"Person with disability" means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others, and "Person with benchmark disability" means a person with not less than forty per cent. of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority. (Persons with Disabilities (Divyangjan) in India - A Statistical Profile: 2021)

Types of Disabilities

1. Blindness: Blindness is defined as the state of being sightless. A blind individual is unable to see. In a strict sense the word blindness denotes the condition of total blackness of vision with the inability of a person to distinguish darkness from bright light in either eye.

2. Low-vision: Low-vision means a condition where a person has any of the following conditions, namely:

1. Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or
2. Limitation of the field of vision subtending an angle of less than 40 degrees up to 10 degrees.

3. Leprosy Cured Persons: Leprosy, also known as Hansen's disease (HD), is a chronic infectious disease caused by bacteria called *Mycobacterium leprae*. The disease mainly affects the skin, the peripheral nerves, mucosal surfaces of the upper respiratory tract and the eyes. Leprosy is known to occur at all ages ranging from early infancy to very old age. About 95% of people who contact *M. Leprea* do not develop the disease.

4. Hearing Impairment: Hearing impairment is a partial or total inability to hear. It is a disability which is sub-divided into two categories of deaf and hard of hearing.

1. "Deaf" means persons having 70 dB hearing loss in speech frequencies in both ears.
2. "Hard of hearing" means person having 60 dB to 70 dB hearing loss in speech frequencies in both ears.

5. Locomotor Disability: Strictly speaking Locomotor Disability means problem in moving from one place to another —i.e. disability in legs. But, in general, it is taken as a disability related with bones, joints and muscles. It causes problems in person's movements (like walking, picking or holding things in hand etc.)

6. Dwarfism: Dwarfism is a growth disorder characterized by shorter than average body height.

7. **Intellectual Disability:** Intellectual disability, also known as general learning disability and mental retardation (MR), is a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills.

8. **Mental Illness:** Mental illness or mental disorder refers to a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behavior, capacity to recognize reality or ability to meet the ordinary demands of life. But it does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterized by sub-normality of intelligence.

9. **Autism Spectrum Disorder:** Autism Spectrum Disorder (ASD) is a neurological and developmental disorder which affects communication and behavior. Autism can be diagnosed at any age. But still it is called a “developmental disorder” because symptoms generally appear in the first two years of life. Autism affects the overall cognitive, emotional, social and physical health of the affected individual.

10. **Cerebral Palsy:** Cerebral Palsy (CP) is a disabling physical condition in which muscle coordination is impaired due to damage to the brain. It occurs at or before child birth. Cerebral Palsy is not a progressive condition; meaning it does not get worse with time. However, muscle disuse could increase the extent of disability over the period of time. At present there is no cure available for this condition. Thus, Cerebral Palsy is incurable and life-long condition, at present.

11. **Muscular Dystrophy:** Muscular Dystrophy (MD) is a group of neuromuscular genetic disorders that cause muscle weakness and overall loss of muscle mass. MD is a progressive condition; meaning that it gets worse with the passage of time.

12. **Chronic Neurological Conditions:** Examples of Chronic Neurological Conditions:

1. Alzheimer’s disease and Dementia
2. Parkinson’s disease
3. Dystonia
4. ALS (Lou Gehrig’s disease)
5. Huntington’s disease

6. Neuromuscular disease
7. Multiple sclerosis
8. Epilepsy
9. Stroke

13. **Specific Learning Disabilities:** Specific Learning Disabilities is a group of disabling conditions that hampers a person's ability to listen, think, speak, write, spell, or do mathematical calculations. One or more of these abilities may be hampered.

14. **Multiple Sclerosis:** In Multiple Sclerosis (MS), the immune system of body attacks the Central Nervous System, which includes brain and spinal cord. As a result of MS, the myelin sheath covering on neurons gets damaged. This exposes the nerve fiber and causes problems in the information flow through nerves. With time, MS can lead to the permanent damage to nerves.

15. **Speech and Language Disability:** A permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

16. **Thalassemia:** Thalassemia is a genetically inherited blood disorder which is characterized by the production of less or abnormal hemoglobin. As we know, hemoglobin is a protein found in Red Blood Cells. Hemoglobin is responsible for carrying oxygen around in the body. Thalassemia results in large numbers of red blood cells being destroyed, which leads to anemia. As a result of anemia, person affected with Thalassemia will have pale skin, fatigue and dark coloration of urine.

17. **Hemophilia:** Hemophilia is a blood disorder characterized by the lack of blood clotting proteins. In the absence of these proteins, bleeding goes on for a longer time than normal. Hemophilia almost always occurs in males and they get it from their mothers. Females are rarely affected with hemophilia.

18. **Sickle Cell Disease:** Sickle Cell Disease is a group of blood disorders that causes red blood cells (RBCs) to become sickle-shaped, misshapen and break down. The oxygen-carrying capacity of such misshapen RBCs reduces significantly. It is a genetically transferred disease. Red Blood Cells contain a protein called hemoglobin. This is the protein that binds oxygen and carries it to all the parts of the body.

19. **Multiple Disabilities including Deaf-blindness:** Multiple Disabilities is the simultaneous occurrence of two or more disabling conditions that affect learning or other important life functions. These disabilities could be a combination of both motor and sensory nature.

20. **Acid Attack Victims:** An acid attack victim means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

21. **Parkinson's disease:** Parkinson's disease (PD) is Central Nervous System disorder which affects movement. Parkinson's disease is characterized by tremors and stiffness. It is a progressive disease, which means that it worsens with time. There is no cure available at present.

The World Health Organization (WHO) and the International Labour Organization (ILO) were key players in the international disability rights movement, advocating for rehabilitation services, vocational training, and employment opportunities for people with disabilities. The International Year of Disabled Persons (1981) and the United Nations Convention on the Rights of Persons with Disabilities (CRPD) were landmark achievements in the international disability rights movement. International Disability Rights Organizations such as Disabled Peoples' International (DPI) and the World Institute on Disability (WID) have also contributed significantly to the global disability rights movement. The Sustainable Development Goals (SDGs) were adopted in 2015 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The most important details in this timeline are the key milestones in the international disability rights movement.

In 1924, the International Labour Organization (ILO) formed the Convention Concerning Vocational Rehabilitation and Employment of Disabled Persons, which recognized the rights of disabled individuals to vocational rehabilitation and employment. In 1948, the Universal Declaration of Human Rights was adopted by the UN, establishing the fundamental rights and freedoms to be universally protected. In 1971, the UN General Assembly declared the International Year of Disabled Persons, and in 1981, the UN Declaration on the Rights of Disabled Persons was adopted. In 1982, Rehabilitation International and Disabled Peoples' International jointly draft the World Programme of Action Concerning Disabled Persons. In 2001, the UN General

Assembly adopted the Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

In 2006, the UN Convention on the Rights of Persons with Disabilities (CRPD) was adopted, marking a significant milestone in international disability rights. The CRPD is a comprehensive human rights treaty that covers all aspects of life and reaffirms the rights of persons with disabilities. The UN Convention on the Rights of Persons with Disabilities (CRPD) was ratified by 182 countries in 2021, making it one of the most widely ratified human rights treaties in history. In 2010, the UN launched the Global Initiative on Inclusive Information and Communication Technologies (ICTs) to promote accessible technology and digital inclusion for persons with disabilities. In 2013, the UN General Assembly established an annual observance, the International Day of Persons with Disabilities, to raise awareness about disability rights and promote the inclusion of disabled individuals.

In 2015, the UN adopted the 2030 Agenda for Sustainable Development, which includes specific goals and targets related to disability inclusion. In 2019, the UN Disability Inclusion Strategy was launched to enhance the organization's commitment to disability-inclusive practices and promote the rights and well-being of persons with disabilities. In 2021, the CRPD was ratified by 182 countries, making it one of the most widely ratified human rights treaties in history.

Ancient Indian texts like the Manu Smriti recognized the rights of persons with disabilities and advocated for their inclusion in society. During British rule, efforts were made to address disability issues, such as the Indian Lunacy Act in 1867. After India gained independence in 1947, several initiatives were undertaken to address disability-related concerns, such as the establishment of the Central Social Welfare Board in 1959.

The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act, 1995 provided for equal opportunities, protection of rights, and full participation of persons with disabilities in various aspects of life, including education, employment, and accessibility. The National Trust Act, 1999 was enacted to provide legal support and enablement for persons with autism, cerebral palsy, mental retardation, and multiple disabilities. The Rights of Persons with Disabilities Act, 2016 replaced the 1995 Act and brought India's disability rights framework in

line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The Accessible India Campaign (Sugamya Bharat Abhiyan) launched in 2015 aimed to enhance accessibility for persons with disabilities by making public infrastructure, transportation, and ICT (ICT) accessible. Inclusive education initiatives have been promoted for students with disabilities, such as the Sarva Shiksha Abhiyan (SSA) program, which launched in 2001.

Social welfare programs have also been implemented to support persons with disabilities, such as financial assistance, healthcare schemes, skill development programs, and employment opportunities. However, challenges remain in ensuring the full inclusion and empowerment of persons with disabilities in India. Ongoing efforts continue to focus on raising awareness, improving accessibility, and promoting equal opportunities for all individuals, regardless of their disabilities.

Concept of Education

Education is the systematic and scientific process which enhances the social change and initiates the lifts in upward direction in the social structure of the society. It develops the learner to attain knowledge, skills, values and attitudes which helps them to participate actively in all sphere of life.

The word education is derived from Latin word 'Educare' which means "to learn, to explore to know, to acquire". It is a means to carry out the hidden skills and abilities of human nature. It is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits.

In modern societies, education is the determining factor for person's position in the society. Not only education, quality education, based on scientific and specialized criteria is very important in modern society not only normal people but as well as people with disability. Education plays important role in the life of disabled person. With the help of education disabled people uplift their position in society and live a life like non disabled people. In present time, Inclusive education becomes the burning need of the hour everywhere in the world Inclusive education means that schools accommodate all children regardless of their physical, social, emotional or other condition. To provide quality education to children with disability, many steps taken by government and international bodies time to time.

Concept of Inclusive Education

Inclusion is a recent step in special education remains a complex and controversial issue but has been accepted and interpreted innumerable. Inclusive Education means that school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic and other conditions. The aim of inclusive education is at catering to the educational needs of all children who are vulnerable to exclusion due to their specific problems and circumstances. The concept of Inclusion promotes heterogeneous grouping and zero rejection to any learner in an educational setting.

The concept of Inclusive Education is an ideology rather than a program that came suddenly in the mind of policy makers and administrators. It is a concept of effective schooling to a combined group of able-bodied and differently abled children studying together where teachers act as a facilitator of learning process than the mere mechanical devices to provide information.

According to International League of Societies for the Mentally Handicapped (ILSMH), “Inclusion refers to opportunity for persons with disability to participate fully in all of the educational, employment, recreational, community and domestic activities that typify every society.” (ILSMH: 1994)

Sailor and Skrtic defined a different viewpoint on inclusion and list the following elements in the definition of inclusion:

- Inclusion of all children with diverse abilities in schools, they would attend if they had no disability.
- Representations of children with diverse abilities in schools and classrooms in natural proportion to their incidence in the district at large.
- Zero rejection and heterogeneous grouping.
- Age and grade appropriate placement of children with diverse abilities.
- Site based coordination and management of instruction and resources.
- Effective schools style decentralized institutional models. (Sailor and Skrtic:1995)

Johnson defines the most comprehensive definition of inclusive education as “it is a flexible and individualized support system for children and young people with special educational needs (because of a disability or for other reasons). It forms an integral component of the overall education system and it provides in regular schools committed to an appropriate education for all.” (Johnson: 1994)

Inclusive Education means that a school is placing children with special needs into classrooms with their peers who have no disabilities. The term Inclusion summarizes, in one word, an all- implementation societal dogma. Inclusion breaks all the boundaries for students with disabilities to learn alongside their non-disabled peers in general education classrooms. Students who are placed into mainstream need to adjust the way to a general education classroom on their own, whereas students in an inclusion setting often have support groups, in addition to potentials and duties that are personalized to their own progress. In terms of prominence, inclusive education, when accomplished well, is very important because if all children are able to be part of their community and develop a sense of belonging can become better citizen in the community as children and adults. It provides better opportunities for their well-being and personal aura.

The historical background of Inclusive Education at the International Level:

1948: The Universal Declaration of Human Rights, adopted by the United Nations (UN), establishes the right to education for all individuals, without discrimination.

1960s-1970s: The concept of "mainstreaming" emerges, advocating for the integration of students with disabilities into regular classrooms.

1971: The Salamanca Statement and Framework for Action on Special Needs Education is adopted by UNESCO, promoting inclusive education and calling for the integration of students with disabilities into mainstream schools.

1989: The United Nations Convention on the Rights of the Child is adopted, emphasizing the right to education for all children, including those with disabilities.

1990: The World Declaration on Education for All is adopted in Jomtien, Thailand, by the UN Educational, Scientific and Cultural Organization (UNESCO) and the UN

Development Programme (UNDP). It affirms the goal of providing education for all, including individuals with disabilities.

1994: The UNESCO Salamanca Conference is held, leading to the development of the Salamanca Statement and Framework for Action on Special Needs Education. This document reaffirms the commitment to inclusive education and sets the foundation for its implementation worldwide.

2000: The Education for All (EFA) initiative is launched by UNESCO, aiming to provide quality basic education to all children, including those with disabilities, by 2015.

2006: The UN Convention on the Rights of Persons with Disabilities (CRPD) is adopted, reinforcing the right to inclusive education and calling for reasonable accommodations and accessibility in educational settings.

2015: The Sustainable Development Goals (SDGs) are adopted by the UN General Assembly. SDG 4 focuses on quality education for all, including the promotion of inclusive and equitable education.

2019: UNESCO releases the Global Education Monitoring Report, emphasizing the importance of inclusive education in achieving the SDGs and providing guidance for policymakers and practitioners.

2020: The COVID-19 pandemic leads to disruptions in education worldwide. The pandemic highlights the need for inclusive education and the importance of ensuring access to remote learning opportunities for all students, including those with disabilities.

The international push for inclusive education has gained momentum over the years, with increased recognition of the rights of individuals with disabilities and the importance of providing equal educational opportunities. Efforts continue to focus on promoting inclusive policies, improving accessibility, and supporting the full participation and success of all learners in educational settings.

Historical background of inclusive education in India

1950: The Constitution of India is adopted, emphasizing the importance of providing equal opportunities and eliminating discrimination.

1968: The National Policy on Education is formulated, which acknowledges the need to integrate students with disabilities into mainstream schools.

1974: The National Institute for the Visually Handicapped (NIVH) is established in Dehradun to provide education and rehabilitation services for individuals with visual impairments.

1981: The Ministry of Social Justice and Empowerment is established, which plays a significant role in formulating policies and programs for the welfare and empowerment of persons with disabilities.

1986: The National Policy on Education is revised, with an increased focus on inclusive education and the integration of students with disabilities into regular schools.

1990: The Rehabilitation Council of India (RCI) is established to regulate and standardize professional services and training programs in the field of rehabilitation.

1993: The Integrated Education for Disabled Children (IEDC) scheme is launched by the Ministry of Human Resource Development (MHRD), providing support for the education of children with disabilities in mainstream schools.

1995: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act is enacted, which includes provisions for inclusive education and reasonable accommodations for students with disabilities.

2005: The Sarva Shiksha Abhiyan (SSA) program is launched, aiming to provide universal elementary education, including for children with disabilities, and promoting the integration of children with special needs into regular schools.

2009: The Right to Education (RTE) Act is passed, making education a fundamental right for all children between the ages of 6 and 14. The RTE Act includes provisions for inclusive education, prohibiting discrimination and ensuring the admission and participation of children with disabilities in regular schools.

2016: The Rights of Persons with Disabilities (RPwD) Act is enacted, replacing the 1995 Act. The RPwD Act aligns India's disability rights framework with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and emphasizes inclusive education as a fundamental right.

2018: The Ministry of Social Justice and Empowerment launches the Accessible India Campaign (Sugamya Bharat Abhiyan), aiming to enhance accessibility in public infrastructure, transportation, and information and communication technology (ICT) for persons with disabilities, including students.

2020: The National Education Policy (NEP) is approved, which places a strong emphasis on inclusive education and aims to ensure equitable access, quality, and outcomes for all students, including those with disabilities.

Efforts to promote inclusive education in India continue to evolve, with ongoing initiatives focusing on capacity building, teacher training, infrastructure development, and the provision of necessary support services to facilitate the inclusion and academic success of students with disabilities.

Key Features:

In 1966, the Kothari Commission had emphasized the significance of educating children with disabilities in regular schools.

In 1974, the Government of India launched the Integrated Education for Handicapped Children (IEDC) program, which was the first formal step headed for inclusion. Sponsored by the central government, the organization goals to provide educational opportunities to children with special needs in regular schools and is likely to facilitate their attainment and retention.

Inclusive Education for CWSN has been one of the major interventions of the erstwhile Sarva Shiksha Abhiyan (SSA) RTE and RMSA schemes. It supports student-oriented activities, including identification and assessment of CWSN, aids, appliances, corrective surgeries, Braille books, large print books, uniforms, and therapeutic services.

In the 1990s, inclusion captured the field after the World Conference on Special Need Education in Salamanca in 1994, with the adoption of the Salamanca Statement and Framework for Action on Special Needs Education. This statement, which was adopted by the representatives of 92 governments and 25 international organizations in June 1994, has definitely set the policy agenda for inclusive education on a global basis. Salamanca statement and framework for Action strongly promotes inclusive education or School for All. It is the responsibility of every school

to make arrangement and create friendly environment for the children with variety of special needs. To quote from the Salamanca Statement:

“We the delegates of the World Conference on Special Need Education, hereby reaffirm our commitment to education for all recognizing the necessity and urgency of providing education to children, Youth, and adult with SEN within the regular education system and further hereby endorse the Framework for Action on SNE, that governments and organizations may be guided by the spirit of its provisions and recommendations (UNESCO: 1994)

In India, there is no formal or official definition of inclusion. The Draft Scheme on Inclusive Education prepared by the MHRD uses the definition: “Inclusive Education means all learners, young people with or without disabilities being able to learn together in ordinary preschool provisions, schools and community educational setting with appropriate network of support services (Draft of Inclusive Education Scheme, MHRD: 2003).” Inclusive Education means the process of educating children with SEN alongside their peers in mainstream schools.

District Primary Education Project (DPEP) is a major program launched by GOI in 1994. This program has based on the idea that inclusion of disabled students in mainstream schools. Inclusion Education for the Disabled (IED) component was added into this program in year 1977. To fulfill the idea of inclusive education, DPEP uses different actions like resource room mode, itinerant teacher model, dual teaching, distance learning, master trainer approach etc.

Beside DPEP, Sarva Shiksha Abhiyan (SSA) is the important campaign in the field of education. SSA is the holistic approach towards the achieving the goal of inclusive education or universalization of elementary education. SSA aims to provide quality elementary education to all children including children with disabilities in the age group of 6-14 years.

The Government of India launched the Persons with Disability Act 1995 that made significant contribution in the education of children with disabilities. PWD act 1995 point out the responsibilities of the union and state government towards the education of children with disabilities. According to this act, government and local authorities shall:

- Ensure that every child with disability has friendly environment to attain free education till the age of 18 years.
- Promote the integration of disabled students in normal school.
- Set up the adequate teacher training centre with the help of NGOs and government efforts.

The National Curriculum Framework for School Education (NCFSE) brought out by NCERT, recommended inclusive schools for all without specific references to pupils with 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 needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices.” (NCERT: 2000). The NCFSE also recommended definitive action at the level of curriculum makers, teachers, writers of teaching-learning materials, and evaluation experts for the success of this strategy. The National Curriculum Framework (2005) viewed that a policy of inclusion needs to be implementing in all schools and throughout our education system. Schools need to become centers that prepare children for life and 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.

The new education policy, 2020 was launched with a vision of transforming the education system in India. The initiative has been hailed as a positive step in the direction of bringing necessary changes in the education system. Before the introduction of new education policy, education system of India governed by NEP, 1986 and Right to education act, 2009. As per the official document of new education policy is also emphasis on socially disadvantaged groups. The target 4.5 of SDGs goal eradicate all the discrimination in education by 2030, eliminate gender disparities in education and certify equal access to all levels of education and vocational training for the susceptible, including persons with disabilities, indigenous peoples and children in vulnerable situations. According to data available with the Department of Education, there are more than 2000 special schools in India today. However, most of

these schools cater to urban residents, neglecting many children with special needs from rural areas.

Situation Analysis

In 2011, around 7.62 percent of India's total population with disability was children, at approximately 2.04 million children out of 26.8 million of disabled people (Kanwal: 2022). Maximum of the share is occupied by Bihar state that is 12.48% as per 2011 census. Whereas Punjab has 6.68% Children's with Special Needs (CWSN) in total population with disability. Minimum occupying state was Kerala with 3.44% disable children population. In 2018, the northern state of Punjab in India had a higher share of disabled females with multiple disabilities than males at 2.8 percent. According to the 76th round of the NSO survey conducted between July and December 2018, a higher percentage of disabled men than disabled women were present in India (kanwal: 2022).

Benefits of Inclusive Education for students with Special Education Needs

There are many benefits of inclusive education for students with SEN. These benefits are:

- The benefits of social interaction that would not be available in special school setting.
- The students with SEN learn communication skills as well as develop social competence.
- Socially Desirable behaviour can be developed.
- Can acquire different skills to enhance learning and improved performance in academic areas.
- Active and participative approach helps them to develop positive personality traits.
- Can maintain a good and physical and mental health.
- Can be aware of new inventions, technologies, and the exploding general knowledge in the world.
- Oppose the activity restriction.

- Children can think over better options for career in life.
- Can develop a sense of confidence, dignity and respect and treat all as equal partner.
- Friendship can be developed.
- Can spend more time in leisure and recreational activities.
- Can participate in the community work.

Benefits to Non- disabled students studying in inclusive education

- Opportunities to interact with children with SEN.
- Sharing and caring of each other's feelings, attitude, knowledge and skills.
- Can serve as a helping hand for children with SEN.
- Can learn to respect individual differences and human diversity.
- Can do peer tutoring.
- Know about their strengths and weaknesses and learn many positive characteristics in their personality.s
- Can get the exposure about new career options.
- Help to be a responsible member of society.
- Can enhance their knowledge and skill by acquainting different skills like Braille and sign language.
- Can serve as liaison between community and school.

From Above discussion, this study report will be used by policy makers to revise the policies so that students with disabilities get benefit out of it. The findings of the present study will provide significant picture of existing implementation status of the inclusive education and act as a stepping stone to achieve the goals of the National Education Policy-2020.

Barriers in the Education of Children with Disabilities in India

The Government of India has made a priority for inclusive education. There have been legislations, programs etc. to successfully implement this, but there is still a huge gap between policies and their implementation. There are several obstacles that

stand in the way of effective implementation of inclusive education policies in India. Given the nature, diversity, structure, quality of life, literacy rate and poverty index of the Indian population, the implementation of inclusive education in India is bound by very strong chains. The main barriers faced by CWD in India are;

- Lack of positive attitude among teachers
- Non inclusive curriculum
- Lack of resources
- Infrastructural Problems
- Unawareness among parents
- Improper execution of policies
- Irregular plan

Scope of the Study

Inclusive education is the inclusion of disabled children in regular schools where the necessary facilities are provided, and they are supported in diverse ways for them to experience equity and get the quality education they deserve. This in turn means that people need to have positive attitude towards inclusive education, thus, creating a policy to embark on the agenda of inclusive education in all parts of the world and organizing the program to benefit everyone.

The present research will focus on children with disabilities (Diwyang Students or Children with special needs) studying under inclusive education, their parents, teachers and management in the state of Punjab in order to explore the challenges of inclusive education.

Methodology

Locale and Sample Size:

The present study conducted in the state Punjab. Punjab is divided into three cultural regions i.e., Malwa, Majha and Doaba. One district from each region will be selected on the basis of highest enrollment of children with disabilities from Class VI-XII in schools which are practicing inclusive education. Further, from each selected district, 2 blocks will be selected on the same basis mentioned above. Thus, consequently 6 blocks from the 3 districts will be selected.

After selecting the districts and blocks, a preliminary survey has been conducted to select the schools. A list of total schools (Middle, High and Senior Secondary level) has been procured from the Office of the District Education Officer (DEO). Depending on the feasibility of the study, first 6 schools have been selected from one block. Thus, a total number of 12 schools have been selected from each district. 12 schools from each District i.e., 6 schools from each block will be selected. Thus, a total number of 36 schools have been selected from the 3 districts (6 blocks) for the purpose of present study.

Table No. 1.1

Locale of the Sample Size

S. No.	Region	District	Block	Schools
1.	Malwa	1	2	12
2.	Majha	1	2	12
3.	Duaba	1	2	12
Total		3	6	36

Data Collection:

Selection of Students- From the selected schools, students with Disabilities from Class VI to Class XII irrespective of their age, gender and type of disability has been selected.

Table No. 1.2

District Wise Selection of Students as Sample

Sr. No.	Districts	Male	Female	Total	%
1	Amritsar	92	36	128	35
2	Jalandhar	34	68	102	28
3	Ludhiana	49	85	134	37
	Total	175	189	364	100

Table No. 1.3**List of Block wise School and Students of district Jalandhar**

Sr. No	District	Block Name	School Name	Total Number of Students with disabilities
1	Jalandhar	East-1	GSSS SantokhPura	32
2	Jalandhar	East-1	GSSS Raipur Prohra	5
3	Jalandhar	East-1	GSSS Dakoha	5
4	Jalandhar	East-1	Public Senior S. S KukkarPind	4
5	Jalandhar	East-1	GSSS Soffi Pind	11
6	Jalandhar	East-1	GHS Kot Ram Dass	5
7	Jalandhar	East-4	GMS Garha	7
8	Jalandhar	East-4	G.M.S Kirti Nagar	4
9	Jalandhar	East-4	G.S.S.S. Jamsher (G)	6
10	Jalandhar	East-4	G.S.S.S Neeru Garden (G)	10
11	Jalandhar	East-4	G.S.S.S COED Laowali Road	7
12	Jalandhar	East-4	G.S.S.School Qadianwali	6
Total			12 (Schools)	102

Table No. 1.4**List of Block wise School and Students of district Ludhiana**

Sr. No	District	Block Name	School Name	Total Number of Students with disabilities
1	Ludhiana	Ludhiana-1	GSSS GILL G	15
2	Ludhiana	Ludhiana-1	GSSS DHANDARI KHURD	13
3	Ludhiana	Ludhiana-1	GHS GIASPURA	11
4	Ludhiana	Ludhiana-1	GHS LOHARA	14
5	Ludhiana	Ludhiana-1	GSSS SAHNEWAL B	5
6	Ludhiana	Ludhiana-1	GHS PHULLANWAL	6
7	Ludhiana	Mangat-1	Shaheed-E- AzamSukhdevThapar GGSSS Bharat Nagar Chowk	16
8	Ludhiana	Mangat-1	GMSSS P.A.U.	9
9	Ludhiana	Mangat-1	GGSSS Jawahar Nagar	10
10	Ludhiana	Mangat-1	GSSS NOORPUR BET	12
11	Ludhiana	Mangat-1	GHS HAIBOWAL KALAN	11
12	Ludhiana	Mangat-1	GSSS LADOWAAL	12
Total			12 (Schools)	134

Table No. 1.5

List of Block wise School and Students of district Amritsar

Sr. No	District	Block Name	School Name	Total Number of Students with disabilities
1	Amritsar	Amritsar 1	GSSS Jhitha Kalan	12
2	Amritsar	Amritsar 1	GHS Sharifpura	27
3	Amritsar	Amritsar 1	GHS Lachmansar	6
4	Amritsar	Amritsar 1	GHS Mehma	11
5	Amritsar	Amritsar 1	GSSS KBDS Boys	1
6	Amritsar	Amritsar 1	GSSS KBDS Girls	16
7	Amritsar	Amritsar 2	GSSS Karampura	23
8	Amritsar	Amritsar 2	GSSS Mustfabad	4
9	Amritsar	Amritsar 2	GSSS Goal Bagh	13
10	Amritsar	Amritsar 2	GSSS Talwandi Dasanda Singh	1
11	Amritsar	Amritsar 2	GSSS Muradpura	6
12	Amritsar	Amritsar 2	GSSS Jagdev Kalan	8
		Total	12 (Schools)	128

Selection of Parents, Teachers and Management-

It was decided to take 1 available parents of each student i.e. 364 but due to non-availability, non-cooperation and non-acceptance of the parents, only 234 parents agreed to give responses. Thus, a total number of 234 parents were selected

for the present study. Similarly, as 36 schools were selected, 1 teacher and 1 member of the administration have been selected. Therefore, 36 teachers and 36 principals have been selected to strengthen the study and to obtain deeper understanding of the challenges associated with teaching and obstacles in receiving the opportunities available for the children with disabilities. The information has been procured from all the sources in order to explore the implementation of the inclusive education program.

Data Collection Tools:

The study has relied on both primary as well as secondary data collection for arriving at conclusions. For the purpose of secondary data, different sources like records and documents of Social Welfare Department, Census Department, Government Offices, various web-sites, books, journals and research articles have been consulted.

For primary data, both observation and interview method has been used. 4 different interview schedules have been constructed for the students, parents, teachers and management. These interview schedules have been divided into two parts i.e., first part has dealt with socio-economic profile and second part has been related to the barriers, mechanisms to overcome those barriers (if any), achievements and their suggestion to overcome the challenges of inclusive education.

CHAPTER 2

CONCEPTUAL AND THEORETICAL FRAMEWORK FOR INCLUSIVE EDUCATION

Pijil, Meijer and Hegarty (1997) Inclusion has different meaning for different people, referring to American experience they state that Inclusion certainly meaning place a classroom in regular school building, and a seat is an age-appropriate general education classroom. It also means access to, and participation in the general education instruction program, either full-time on part time and its means bringing special education paraprofessionals into general education schools and classrooms to help make inclusion work. Beyond this broad conceptualization. However, inclusion can mean very different things in different schools and among different professionals. They also added that Inclusion will mean a change in the school climate; it is a statement that diverse set of learners are not only welcome in the school but will also be accommodated by their teachers.

- Walker and Convinton (1998) Inclusive education for all students Should utilize the best teaching techniques, and any necessary support service and supplementary aids available to make the process of learning a success. Services are brought remarked from the general classroom to receive the services.
- Rieser (2008) the index for Inclusion defines Inclusion as having various components. Some of these are i.e. Valuing all students and staff equally, increasing the participation of students in and reducing their exclusion from, the cultures, the curricula and communities of local schools, reducing barriers to learning and participation for all students, not only those will impairment or those who are categorized as having special educational needs; viewing differences among students as resources that support learning; rather than as a problem to be overcome acknowledging the right of students to receive an education in their locality, and so on.
- Begum (2017) narrowed his view down to internal changes in organisations such as schools which border on policies, practices and cultural perspectives

and that all children are allowed to participate in the same class without any segregation.

- Parveen et al (2018) the study was to explore several problems creating hurdles in the way of inclusive education. It was found that the concept of Inclusive Education is still fumbling with problems of policy implementation, an environment that is not conducive for practice. The success of inclusive education is hindered by other factors like community's attitude towards disability, lack of adequate involvement of all stakeholders among others. Among the mentioned hurdles one of the serious problems is to prepare a good, effective and competent teacher who can lead and practice the concept of inclusive Education adequately. Magnitude of the problem
- Hemlata (2018) In this study researcher conveys a message that in the model of inclusive education, it is not the child, but the education system, which is seen as a problem. Therefore, it is the system (with all its components) which should be changed, modified and made flexible enough to accommodate the diverse needs of all learners, including children with disabilities. The onus for success is therefore on the flexibility of the system. It focuses on the environment, as the disabling cause because it fails to provide appropriate access to equal opportunities for all persons to participate fully in social life. In addition, more still needs to be done in order to ensure that the best is achieved from the objectives of inclusive education.
- Sijuola et al (2022) study aims to assess and highlight the challenges frustrating the implementation of inclusive education, particularly in developing countries. It is obvious that these countries are lagging behind in the achievement of inclusive education due to a wide range of challenges identified in this study. To achieve this aim, the paper employed a theoretical research method. The method allowed several extant studies, especially those published in mainstream journals, on the subject to be reviewed and explored extensively. The review of extant studies on the challenges encountered in the implementation of inclusive education produced a number of pertinent findings. So, the findings of the study revealed that societal attitude towards

people living with disabilities, poor attitude of the government, inadequate infrastructure, poor funding, and a host of other reasons are the key factors frustrating the implementation of inclusive education, causing the low level of inclusiveness in the developing nations.

Studies related to barriers and challenges of Inclusive Education

Inclusion is a recent step in special education remains a complex and controversial issue but has been accepted and interpreted innumerable. Inclusive Education means that school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic and other conditions. The aim of inclusive education is at catering to the educational needs of all children who are vulnerable to exclusion due to their specific problems and circumstances. The concept of Inclusion promotes heterogeneous grouping and zero rejection to any learner in an educational setting. So, this theme of review of literature has been discussed the barriers and challenges faced by students with disabilities in Inclusive education program.

- In the report 'Toolkit on Disability for Africa: Inclusive Education' highlight the importance of inclusive education for persons with disabilities, particularly children, on the basis of equality and non-discrimination; to explore the barriers to inclusive education faced by learners with all types of disabilities; and to consider actions for removing them. Inclusion in the context of education is based on the idea that all children should learn together, regardless of differences or disability. Inclusive education begins with the premise that all learners have unique characteristics, interests, abilities and particular learning needs and, further, that learners with special education needs must have equal access to and receive individual accommodation in the general education system. In this report, key elements of Inclusive education such as inclusive, accessibility, non discrimination, reasonable accommodation, physical accessibility, availability, acceptability and adaptability also deeply discussed. This report also highlights the fact that States are required to take steps with a view to achieving progressively the full realization of the right to inclusive education. The concept of progressive realization acknowledges that there are resource implications for fully

implementing economic, social and cultural rights, including the right to education. In budgeting for inclusive education, some points may be relevant. Budgets for primary education have to support the additional demands placed on the system through an inclusive education approach. These resources are needed for the adaptation of schools, supportive devices and the proper establishment of district-based support teams, which are some of the most immediate funding pressures. Unless governments invest and allocate sufficient funds for inclusive education, it will be difficult to achieve the goal of universal primary education because some children with disabilities will continue to remain outside the reach of primary education. This report also highlights some challenges within school for disabled students in inclusive setup. The negative role of teachers and educators, Curriculum, Education and ICT, Attitudinal barriers and Economic Barriers are some barriers that students with disabilities face in their pursuit of education.

- CRS/Vietnam Education Team (2007) written the report “‘How-to’ guide: Inclusive Education for Children with Disabilities”. This report highlights the fact that At least one out of ten people in the world has a disability, according to estimates by the World Health Organization. These include people with hearing, vision, language, mobility and learning impairments. Children with disabilities in poor and developing countries face particular difficulties, linked to poverty and social barriers. In many traditional cultures, a child with a disability is seen as a bad omen, bad luck, or a result of poor lineage. Some children with disabilities are hidden from the community and kept out of school. Those who do attend school – often the ones with less severe disabilities – may face embarrassment, discrimination and misunderstanding. Every child has the right to an education. Unfortunately, in the past many people assumed that the best place for children with disabilities was in a special school or classroom, separated from their ‘normal’ peers. Today, however, international experts and people with disabilities themselves are united in the belief that inclusive education in the child’s local community school, together with their non-disabled peers, offers the best opportunity for social integration and self-sufficiency. Inclusive education models are particularly well suited for developing countries that cannot afford duplication

or separation of essential educational services. In its broad sense, inclusive education is the principle and practice of educating all children within a common general education setting. Inclusive education especially targets those children traditionally excluded from general education for reasons of gender, geographic remoteness, ethnicity, poverty, and disability. The principle of inclusion promotes the idea that in order to receive a quality education that is equal and accessible, children must be educated to the best of a community's ability in a general education classroom. Inclusive education is moreover a method of creating communities, schools, and societies free of discrimination. According to this paper, Building an Inclusive Education Program is essential element of Inclusive education. The goal of Inclusive Education is to make a barrier-free environment...free from both physical and attitudinal barrier. An inclusive education program generally consists of a combination of core activities including teacher training, community and family awareness raising, classroom activities meant to develop the abilities of all students together, and Individual Education Plans developed for each child. Key stakeholders in an inclusive education program include teachers, parents of children with disabilities, school administrators, and of course children themselves. Well-trained teachers are essential to a successful inclusive education program. Teachers must be trained to educate children in every category of disability at varying degrees of severity. In many countries there do not yet exist materials in the local language either about inclusive education, education of children with disabilities, or materials to be used in an inclusive classroom. In these situations, necessary materials should be developed in clear and easy to understand language that is sensitive to the local context. One of the goals of inclusive education is to increase the integration and acceptance of children with disabilities both inside and outside school. In order for a student to reach his or her full potential, that student must have the support of family, community, and friends. Classroom activities should reflect the needs and abilities of all children separately and as a group. The primary goal is to ensure that all children are learning to the best of their ability. Children with disabilities should participate in every class activity to the best of their ability, and should have a group of peers to assist them with class work.

- Vandana and Ankur Dua (2017) written the research paper 'INCLUSIVE EDUCATION: CHALLENGES AND BARRIERS'. According to them, education being provided to persons with disabilities is of three types of special education. The one is 'segregated education' which occurs when students with disabilities learn completely separated from their peers. The another one is 'integrated education' which is a step towards inclusion. Students, in this model, usually are integrated but is expected to fit in the school culture already existing. In 'inclusive education' the school, classrooms and programmes and activities are designed and developed in such a way that all students learn and participate together. The Government of India has created numerous policies around special education since the country's independence in 1947. The constitution, the Kothari Commission, the 2005 Action Plan for Children and Youth with Disabilities and the 2006 National Policy for People with Disabilities have always leaned towards inclusion. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 (Ministry of Human Resource Development, 2009) is a recent development towards inclusion in India. This paper highlights the fact that although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country (Kohma, 2012). It is because of various barriers which according to Johan (2002) and Jha (2007) are both external and internal as well. Negative and non-cooperating attitudes of the stake-holders like members of society, peers and teachers etc. that hinder inclusion. Disabled persons are socially ostracized by non-disabled people in the less developed societies may be due to their attitudes of fear, ignorance, lack of awareness and traditional prejudices. Regarding disabled children some regions still maintain established beliefs that educating the disabled is senseless and futile. Many are marginalised by dimensions such as poverty, gender and caste. While many educational programmes have attempted to reach out to these previously excluded children, those with disabilities are often forgotten, emphasising their invisible status in a rigidly categorised society. The social exclusion and negative

attitudes result in social discrimination and thus leads to isolation, which produces barriers to inclusion. Acceptance by peers provides a much greater challenge for children with disabilities. The peers in school, being the closest on par, play an important role in the lives of the children with disabilities but negative peer attitude as being a major barrier to full social inclusion at school for students with disabilities. The challenges faced by children with disabilities who have secured admission in inclusive schools are: admission, Commutation Problem, Buildings and Infrastructure, Materials and Technology and Classroom Size. The curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. In our country curriculum is unable to meet the needs of a wide range of different learners. In many contexts, the curriculum is centrally designed and rigid, leaving little exibility for local adaptations or for teachers to experiment and try out new approaches. As a result of the knowledge based curriculum, the examinations are also too much content oriented rather than success oriented. Usually children with special needs need more time to read or to write their paper. In certain cases severe problems arise for arranging Writers to assist children with special needs during examination. Teachers' training, abilities and attitudes can be major limitations for inclusive education. The teachers are not trained adequately to teach the children with special needs. The training of staff at all levels is often not adequate. Adequate financial resources are a big challenge to inclusion. India is among the countries that have a low 'Education for All Index' (EDI) of less than .800 and is ranked 105 out of 129 countries.

- Wondwosenet al (2014) written present paper 'Challenges and Opportunities to Implement Inclusive. This study is conducted in order to assess the challenges and opportunities to implement inclusive education in selected primary schools of North Gondar Zone. According to this paper, Inclusion is not just about placing students with disabilities in to mainstream classrooms. It recognizes that all children have individual needs, and that teachers who are trained to facilitate an inclusive classroom, can better meet the needs of all children. This study also through light on the opportunity and challenges of inclusive education. Inclusive Education provides students with disabilities access to students without disabilities access to curricula and textbooks to

which most other students are exposed. The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers. The schools have little opportunities and these opportunities did not pave the way to implement inclusive education. And both schools faced many challenges to implement inclusive education. Some of the challenges to implement inclusive education in these schools are, the attitude of teachers and parents towards children with disability and teachers of students with special needs, lack of attention from the education office both zones and woreda, lack of educational materials, large class size, lack of skilled man power etc. The schools do not conduct scientific way of identification and assessment process to identify and assess children with special needs. And there is no periodic assessment to know the degree of their needs. The school does not have eligibility criteria to admit students with special needs. Teachers do not prepare individualized educational plan (IEP/ for students with special needs though it is important to address the unique needs of each students. Although teachers tried to use different teaching strategies to involve students with special needs in all activities, they do not provide extra time to complete their activities, and the testing procedures is not modified and adapted for them. There is a shortage of special educational materials and equipment in the library and resource room such as reference books written in Braille and some geographical and mathematical aids. In addition to this the situation in the library is not convenient for students with special needs. Visually impaired students are positioned or placed at the front side of the classroom but the width and the surface of the desk is not suitable to use slate and stylus and to accommodate all the stationary and other materials Since the classroom is narrow and desks are putted very close to each other, visually impaired students do not have access to move freely in the classroom. furthermore, to improve the existing trends and practice of teaching students with special needs and to address the special educational needs of those children, it require the collaborative efforts of parents, community members, teachers, school principals, governmental agencies. The school should involve the scientific ways of identification and assessment procedures and should conduct periodic assessment. Because if the

students needs is not fully assessed, it will be very difficult to address all their needs or it might put them in inappropriate placement. The school should have eligibility criteria to admit students with special needs because having a disability alone does not guarantee special education service. Teachers should have to prepare individualized educational plan for students with special needs to become a real inclusive school. Because the real essence of teaching students with diverse educational needs is addressing the unique needs of each students. The school should ensure the availability of special materials and equipment by allocating special budget and the library and the resource room should be equipped with the necessary materials to provide the service needed for students with special needs. A particular attention should be offered to students with special needs in the procedures of testing and examination. As the first measure, extra time should be allotted. The item should also be modified and the number of items has to be reduced. Further practical training should be given for teachers to update their knowledge especially on the area of sign language and Braille. The desks need to have wide surface that can contain all the stationary and other materials and suitable to use slate and stylus.

- J. D. Singh (2016) written research paper 'Inclusive Education in India- Concept, Need and Challenges'. In this paper, he tried to discuss broadly the concept of inclusive education, including importance, challenges and measures to implement inclusive education in India. Literally, Inclusive education means school for all. The concept of inclusive education first adopted in the 'World Conference on Special Needs Education: Access and Quality and was restarted at the World Education Forum.' Beside this, the paper also discussed the need and importance of inclusive education. In general, disabled students face many barriers to learning and participation in classroom, so the need or goal of inclusive education to provide barrier free educational environment to all the disabled students. If more and more disabled students included in school classrooms, teachers realize the value of accepting each student as unique. Beside this, Inclusive education also developed the relationship of friendship, social skills, personal principles and comfort level with people who have special needs. This research paper also throw light on the challenges that

faced by people to implement inclusive education in India. In context of inclusive education in India, problems of disabled students are so complex, available resources are limited and social attitude towards them is too negative. After independence, Government has implemented many policies regarding the education of disabled students. But there are many challenges for educating disabled students in regular classrooms. The major challenges that faced by students with disabilities are scarcity of adequate human and material resources, negative attitude of teachers and community, non-disabled peers and their parents and the number of students dropping out of school is higher in recent times that leads to growing number of child laborers. Another challenge is that most disabled students are still excluded from access to mainstream education. Large class sizes, untrained regular school teachers, low family income, poorly designed schools and unavailability of equipments and assistive devices are another challenges that reduce the affords of implementation of inclusive education in Indian context. Beside this, some measures for implementing inclusive education also discussed in this paper. Some of measures for better implementation of inclusive education in India are the right to education must apply to all citizen of India, a policy of inclusive education needs to be implemented in all schools, preparation of teachers for rural special education programmes should be planned, inclusive education should be flexible, a school based support team should develop strategies for whole schools to meet the needs of learners with disabilities, inclusive school must enable education structures, systems and methodologies to cover the needs of all students, Transport facilities should be altered, Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc should provide according to need of the students, Necessary school supplies such as audio learning or textbooks in Braille should be made available and Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field.

- J. Pivik conducted the study 'Barriers and Facilitators to Inclusive. Sample of 15 students with mobility limitations and 12 parents were selected under this study. In this study, data was collected regarding the four categories of barriers at the school level mainly the physical environment, intentional attitudinal barriers, unintentional attitudinal barriers and physical limitations. This study highlights the point that major problem identified by many of the students was physically getting into school. Often the only door having an access ramp was located at the rear of the building, requiring the student to go around the building in order to enter. If the ramp was not too steep or did not have a ledge that created obstacles, then often the doors were too heavy for the student to open unaided. Most often, the doors did not have automatic door buttons for easy access. The environment barriers that identified by the students are under doors, passageways, elevators, washrooms, stairs and ramps, lockers, water fountains, and recreational areas. Another Reported barriers included too little space between desks within classrooms, narrow aisles within the library, and crowded hallways. Especially difficult were hallways filled with students during class changeover, requiring the students using a wheelchair to leave class earlier than their peers to get to the next class or activity. Other reported environmental barriers included inaccessible washrooms, lockers with hooks placed too high or with combination locks, which were difficult for students with manual dexterity problems, water fountains which were too high for wheelchair access and inaccessible recreational facilities. For the youth in high school, the lack of accessibility for recreational activities was of paramount concern. In the intentional attitudinal barriers, All of the students in the focus groups reported instances of isolation, physical bullying, or emotional bullying. Isolation took the form of either being ignored or having difficulty forging friendships. Physical bullying usually related to people pushing the student's wheelchair without permission, and in one instance, being purposely knocked out of the wheelchair. The most frequent attitudinal barrier mentioned was that of emotional bullying. The students indicated that this was the most hurtful and included name calling, pointing, mouths dropping open, being ridiculed, being labeled as "stupid," condescending attitudes by teaching staff, and generally being treated differently from other students. Unintentional attitudinal barriers relate to a lack of knowledge, education,

understanding, or effort on the part of the educational system or staff. From the entire sample, the most frequently reported barrier was a lack of understanding by teachers and support staff. Along with the environmental and attitudinal barriers they had faced on a daily basis, these youth also bear the difficulties associated with their condition or disability. For example, many of the students require a personal assistant or teaching aide for such basic activities as getting dressed for recess, personal care, remedial education efforts, or maneuvering within the school. The other major barrier noted by the students was their need for extra time to get to class, eat lunch, or complete school work. Along with information about their disability or condition, these physical requirements were the type of information the students wanted school staff to understand. Beside this students also gave some suggest some relevant facilitators to overcome the barriers. Broadly, they suggest three broad area of facilitators i.e. environmental modification, social and policy changes and institutional resources. Regarding the environmental barriers, suggestions included technological solutions, along with basic architectural changes to doors, elevators, washrooms, and ramps. Basic architectural changes to school buildings would include lowering locker shelves and hooks, lowering water fountains, building wider corridors and classrooms, installing ramps near stairs, widening doorways and eliminating lips and ledges on doors, removing unnecessary doors and equipping remaining doors with access buttons, and, lastly, providing a more gradual incline on ramps. Architectural facilitators for washrooms would include lowering sinks, placing paper towels and soap within reach, enlarging washroom stalls, and installing grab bars and toilet paper dispensers closer to the toilets. Social or policy facilitators reported included providing disability awareness education for both students and educational staff. The students also felt that added resources would be greatly beneficial. They recommended more teachers' aides, access to laptop computers (since writing can be difficult for some), and working copies of books for homework to avoid having to carry all of their books to and from home and school.

- Bhat (2017) studied the “Inclusive education in India: Issues, challenges and prospects” It is observed from the study that there are various obstacles and barriers related to educational system which hinders to promote the inclusive education such as lack of positive attitude among teachers, non-inclusive curriculum, lack of resources, infrastructural problems, awareness among parents, irregular plans, improper execution of policies are creating hurdles for extending the concept of inclusive education in India. To make inclusion appropriate teacher’s preparation, awareness and attitude towards disabilities, retention of special children etc. must be made compulsory in all programs irrespective of elementary, secondary and higher education. Additionally quality resources, faculties, facilities must be supplied to each institution to make inclusive education program successfully.
- Parveen&Qounsar (2018) studied the inclusive education and the challenges. Some provision can be made for a child with special need who can also get opportunity to learn with others. Students having equal quality and facilities. There are some problems occurs in the way of inclusion in education such as lack of well-educated teachers, curriculum, resources, good infrastructural facilities, awareness, positive attitude, plans, policies are creating hurdles for extending the concept of inclusive education in India.
- Yuksel et al (2021) studied examining the problems faced by students with special needs in the Distance education process during the COVID-19 pandemic. It is revealed from the study that both the parents and teachers of children with special needs generally focused on problems in academic skills in terms of developmental problems. It is observed that the students who received inclusive education remained below their expected level of performance, experienced difficulties in learning and exhibited increased levels of distraction and decreased interest in the lesson as academic negative.

Parent’s attitude towards Inclusive Education

Inclusive Education is a flexible and individualized support system for children and young people with special educational needs (because of a disability or for other reasons). It forms an integral component of the overall education system and it provides in regular schools committed to an appropriate education for all. Parent’s

positive attitude is very important for the full enrollment of children's with disability in regular education system. So, this theme of review discuss about the parents attitude towards Inclusive Education Program.

- Uromi and Mazagwa (2014) highlighted some of the challenges bedevilling people living with disabilities. These challenges include the poor level of infrastructure that makes it difficult for people living with disabilities to access some areas; discrimination regarding employment opportunities and women with disabilities experience more discrimination in this area; economic exclusion or marginalisation which is based on the impression that people living with disabilities lack the capacity to contribute meaningfully to the economy; inadequate physical power or energy to wade off sexual advances from sexual predators; grinding poverty; restrictions on access to information and so on.
- According to Vorapahya and Dunlap (2014) some families may feel a sense of guilt over having a child with disabilities. This feeling or attitude may result in parents being denial regarding the differently abled condition of their child or relative.
- Gulzar&Qureshi (2016) studied the perceived challenges of parents of special children in inclusive education. It is observed that parents of special children are now able to understand the problems of their children and are very open to make them the part of inclusive educational system. Now, days these children are being eventually accepted by their family and leading a healthy supportive life. Although parents showed their children in reference to the schooling and children are also suffering with sort of issue but even after they are struggling ahead.
- Dhimanet et al (2020) points out that the symptoms of depression increased in families who have children with special needs during the pandemic and that the tension felt by the parents increased compared to the pre-pandemic period. It is also reported that the pandemic had a wide impact on parents of children with special needs from the lack of access to basic needs and services to the reduction or even interruption of the educational support they receive. Families are worried because of the pandemic, and the uncertainty caused by

the lack of information worries the whole family. The idea that the educational progress of children will be lost affects families negatively.

- Ummah et al (2021) studied the Parent's perspective towards inclusive education for children with intellectual disabilities in Indonesia. The study revealed that parents of intellectual disabilities chose to enroll their children's development to be improved in social aspects. Parent's role plays a significant role to promote inclusive education. Also, the policies on the practice of inclusive education are focusing on the teachers training to work together with the parents of children with intellectual disabilities so that they could accommodate children's academic needs in the classroom.

Studies related to the role of parents to promote inclusive education

Parents play an important role in the life of children. Parents provide emotional, economical and social support to their children in the all aspects of their life. But for children with disabilities, parents support play important role to become them self reliant. So, this them has been discussed the role of parents in promoting inclusive education among students with disabilities.

- Gresham (1982) asserted that placement in regular school could lead to increased interaction with regular children and increased social acceptance by non- handicapped peers. According to him there was a need to impart social skills to handicapped children for better social interaction and peers acceptance.
- Prasad and Srivastava (1992) investigated the perceptual-motor issues of LD and NLD (Non-learning Disabled) children aged 5 to 10 years. According to the findings, children with low perceptual abilities outperform their peers in academics.
- Sharma (1993) tried to compare the personality features of learning disabled (LD) and non-learning disabled (NLD) children. The study looked at the effectiveness of intervention programmes designed expressly for parents, teachers, and children with learning difficulties in increasing academic achievement.

- Swarup and Sharma (1993) investigated the impact of cognitive behavioural training on the written syntax of learning disabled children aged 10 to 14 years. The study had significance in terms of raising awareness of syntax learning challenges encountered by students in traditional classroom settings. It also emphasised the importance of particular teaching, modelling, prompt feedback in writing activities, and practise in free expression of writing in order for children to develop the required abilities.
- Gupta et al. (1996) explored the type and prevalence of learning disabilities at the end of class II and developed preventative methods. They discovered a 7% incidence of learning disability at the Grade III level in government primary schools in Madhya Pradesh's Sehore block. Deficits in Hindi, Oral reading and comprehension, written expression, and arithmetic were observed in all subjects identified as LD in a general class. Deficits were also observed in mathematical operations, serialisation, visual spatial orientation, auditory sequential memory, concept formation, verbal, numerical, temporal relationship, and visual auditory association.
- Aminabhavi (1996) investigated the adjustment capacity of post-graduate physically challenged and abled students from Dharwad and Belgaum colleges. Physically challenged people were maladjusted regarding family, emotion, manner, and leadership.
- Kamalam (1996) conducted research in the primary schools of Trichy district's Tiruverumbur Block (Rural region). The study centered on increasing teachers' abilities to educate the mildly mentally retarded. Following training, teachers learned about MMR (Mild Mentally Retarded).
- Paranjape (1996) analysed the performance in language and mathematics among normal and hearing-impaired students in class IV of five general schools in Pune. Language progress differed between children with and without hearing impairment. Sex did not produce any disparity in achievement between the two groups. Students with hearing impairments who merged afterwards special education outperformed those who were already in the mainstream in maths.

- Ramalingam (1996) studied the creation and efficacy of a strategy training programme for cognitive learning (memory, comprehension, and problem solving) in learning impaired, non-learning disabled, and slow learners. The study's findings revealed that strategy training had a substantial favourable effect on the cognitive learning test across all groups.
- Vaijayanthi and Meera (1997) investigated the academic difficulties of learning disabled students in primary schools. The study documented frequent behaviours and challenges encountered by LD boys and girls in various kinds of schools and classrooms.
- J. D. Singh (2016) explored the idea of inclusive education, including its relevance, obstacles, and implementation strategies in India. He suggests that impaired students encounter several challenges to learning and engagement in classrooms; so, the need for inclusive education is to offer all disability students with a barrier-free educational environment. Additionally, he provides valuable insights to improve the implementation of inclusive education in India, measures such as the right to education must apply to all citizens, an inclusive education policy must be implemented in all schools, teacher preparation for rural special education programmes should be planned, inclusive education should be flexible, transportation facilities should be changed, student-oriented components should be provided, support services, assistive devices, boarding and lodging facilities, therapeutic services, teaching learning materials, etc. should be provided according to the need of the students.
- Vispute (2021), an attempt has been made to bring out the problems of differently abled persons as well as the nature of disability acts for the protection of their rights and progress. There are a large proportion of the disabilities in India which have become burning issues nowadays. The condition of the differently abled persons seems to be very miserable and pitiable. The disability occurs either by the birth or accident. The people who are the victim of disabilities, they have to strive for their survival. The researcher has also provided some significant remedies in the form of introducing the two acts of disable such as PWD Act, 1995 and Rights of PWD Act, 2016 which can be the best remedies for empowerment of the rights

of disable persons. The provisions of both acts seem to be very effective that will surely entitle and empower the rights of disable persons, if they are implemented strictly. The problems of disable persons in India will be solved due to the implementation of both acts only and they can live as free and happy as their non-disable brothers are.

Studies related to the attitude of Administration towards Inclusive Education

Administrative staff in inclusive education should aim to create an environment that is welcoming, supportive, and inclusive of all students, including those with disabilities. By working together with the student's support team and promoting a culture of respect and inclusivity, administrative staff can help ensure that disabled students are able to participate fully in the learning process and achieve their full potential. So in this section, review regarding the administrative attitude towards inclusive education discussed.

- Venkatasana Prakasam and Hema (1997) analysed the prevalence of disability and impairments among rural pre-school children. They determined the key socio-demographic factors that impacted the prevalence rates of impairment among rural pre-school children.
- Kumar et al. (2008) assessed the prevalence and pattern of mental disability in a rural taluk of Karnataka district. This was a community-based cross-sectional study. One thousand subjects were randomly selected from four villages and IDEAS was administered. Overall prevalence of mental disability was 2.3%. Among the disabled, majority had mild disability, followed by severe, moderate and profound severity. All disabled subjects were previously diagnosed with one or the other mental disorder such as: Affective disorders, mental retardation, epilepsy, neurosis, schizophrenia, alcohol addiction.
- Mwangi (2014) the motive his study was to examine the challenges facing the implementation of inclusive education program in public primary schools in Nyeri town, Nyeri County. The major findings were that, first, physical and critical teaching learning resources were either inadequate or were quite dilapidated. Secondly, there were inadequate specialized teachers to handle the special needs education curriculum. Third, there were several socio-economic

and cultural variables that constraints effective teaching and learning in most sampled schools .It was recommended constraints were negatively affecting access and quality of education of Nyeri County, the Government of Kenya through the Ministry of education should put in place adequate and appropriate physical and human resources to enhance the implementation of SNE not only in the in the study locale but all other areas experiencing similar constraints.

- Bouillet et al (2015) The results lead to the conclusion that students with disabilities have statistically significantly more educational and socialisation problems than students without disabilities, which leads to a lower level of socialization and academic success of students with disabilities. Unfortunately, most of them remain without appropriate educational support. It seems that inclusive education is not possible without changing school cultures, policies and practice towards a child-centred pedagogy that embraces the needs and strengths of all students, including those with disabilities. According to the research, omissions in educational practice lead to the lower level of socialization and academic success of students with disabilities, as well as to the poorer teachers' estimates of their behaviour.
- Bugti and Kazimi (2021), in Karachi, examined the challenges and opportunities inherent in the implementation of inclusive education in Sindh, Pakistan. The study focused on selected primary schools in the capital of the country – Karachi. Data was obtained for the study from two main schools using the Likert scale type of questionnaire. Senior teachers and school principals, who knew much about inclusive education, were the participants. The outcomes of the study pointed to certain challenges. These challenges included a lack of commitment and unity among teachers and parents regarding inclusive education for children with disabilities. It was suggested that adequate funding should be made for the implementation of inclusive education to cover equipment, teachers' learning programs, and materials for the program.
- Chibwe and Mulenga (2021) researched the challenges of implementing inclusive education in the country with evidence being drawn from selected Primary Schools in the Kitwe District of the country. With the use of a semi-

structured survey, data obtained from the selected respondents revealed challenges similar to the challenges of other countries that are finding it difficult to implement the inclusive educational program. Some of the challenges encountered in the country are the lack of trained personnel and the inadequacy of the school buildings for the program.

- Thakur et al (2021) study attempts to analyse the barrier faced by stakeholders in implementation of inclusive education in schools. The method of research adopted for this study was descriptive and quantitative. The data collected was to identify the barriers faced by stake-holders of the inclusive education system and concerned Government functionaries. The detailed and in depth understanding of the subject has been acquired through reading of available relevant Government's instructional material and policy documents. In this study convenient sampling technique was used. The sample of the current study was comprised of concerned Government functionaries, Principals and teachers of the Institutes of Education working in the Punjab.
- Allam et al (2021) This study revealed that the classrooms for children with learning disabilities in Division of Ilagan at large have poor learning environment to support the SPED such as lack of budget, curriculum guide, Instructional Materials (IMs) and even school facilities. It could be concluded that placement of learners with special needs in an inclusive classroom with ordinary learners is not enough with no proper support. Learners with disability did not receive all the necessary support and services for accessing the curriculum facilities; and stakeholders' supports is very minimal to support the needs of the students enrolled in SPED classes. On the other hand, issues and problems were solved technically to sustain the positive working environment among school heads, teachers and stakeholders.

Studies related to Teachers attitude towards Inclusive Education

Teachers play an important role in any educational system. Teacher is an artist who moulds and shapes the physical, intellectual and moral powers of the students. Teachers' awareness, attitude and competency are more important to handle the children with disabilities. This part of review of literature discusses the role of teacher's attitude towards the implementation of Inclusive Education Program.

- F. G. Gil written the research paper ‘Teaching, Learning and inclusive education: the challenge of teachers’. This study tries to identify the need for teachers training to meet the challenges of achieving success for all students. A sample of 200 teachers has been selected under this study. The central idea of concern in this paper is that if schools want to be more inclusive and move towards an educational response according to students’ heterogeneous and diverse characteristics it is necessary to reflect on aspects such as the organization and operation, the existence or not of coordination and collaborative work among teachers, the participation of the entire community, the use of resources and the educational practices. It is essential for teachers to be committed to inclusive education, to reject exclusion processes and to engage in the full inclusion of all students as full members of their classrooms. In-service teachers’ training is one of the ways to address the presence of students with very different needs in the classrooms. The results of this study indicates that the main needs of teacher training on inclusion focus on methodological and curricular elements for transforming schools into more inclusive settings. Beside this, Teachers also suggest that more efforts to promote inclusive practices in private and subsidized schools are made. This study also suggests that professionals with more years of experience are more knowledgeable in aspects of education funding, legislation, administration and schooling alternatives, as well as with regard to the role of the management team and the existence, importance and responsibilities of a leader. Another important point that highlights in study is that design training programs that allow an improvement in teachers training to transform their schools into more inclusive settings. So the central point of this study is to design training programs that allow an improvement in teachers training to transform their schools into more inclusive settings and all these above affords will help move forward the inclusive movement across schools.
- Susan Sam in his study ‘Inclusive education and teachers negative attitude’, discussed that in inclusive education there lies the responsibility of the teacher to assist these students so that they can achieve their individual educational goals and the attitude of the teacher matters a lot. The teachers’ attitude should lead to a successful learning by the student catering to their existing demands.

This study aims to look into these negative attitudes that directly affect students learning, thereby contributing towards a positive social change in the field of Inclusive Education. This study also reveals that most teachers hold neutral or negative attitudes towards the inclusion of students with special needs in the regular classroom setting. Regular classroom teachers continue to have negative attitudes toward IE practices. These attitudes manifest in undesirable and ineffective teaching practices and have a negative impact on student learning. This study also indicated that nature and severity of disability influence the attitudes of teachers. In the class setup, inclusion was lower for children with an intellectual disability than children with physical disability. This study also discussed that on the basis of gender, female teachers shown more positive attitude towards the idea of integrating children with disabilities than male teachers. This study also discussed some challenges that hindering the implementation of Inclusive Education in India. In India, number of disabled people so large, and their problems are also too complex. The available resources are very limited and attitude of society regarding them also too stereotype. Lack of training, patience and compassion of teachers are other factors that hindering the inclusion of disabled children in main stream education setting. (Sam: 2019)

- T. Sarao written the research paper ‘Obstacles and Challenges in Inclusive Education in India with Special Reference to Teacher Preparation’. The main objective of this paper is to find out the obstacles and challenges in inclusive education in India from the view point of teacher preparation. According to this paper, inclusive education emphasizes that children who suffers from any type of disability can be included in general education setting without any discrimination and differentiation. But in context of India, for achieving the goal of inclusive education, there are several obstacles and challenges like lack of well educated teachers, curriculum, resources, good infrastructure facilities, awareness, negative attitude and planes to face that reduce the implantation of inclusive education. Beside this, lack of teacher preparation institutions, lack of teacher competent teacher educator, lack of infrastructure and resources, lack of proper curriculum related to inclusive education, lack of proper strategies to improve practical skills of teachers, lack of time for preparing

teachers for inclusion in general classes, lack of continues workshops, seminars, projects, internships for students as well as for teachers and lack of adequate pedagogy and strategies to educate students with special needs are some obstacles that hindering the ability of teachers to implement inclusive education in India. Beside these obstacles this paper discussed the idea that teachers are the significant aspect to achieve success in inclusion. So for achieving the goal of inclusion, teacher preparation for inclusive education must be made compulsory in all teacher education programs and inclusive teacher understand individual differences and implement learning strategies for all students. (Sarao: 2016)

- P. Buhere et al conducted the study 'Usage of Selected Resources for Inclusive Education in Mainstream Primary Schools: Issue and Challenges from a Kenyan Perspective'. This study focused on effectiveness of the use of selected teaching/learning resources in the implementation of Inclusive Education for special need education learners in mainstream primary schools. Sample of 30 head teachers, 120 regular teachers and 8 special teachers selected for this study. The findings of this study reveal that implementation of inclusive education has not been accompanied by support structures, lack of knowledge in handling the available resources for educators and available learning resources are inadequate and inappropriate. But the availability of instructional material, assistive equipment, organization of school environment is essential for improvement of practical condition of inclusion. The result of this study indicated that majority of schools have no books for students with special needs. Majority of schools had no specious classrooms. Majority have schools had non availability of special desks and ramps that remained restrictive to learners with special needs. Special teachers confirmed that available resources have inadequate and attitude of head teacher is too negative. Beside this, results of this study indicated that inadequate resources and lack of technical skills are the main factors that inhibiting the implementation of inclusive education for special need learners. Another point that highlighted in this study is that regular teachers lacked the capacity and confidence to handle the resources. The teachers have not trained to handle the available resources. The findings of this study indicated that students with

disability are unsafe; their learning environment is very restrictive by lack of adequate equipments and strategies.

- Begum (2016) in her study 'Inclusive Education: Issues and Challenges' tries to throw light on the scenario of inclusive education in India along with legal framework, policies and role of teachers in the inclusive education. The result of this study indicated that implementations of inclusive setup needs dedication and willingness on side of all stakeholders specially teachers. This study also concludes that role of teachers in inclusive education is very crucial because they have the ability to solve problems, modify assignments for students and to make appropriate situations roe each students regardless of the students capabilities. This study also highlights some roles that a teacher has to play in inclusive education. These roles are: Teachers should accept, appreciate and promote cultural based features of disabled children, teachers should develop the skills in the selection of appropriate techniques to manage individual and group behaviour, teachers should prefer individualized teaching whenever needed, teachers should be able to prepare special students as well as regular class for mainstreaming, teachers should able to plan and implement a variety of instructional technique and teachers should be able to manage the resources which can be used for the instruction of the disabled children.
- Kumari et al. (2019) in his study 'Rethinking Teacher Education Programmes for Inclusive Classrooms: Issues and Challenges in India' tries to identifies important concepts associated with inclusive education and discuss them in relation to issues and challenges in the reform of teacher education. This study also highlights the point that reshape of teacher education for inclusive education is an important activity to improve educational equity and addressing diversity in education. This paper also identifies the teacher's role in sum up the gap between inclusive policies and practices in India. A sample of 100 teachers has been selected for this study. Majority of respondents reported that they have never worked with students with special needs. Beside this, all the respondents said that school environment and available resources are poor, so they have to face numerous school environment and resources barriers in inclusive schools. Majority of respondents reported that they are slightly prepared to teach students with special needs. On the basis of the

training of teachers in order to feel ready in an inclusive setup, majority of teachers reported that need real necessity training in order to achieve a set of skills to prepare them to work in inclusive classroom.

- M. Isave (2017) in his study ‘Challenges Faced by Students and Teachers in Inclusive Education’ tried to identify challenges faced by teachers while implementing inclusive education in schools. A sample of 20 students and 100 teachers from schools were selected. The result of this study indicated that parents attitude towards teachers is positive. The reason behind this positive attitude is that teachers always inform them about the problem encountered by their children in schools, teachers are taking care and provide extra help to them for overcome the problems. Furthermore, teachers discussed that every student had different type of disability so it is difficult for them to handle their disability in inclusive classroom setting. Results of this study also indicated that physical and learning environment of inclusive classroom was not user friendly for students with disabilities. Infrastructure of school buildings, toilets, play grounds, play materials, classrooms and building designs are not adapted to suit inclusive education. This study also highlighted the problems that faced by teachers during inclusive education. Lack of teaching and learning materials, lack of skills, lack of training, communication problems and lack of teacher strategies are the main barriers that faced by teachers in inclusive setup. On the other hand, students also reported the difficulties that faced by them while educating in inclusive education. Unsuitable seating arrangements, far/close distance between benches and blackboards, attention of teachers about disabled students, negative attitude of teachers towards students, unsuitable method of teaching used for disabled students, classroom interactions, limited use of teaching aids and classroom environment is not friendly or suitable for them that create hurdles for disabled students in inclusive education.
- Gaad and Khan (2007) conducted a study on primary mainstream teacher’s attitude towards inclusive of students with special educational needs in private sector. The major finding of the study indicated that one of the main challenges facing primary mainstream teacher in Dubai in the United Arab Emirates (UAE) stems from the current educational movement towards

inclusion. It is an international phenomenon, a process that emphasizes providing special education services to students with special education needs within the regular classroom. These teachers felt students with special education needs lack skill needed to master the mainstream regular classroom course content. The teacher also expressed that the heavy teaching load in the mainstream classroom makes it hard to meet the needs of students with special educational needs in the private sector. However, result also indicate that teachers perceive additional training, support from administrators, and access to related services and resources as necessary in order to meet the needs of their students with special educational needs in the mainstream education setting.

- Haider and Sonialjaj (2008) in her study on Pakistan teacher's attitude towards inclusion of students with special education needs took fifty mainstream classroom teacher (48 women two men) and fifty special education teacher (47 women and three men) from four school of Lahore . The finding of the study were teacher have positive attitude towards inclusive education. They agree that it enhances social interaction thus minimizes negative attitude towards students with special needs. The finding also shows that collaboration between the mainstream and the special education teachers is important. The study has significant implications to the school administrators, teacher, and other stakeholders who are directly and indirectly involved in implementing inclusive education.
- Kathleen Tait and Nola Purdie (2010) investigated prior to service teachers' attitudes towards individuals with disabilities at a major Australian university applying the Interaction with Disabled Persons scale. The factor structure of the IDP was investigated using structural equation modelling. The data revealed significant impacts for course type, age, gender, language, and frequency of contact; however, the size of these effects was minor. It was also discovered that improvements in student teachers' views towards disability were minor across a one-year general teacher training programme.
- Causton and Theoharis (2013), in their study, argued that teachers were unable to manage the increasing number of children with disabilities especially behavioural difficulties in the classroom. For instance, they disrupt classes and

undermine the learning climate of the classroom. They posited that teachers, on their part, did not have sufficient knowledge and skills to offer necessary help to learners with disabilities and the lack of knowledge usually lead to frustration.

- Wondwosen Mitiku et al. (2014) analysed the obstacles and possibilities for implementing inclusive education in selected elementary schools in the North Gondar Zone. According to this study, Inclusive Education is a way to meet the individual needs of all children, but there are many challenges to implement it. These include the attitude of teachers and parents towards children with disabilities, lack of attention from the education office, lack of educational materials, large class size, and lack of skilled man power. Furthermore, the study provides valuable suggestions to improve the existing trends and practice of teaching students with special needs, the school should involve scientific ways of identification and assessment procedures, have eligibility criteria to admit students with special needs, and teachers should have to prepare individualized educational plans. The availability of special materials and equipment should be ensured by allocating special budget and the library and resource room should be equipped with the necessary materials. Teachers should receive further training in sign language and Braille, and desks should have a wide surface for storage.
- Parasuram, Kala (2006). According to the research conducted in Mumbai, India, on "Variables that Affect Teachers Attitudes Towards Disability and Inclusive Education," although a number of the variables of interest had an impact on teachers' attitudes regarding disabilities, the sole factor which influenced teachers' attitudes towards inclusion was prior acquaintance with a person with a disability.
- Wang, et al. conducted a survey on inclusive education in primary schools and found that teachers and school leaders still had negative attitudes about the development of inclusive education, that is, inclusion would depend on various factors such as students' disabilities and environment.
- Singh (2020) conducted a study of attitude of teachers towards inclusive education. is observed that teachers have moderate to favorable attitude

towards inclusive education. Pre-service teachers having a more favorable attitude towards inclusive education than the attitude of in-service teachers and gender does not affect towards inclusive education. Both the male and female teachers have somehow the same level of attitude. It is also revealed from the study that urban teachers are more favorable attitude towards rural teachers concerned with inclusive education.

- Mwangi (2014) the motive his study was to examine the challenges facing the implementation of inclusive education programme in public primary schools in Nyeri town, Nyeri County. The major findings were that, first, physical and critical teaching learning resources were either inadequate or were quite dilapidated. Secondly, there were inadequate specialized teachers to handle the special needs education curriculum. Third, there were several socio-economic and cultural variables that constraints effective teaching and learning in most sampled schools .It was recommended constraints were negatively affecting access and quality of education of Nyeri County, the Government of Kenya through the Ministry of education should put in place adequate and appropriate physical and human resources to enhance the implementation of SNE not only in the in the study locale but all other areas experiencing similar constraints.
- Bouillet et al (2015) The results lead to the conclusion that students with disabilities have statistically significantly more educational and socialisation problems than students without disabilities, which leads to a lower level of socialization and academic success of students with disabilities. Unfortunately, most of them remain without appropriate educational support. It seems that inclusive education is not possible without changing school cultures, policies and practice towards a child-centred pedagogy that embraces the needs and strengths of all students, including those with disabilities. According to the research, omissions in educational practice lead to the lower level of socialization and academic success of students with disabilities, as well as to the poorer teachers' estimates of their behaviour.
- Suri (2016) this paper discusses the change in their roles and responsibilities of parents and teachers in the context of inclusive education. It then provides a review of literature on additional competencies that they would need to have

in order to be successful in inclusive classrooms. The most important one is the role of parents and regular classroom teacher. The nature of their work has undergone a tremendous change since the implementation of inclusive education programmes in India. They are now required to perform a number of additional tasks in order to meet the needs of diverse learners at various stages of life.

- Tripathi and Kapri (2019) the result of the study shows that majority of secondary school teachers were found under moderate attitude towards inclusive education. So this result indicates that the implementation of inclusive education at the secondary school teachers are needed to apply knowledge and application based programmed. Therefore, it is important that the teachers must have the clear ideas about various issues and challenges of inclusive education like human resource deficit, lack of collaboration between special teachers and regular school teachers, and the most significant is inappropriate the training programmes in inclusive education.

Studies related to the Support services available for the students with special needs

- Mondal (2020) suggest under article “Inclusive Education and Supports System in India” claimed the successful completion of Education for Children with special needs, various types of support services are required which include Academic support, Administrative support, Parental support, Community support and Peer support. Thus for providing good quality education to all children including those with disabilities, the Government of India launched Sarv Shiksha Abhiyan (SSA) in 2000-2001. The main objectives of the study were to investigate the Support Services i.e. Administrative, Academic support, Parental, community and Peer support for children with special needs in the elementary schools of West Bengal.
- Dash and Rai (2009) study under title “Study of support services for children with special Needs in the state of Sikkim”.The purpose of this paper is to present the status of integrated education for children with special needs in the State of Sikkim ,to study the various support services required for children with special needs for their successful completion of primary education, to

ascertain the academic support provided to children with special needs in the integrated schools, to study the administrative support given to the integrated schools for education of children with special needs, to study the support given by the parents to their children with special needs, to ascertain the community support for education of children with special needs in integrated schools and to give recommendations for effective support services.”

- Khan, Hasan and Arif (2013) under title “Role of special schools in the adjustment of special children in their family” The purpose of the study was to explore and measure the perception and satisfaction level of parents of special children about the role of special education institutes in the adjustment of special children in their families. analysis the researchers concluded that the special education schools may play very vital role in the adjustment of special children in their family but unfortunately due to lack of resources and infrastructure they are not fulfilling the needs of special children and there is also some lack in the awareness about the importance of social adjustment of special children in their families. The researchers identified very important needs, problems, self-concept, and adjustment problems of special children through review of literature and research.
- Saadi and Yashmeen (2021) under title “Availability of special education related services and incentives for children with special needs in government special education centres in Punjab: A Survey of Parental Perception” Parents' involvement in the rehabilitation process is very important. Parental views about the availability of related services and incentives are the significant indicators of their required particular needs. A survey was conducted from 2019 to 2020 to collect data about demographic characteristics and information about related services and incentives provided to these special students from their parents and also their suggestions to improve these services. The results emphasized the low education and income of the parents, increasing incidence of disability in the families of special children, lack of available services and incentives in these centers, and acknowledged parental suggestions and recommendations. It was concluded from the survey that future planning of provisions of related services and incentives might be more

helpful and effective if based on the requirements and preferences conveyed by parents of special students with four disabilities.

- Byrd (2010) conduct study under title “India, Families, and a Special School” Families in India face many challenges in caring for and educating their children with disabilities. India has enacted a landmark special education law, Persons with Disabilities Act of 1995, which provides schooling and services to all children. For some students with disabilities, however, integrated and special schools are providing schooling. This paper highlights one school, the Bethshan Special School, a private day-school for students with intellectual disabilities. At Bethshan, teachers provide quality academic instruction and job readiness skills for a range of children and young adults, as well as support programs for parents. Concluding this brief examination, several challenges and positive directions for Indian special education and teacher preparation are highlighted.

Studies related to the Support of Peers to Students with Disabilities in inclusive education

A Peer Group most commonly refers to age groups in general, but more specifically to adolescent groups where members are closely bound together by youth culture. In sociology, a peer group is both a social group and a primary group of people who have similar interests), age, background, or social status. The members of this group are likely to influence the person's beliefs and behaviour. This section of review of literature throws light on the support of peer group for students with disability in inclusive education setup.

- Grljusic and Kolak (2018) under title “Peer Relations in Inclusive Classes” conclude the research was to examine the relationship between the quality of friendship and feelings of loneliness and whether there is gender difference. We also wanted to examine the contribution of predictors to the explanation of feelings of loneliness, elinesswith regard to gender. There was a significant difference between boys and girls in the quality of friendship, with girls having a higher quality of friendship. Gender and quality of friendship have shown as significant predictors for explaining feelings of loneliness. Despite the increased emphasis on social development, many students in today's

classrooms do not show social competence or skills crucial to successful interaction with peers and adults in their environment. Peer effect is useful for students with disabilities, but equally for them as well. Parents believe that Circles of friends improve the quality of their children's lives. Research has shown that it is possible to improve the acceptance of the child by peers, and through the training of social relationships it is possible to encourage friendship.

- Schwab (2018) under title “Peer-relations of students with special educational needs in inclusive education” Within this article situation of peer-relations of students with SEN compared to their peers without SEN in inclusive education was described. It was pointed out that students with SEN are at a high risk of struggling in peer-relations and they are likely to be socially excluded in inclusive education. However, not only students with SEN but also students without SEN might have difficulties in their social inclusion. Moreover, being excluded is related with being part of a minority group, so not only SEN, but also other dimensions of diversity (e.g. belonging to an ethnical minority or having a low socioeconomic status) can lead to low social participation. Therefore, it is important to understand that “we all like to be loved and accepted, just the way we are” (Schwab, 2018a). Reflecting the possibilities of fostering peer relations it can be concluded that there is lack of research and empirical evidence. Based on the high negative impact of low social inclusion on students’ development, it is important to move on in research and practice to improve students’ situation, especially the situation of students with SEN.
- Chung and Carter (2013) under title “Providing Peer Interactions in inclusive Classrooms for Students Who Use Speech-Generating Devices” Even when enrolled in general education classes, students with complex communication challenges may remain socially isolated from their classmates when receiving one-to-one paraprofessional support. We evaluated the efficacy and social validity of an intervention package incorporating paraprofessional facilitation, peer initiation, and increased availability of speech-generating devices (SGDs) for early adolescents with disabilities attending inclusive classrooms. Two students with an intellectual disability, their parents, peers without disabilities, paraprofessionals, and classroom teachers participated in this study. We used a

multiple baseline design across participants and classrooms to evaluate the intervention package's impact on social interaction among students with and without disabilities. In addition, we conducted individual interviews to explore the acceptability of the multi component package. Following the intervention, students' interactions with peers increased in three classrooms and SGD use increased in all four classrooms. Participants perceived the intervention to be important, appropriate, and beneficial. We discuss implications and recommendations for improving the social participation of students with complex communication challenge

- Bond and Castagnera (2010) under title “Peer Supports and Inclusive Education: An Underutilized Resource” Researchers are learning that for inclusive education to be meaningful and effective, peer-to-peer relationships are more than an outcome; they are a critical component of the process of inclusive education . Inclusive education helps us work toward creating a society where all people are valued. When peers are used to support inclusive education, everyone benefits. Students with disabilities are afforded an appropriate education in the least restrictive environment, the general education class. Students without disabilities are given opportunities to increase their academic skills, gain a better understanding and acceptance of diversity, and improve their communication and social skills. When teachers use support strategies in their classrooms such as CWPT, cross-age tutoring, peer tutoring, and cooperative learning, students see how people can work together. They develop an understanding that everyone belongs. They see a small-scale example of what society can and should be like. Once students leave the educational system, they shape their world based on the education they were provided in elementary and secondary school. Using peer supports truly makes a difference—for individual students and for society as a whole.

RATIONALE OF THE STUDY:

From the above given reviews it has been noticed that various studies are reviewed to accomplish this research work and most of the studies concentrate on the importance of inclusive education program for the overall development of students with disabilities. But no study has been conducted to assess the status of implementation of inclusive education in the state of Punjab. The above mentioned

reviews also show that various studies have been undertaken regarding the conceptual understanding of Inclusive Education Program. But very less studies have been conducted on the implementation of inclusive education and role of teachers, parents and administration to promote Inclusive Education.

The Rights of Persons with Disabilities (RPWD) Act of 2016, a pivotal legislation in India, emphasizes the imperative of inclusive education through specific clauses that address the educational rights of individuals with disabilities. Section 16 of the Act mandates that the appropriate government and local education up to the upper primary level. Furthermore, Section 17 stipulates that children with benchmark disabilities between the ages of 6 to 18 years have the right to free education in an appropriate environment until the attainment of 18 years of age. The Act underscores the significance of reasonable accommodation by educational institutions, as specified in Section 20, ensuring that necessary adaptations and support services are provided to facilitate the effective participation of students with disabilities. In essence, the RPWD Act of 2016 articulates a comprehensive framework for inclusive education, promoting an equitable and accessible learning environment that empowers individuals with disabilities to realize their full potential. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) is a landmark international treaty that underscores the rights and dignity of individuals with disabilities. Within the UNCRPD, Article 24 specifically addresses the right to education. It articulates the principle of inclusive education, emphasizing that persons with disabilities should not be excluded from the general education system. Instead, they should have access to an inclusive, quality, and free primary and secondary education on an equal basis with others. The convention promotes the development of an inclusive education system that accommodates diverse learning needs, ensuring reasonable accommodation and accessibility. The UNCRPD's commitment to inclusive education aligns with the broader goal of creating an inclusive society that recognizes and respects the rights of all individuals, irrespective of their abilities

Beside all these provisions, a very few attempts have been made in this direction in Indian context. There is not even a single study which talks about the implementation of inclusive education from a sociological perspective. Thus, the present study has been undertaken to throw light that how Inclusive Education Program influences the education of Students with Disabilities and role of Parents,

Teachers, Peer group, Administrative in the education of Students of Disabilities during the Inclusive Education Setup. The finding of this study will help in covering that gap and helps the further researchers to work more on this emerging issues. Thus, in the light of this, the present study has been undertaken.

Scope of the Study

Inclusive education is the inclusion of disabled children in regular schools where the necessary facilities are provided, and they are supported in diverse ways for them to experience equity and get the quality education they deserve. This in turn means that people need to have positive attitude towards inclusive education, thus, creating a policy to embark on the agenda of inclusive education in all parts of the world and organizing the program to benefit everyone.

The present research has focused on children with disabilities (Diwyang Students or Children with special needs) studying under inclusive education program, their parents, teachers and management in the state of Punjab in order to explore the challenges of inclusive education.

CHAPTER 3

OBJECTIVES AND RESEARCH QUESTIONS

Every research aims to obtain some objectives which are dependent upon the field of the study, nature and more specifically goals of the study. These are required to accomplish any research study. Selection of objectives in research is very crucial as they form the cornerstone of a systematic and purposeful investigation. Objectives provide a clear and concise roadmap for the research, outlining the specific goals and outcomes that the study aims to achieve. They bring focus and direction to the research process, preventing it from becoming aimless or overly broad. Well-defined objectives guide researchers in formulating research questions, selecting appropriate methodologies, and designing the study effectively. Moreover, objectives act as measurable benchmarks, allowing for the evaluation of the research's success and relevance. They help justify the need for the study, communicate its purpose to stakeholders, and contribute to project management by breaking down the research into manageable tasks. Overall, objectives play a fundamental role in shaping the entire research endeavor, ensuring it remains purposeful, achievable, and contributes meaningfully to the advancement of knowledge in a particular field.

Objectives also play a pivotal role in shaping the research design. They influence decisions about the type of data to collect, the research methods to employ, and the overall structure of the study.

Well-defined objectives often include specific, measurable, achievable, relevant, and time-bound criteria.

The present study on Inclusive Education among persons with disabilities; Challenges and Prospects has also opted some objectives and research questions to achieve answered to the research title.

Objectives of the study are given as follows:

- i. To assess the status of implementation of provisions under the RPwD Act, 2016 relating to inclusive education.
- ii. To explore the academic challenges faced by the students with disabilities.

- iii. To identify the infrastructural and attitudinal barriers faced by the students with disabilities.
- iv. To study the challenges faced by the parents, teachers and management.
- v. To examine the functional and dysfunctional aspects of inclusive education program as perceived by the students, parents, teachers and management of the schools.
- vi. To suggest remedial measures so as to enhance the efficacy of inclusive education policies and strategies.

I.

Research Questions:

- i. Do students with disabilities face discrimination in their academic needs?
- ii. What is the role of parents, teachers and school management in promoting inclusive education?
- iii. What are the factors that hinder effective participation of students with disabilities in inclusive education?
- iv. What coping mechanisms do teachers and parents employ to overcome challenges in inclusive education for children with disabilities?
- v. What are the functions and dysfunctions of inclusive education according to the students, parents, teachers and management?

In the present study an attempt has been made in the following chapters to achieve these objectives and to obtain answers of proposed research questions to achieve the authenticity of the present research.

CHAPTER-4

SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS

The present chapter endeavours to explore and understand the socio-economic and medical background of the students with disabilities studying under an inclusive education program in Punjab. They are ventured out meticulously through many scientific means. Knowing the socio-economic profile of the respondents alone can give detailed information about the subject under study. An understanding of the social background of the respondents is an important and valuable initial step for further understanding and analyzing the subject under study. Such a profile is so very important not only because it gives an elaborate picture of the respondents but also increases enthusiasm in the researcher. An individual's birth in a particular family, region and religion not only determines his/her life opportunities but also provides him/her with a specific outlook towards life to face social reality. All these variables have strong implications for the behaviour and attitude of a person. No research is complete without a proper assessment of the background of the respondents. Methodologically, it is not feasible to arrive at appropriate generalizations without knowing the background factors which characterize the students with disabilities under study. Generalization can be drawn only after identifying such information on the respondent's background, which will further be interlinked with other aspects of the study. Therefore, this chapter explains the socio-economic profile, location, sample, and methods used in the data collection. Hence, it becomes essential to gain the information or knowledge of the respondents for further investigation of the data which is collected and presented in the following chapter. People have different perceptions, behaviours, interests, social conditions, and opportunities. Thus, socio-economic background determines all these aspects. In the present study, data has been collected from the 4 stakeholders. The focus of the study is on the students with disabilities who are studying from classes 6th to 12th in inclusive education. The other three stakeholders are parents, teachers, and the Head of the institution or Principal of that particular school. These 3 stakeholders are interviewed to strengthen the study and assess the implementation of inclusive education. Moreover, important information directly related to the present study has been included in this instead of dealing with the socioeconomic background of the teachers and Principals for finding

out the problems, and suggesting remedial measures to improve the status of implementation of inclusion education and generalize.

Thus, it is imperative to mention here that the main respondents of the study are the students with disabilities on which the whole system of inclusive education depends. The interview schedule was divided into five sections comprising of socio-economic profile and medical history of the respondents, support services available and the problems faced by the respondents which are discussed in the following chapter. Hence, the present chapter describes the socio-economic profile of the student with disabilities studying under inclusive education programme. The various socio-economic and demographic characteristics taken into consideration are age, caste, religion, education, occupation, type of family, the income of the family and disability-related history which have been discussed here and given below:

AGE AND GENDER OF THE STUDENT

All children with disabilities are expected to study in inclusive education. 364 students from 3 districts of Punjab have been selected for the present study. These students are divided into 3 age groups i.e. up to 15 years, 16-20 years, and 21 years and above. Out of which, 175 are male students and 189 are female, all studying from classes 6th to 12th. Age and gender-wise data have been presented in the following table:

Table No. 4.1

Distribution of students as per their Age and gender

Sr. No	Age in years	Male	Female	Total	%
1	Up to 15	83 (22.80%)	79 (21.70%)	162	44.51
2	16 to 20	78 (21.43%)	107 (29.4%)	185	50.82
3	21 and above	14 (3.85%)	3 (0.82%)	17	4.67
	Total	175	189	364	100

The data presented in the above table indicates that a maximum number of students i.e., 50.82 per cent came under the age group of 16-20 years out of which 78 were

males and 107 were females, followed by 44.51 per cent of the students belonging to the age group of up to 15 years out of which 83 were males and 79 were females and the remaining students belonged to the category of 21 and above age group out of which 14 were males and 3 were females. The table also indicates that out of the total 364 students, a majority of the students studying under the inclusive education program were females comprising 51.92 per cent (189). The males constituted 175 which were 48.07 per cent of the total population.

GENDER AND RESIDENTIAL BACKGROUND

The residential background of the students is divided into two categories i.e. rural and urban. Data according to the gender and residential background is given below:

Table No. 4.2

Distribution of students as per their gender and residence

Sr.No	Residence	Male	Female	Total	Percentage
1	Rural	69 (18.96%)	68 (18.68%)	137	37.64
2	Urban	106 (29.12%)	121 (33.24%)	227	62.36
	Total	175	189	364	100

The data presented in the above table indicates that there were 62.36 per cent of the students living in urban areas, out of which 106 were males and the remaining 121 were females whereas 37.36 per cent of students living in rural areas, out of which 69 students were males and 68 were females. Thus, it can be concluded from the above findings that the highest proportion i.e. 227 students studying in inclusive education belong to the urban background.

CASTE AND GENDER OF THE STUDENTS

The caste of the students with disabilities studying in inclusive education has been divided into three categories i.e. general, other backward class and schedule caste. Data regarding the caste and gender of the students is given below:

Table No. 4.3
Distribution of respondents as per their Caste and Gender

Sr. No	Caste	Male	Female	Frequency	%
1	General Caste	50 (13.74%)	61 (16.76%)	111	30.49
2	Schedule Caste	98 (26.92%)	73 (20.06%)	171	46.98
3	Other backward Caste	41 (11.26%)	41 (11.26%)	82	22.53
	Total	189	175	364	100%

The data reflected that a maximum number of students belonged to the schedule caste i.e. 46.98 per cent, out of which 98 were males and 73 were females followed by 30.49 per cent of who belong to the general caste out of which 61 were females and 50 were males. While only 22.53 per cent of respondents belong to other backward castes out of which 41 were males and 41 were females respectively. Thus, it can be concluded from the above findings that a maximum number of the students with disabilities studying under the inclusive education program belonged to the category of schedule caste.

RELIGION AND GENDER OF THE STUDENTS

In the present study, the religion of the students is divided into 3 categories i.e. Sikhs, Hindus and Muslims. No candidate belonging to the Christian has been found. Data regarding the religion and gender-wise distribution of the students is presented in the following table:

Table No. 4.4
Distribution of as per their Religion and gender

Sr. No	Religion	Male	Female	Frequency	%
1	Hindu	93 (25.55%)	118 (32.42%)	211	57.97
2	Muslim	01 (0.28%)	03 (0.82%)	04	1.1
3	Sikh	70 (19.23%)	79 (21.70%)	149	40.93
	Total			364	100

The data reflected that 57.97 per cent of the students belong to the Hindu religion out of which 118 were females and 93 were males, followed by 40.93 per cent belonging to the Sikh religion out of which 79 were females and 70 were males. Moreover, the data revealed that only 1.1 per cent of students belonged to the Muslim religion out of which 1 student was male and 3 were females. Hence, the overall scenario of the religion of respondents indicates that a maximum number of students belonged to the Hindu religion.

EDUCATION AND GENDER OF THE STUDENTS

The government has granted a right to compulsory and free education to every child up to the age of 18 years. Many research studies have shown that students with disabilities have less access to education because of various attitudinal, infrastructural and technological barriers. In the present study, students from 6th to 12th have been taken and divided into 3 categories i.e., from sixth up to middle, up to high school or matric and up to senior secondary. An effort has been made to ascertain information regarding the education (Class) and gender of the students studying in inclusive education which is given as follows.

Table No.4.5

Distribution of students as per their Educational class and gender

Sr. No	Education	Male	Female	Total	%
1	Up to Middle	98 (26.92%)	52 (14.29%)	150	41.21
2	Up to High School	52 (14.29%)	71 (19.51%)	123	33.79
3	Up to Senior Secondary	25 (6.87%)	66 (18.13%)	91	25
	Total	175	189	364	100

It is observed from the above data that the highest number of the students i.e., 41.21 per cent were studying from 6th to 8th class (up to middle class), out of which 98 were males and 52 were females, followed by 33.79 per cent of students who were studying in classes 9th and 10th (high school), out of which 52 were males and 71 were females and remaining 25 percent students were studying in 11th and 12th, out of which 66

students were females and 25 were males. Hence, these findings throw light on the fact that participation of students with disabilities in regular schools is increasing because of the implementation of inclusive education policies, legislation and parents' awareness about the education of their differently abled child. The schools are also giving admission to special children under inclusive education programs. The overall scenario of the education of respondents indicates that a maximum number of students are studying at the middle level. These findings also highlighted that their number is decreasing as these students move to higher classes.

EDUCATION OF THE PARENTS AND GENDER

In the present study, an attempt has been made to ascertain information regarding the educational background of parents of the students studying under an inclusive education program. The responses are divided into the following categories such as illiterate, primary level, Lower secondary, higher secondary, diploma holders, graduate and post-graduate. Data regarding the educational background of the parents and gender-wise distribution is given below:

Table no. 4.6

Distribution of parents' education and gender of the students

Sr. No	Parent's Education	Male	Female	Frequency	%
1	Illiterate	12 (2.75%)	29 (6.87%)	41	11.26
2	Middle	74 (20.33%)	65 (17.86%)	139	38.19
3	Metric	55 (15.11%)	57 (15.66%)	112	30.77
4	10+2	31 (8.52%)	34 (9.34%)	65	17.86
5	Graduate	2 (0.55%)	5 (1.37%)	7	1.92
	Total	175	189	364	100

It was observed from the above data that the highest number of the parents of the students i.e. 38.19 per cent studied up to middle out of which 74 were males and 65 were females, followed by 30.77 per cent parents who acquired education up to metric level, out of which 57 were females and 55 were males. This is further followed by 17.86 per cent of the respondent's parents got an education up to 10+2 level, out of which 34 were females and 31 were males and only 1.92 per cent of respondent's parents were educated up to graduate level, out of which 5 were females and 2 were males. Moreover, 11.26 per cent of parents were found illiterate of which 29 were females and 12 were males. Thus, it can be concluded from the above findings that a maximum number of the parents have studied up to the middle level.

OCCUPATION OF THE PARENTS AND GENDER

Further study is based on the occupation of the parents. Parents' occupation is divided into six categories i.e. agriculture, Government Job, labour, NRI, own Business and private Job. In this context, data regarding the occupation of parents and gender-wise distribution is as shown below:

Table no. 4.7

Distribution of students as per their parents' Occupation and gender

Sr. No	Occupation	Male	Female	Total	%
1	Agriculture	3	1	4	1.09
2	Govt. Job	5	3	8	2.19
3	Labour	96	128	224	61.54
4	NRI	1	0	1	0.28
5	Own Business	30	24	54	14.84
6	Private job	40	33	73	20.06
	Total	175	189	364	100

It can be depicted from the table that the majority of parents i.e., 61.54 per cent were involved in semi-skilled labour, out of which 128 were females and 96 were males followed by 20.06 per cent of respondents' families were involved in private jobs, out of which 40 were males and 33 were females, further followed by 14.84 per cent of families were running their own business, out of which 30 were males and 24 were

females. Furthermore, 2.19 per cent of families were indulged in government jobs and 1.09 per cent were related to agriculture and only one student's family member was settled in a foreign country which counts to be 0.28 per cent of the total. These findings throw light on the fact that a maximum number of the parents of respondents are engaged in labour activities.

INCOME OF THE FAMILY AND GENDER

To study the income of parents of students, it has been divided into different categories like Less than 5000, 5000-10000, 10001-15000, 15001-20000 and 20001 and above. In this context, the following data about the income of the family and gender of the students have been collected which is given as follows:

Table No. 4.8

Distribution of students as per the Income of their parents and gender

Sr. No.	Family Income (Per Month) in Rs.	Male	Female	Total	%
1	Not Specific	23	12	35	9.62
2	Less than 5000	2	2	4	1.09
3	5000-10000	86	125	211	57.98
4	10001-15000	34	30	64	17.58
5	15001-20000	18	12	30	8.24
6	20001 and above	12	8	20	5.49
	Total	175	189	364	100

It can be depicted from the above table that 57.98 per cent of respondent's family income was between 5000 to 10000, out of which 125 were females and 86 were males. 17.58 per cent of students' family income was found to be 10001 to 15000, out of which 34 were males and 30 were females, further followed by 8.24 per cent of family income which was between 15001 to 20000, out of which 18 were males and 12 were females. Moreover, 5.49 per cent of family income falls into the category of 20001 and above, in which 12 were males and 8 were females and 1.09 percent of respondents' family income was less than 5000, out of which 25 were males and 2

were females. Thus, it can be asserted from the above findings that a maximum number of students' parents have an income between 5000 to 10000 per month.

TYPE OF FAMILY OF STUDENTS AND GENDER

The types of families of students have been divided into two categories i.e. nuclear and joint families. Data regarding the type of family and gender of the students is presented in the following table:

Table No. 4.9

Distribution of students according to the type of family and gender

Sr. No	Type of Family	Male	Female	Total	Percentage
1	Joint Family	11 (3.02%)	23 (6.32%)	34	9.34
2	Nuclear Family	164 (45.06%)	166 (45.60%)	330	90.66
	Total	175	189	364	100

The data revealed that the majority of respondents i.e., 90.66 per cent were living in nuclear families out of which 166 were females and 164 were males followed by only 9.34 per cent of students living in joint families, out of which 23 were females and 11 were males. The data indicated that the majority of respondents live in a nuclear family. The prime reasons behind this scenario are the parents working as labourers, living in urban areas etc.

ONSET OF DISABILITY AND GENDER OF THE STUDENTS

In the present study, an effort has been made to explore the onset of disability in the lives of students. According to the occurrence of disability, responses are divided into two categories i.e. since birth which is called congenital and after birth at any stage of life which is called adventitious. Data regarding the onset of disability of the students and gender is given below:

Table No.4.10

The Distribution of respondents according to the Onset of Disability and gender

Sr. No	Onset of Disability	Male	Female	Total	%
1	By Birth	130 (35.71%)	74 (20.33%)	204	56.04
2	After Birth	45 (12.36%)	115 (31.59%)	160	43.96
	Total	175	189	364	100

The data revealed that the majority of respondents i.e., 56.04 per cent were born with a disability, out of which 130 were males and 74 were females, followed by 43.96 percent of students who suffered from disability after their birth, out of which 115 were females and 45 were males. These findings highlighted the fact that still congenital disabilities are uncontrollable.

TREATMENT TAKEN FOR DISABILITY AND GENDER

Data has been obtained based on whether the student has taken treatment for disability or not, along with gender distribution, which is shown in the following table:

Table No. 4.11

Distribution of students according to the treatment taken and gender

Sr. No	Treatment for Disability	Male	Female	Total	%
1	Yes	132 (36.26%)	74 (20.33%)	206	56.59
2	No	43 (11.81%)	115 (31.59%)	158	43.41
	Total	175	189	364	100

Data presented in the above table reflected that 56.59 per cent of the students took treatment both medical as well as surgical, out of which 132 were males and 74 were females whereas 43.41 per cent did not take any kind of treatment, out of which 115

were females and 43 were males. A maximum of these respondents were congenitally disabled and it is assumed that there is no possibility of treatment for congenitally disabled. Some of the adventitious disabled students were still getting treatment.

TYPES OF DISABILITIES AND GENDER

A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions). In the RPWD Act, of 2016, the list has been expanded from 7 to 21 conditions and now, it also includes cerebral palsy, dwarfism, muscular dystrophy and acid attack victims, hard of hearing, speech and language disability, specific learning disabilities, autism spectrum disorders, chronic neurological disorders. It is pertinent to mention here that in the present study, students with 14 types of disabilities are found to be studying in inclusive education in the selected districts of Punjab which are given below:

Table No. 4.12

The Distribution of students as per their Types of Disability and Gender

Sr. No	Types of Disabilities	Male	Female	Total	%
1	Low Vision	41 (11.27%)	127 (34.89%)	168	46.16
2	Intellectual Disability	41 (11.27%)	22 (6.04%)	63	17.31
3	Locomotors	21 (5.77%)	10 (2.75%)	31	8.52
4	Hearing Impairment (deaf and hard of hearing)	23 (6.32%)	08 (2.2%)	31	8.52
5	Speech and Language disability	22 (6.04%)	06 (1.65%)	28	7.69
6	Multiple Disability	07 (1.92%)	06 (1.65%)	13	3.57
7	Mental illness	06 (1.65%)	05 (1.37%)	11	3.02

8	Thalassemia	01 (0.28%)	03 (0.82)	04	1.09
9	Specific Learning Disabilities	04 (1.1%)	01 (0.28)	05	1.37
10	Dwarfism	01 (0.28%)	01 (0.28%)	02	0.55
11	Muscular Dystrophy	01 (0.28%)	00	01	0.28
12	Chronic Neurological conditions	02 (0.55%)	00	02	0.55
13	Cerebral Palsy	04 (1.1%)	00	04	1.09
14	Blind	01 (0.28%)	00	01	0.28
	Total	175	189	364	100

The above table shows the types of disabilities of students studying under inclusive education programs. The table revealed that a maximum number of respondents i.e., 46.16 per cent had low vision, out of which 127 were females and 41 were males, followed by 17.31 per cent of respondents belonging to intellectual disability in which 41 were males and 22 were females, further followed by 8.52 per cent of students who were suffering from locomotor disability out of which 21 were males and 10 were females and 8.52 per cent of students belonged to hearing impairments out of which 23 were males and 8 were females. In addition to this, 7.69 per cent of students have speech and language disability out of which 22 were males and 6 were females. 3.57 per cent of respondents were suffering from multiple disabilities out of which 7 were males and 6 were females, whereas 3.02 per cent of the students were suffering from mental illness out of which 6 were males and 5 were females. The students who were suffering from problems such as Thalassemia (1 male and 3 females), Specific Learning Disabilities (4 males and 1 female) and Cerebral Palsy (only 4 males) were 1.09 per cent, 1.37% per cent and 1.09 per cent respectively. The respondents related to disability dwarfism (1 male and 1 female) and chronic neurological conditions (only 2 males) were 0.50 per cent each. Only 0.28 per cent of respondents were facing problems of muscular Dystrophy (1 male only) and the same for blindness in which

only one female was there. The data shows that a maximum of the respondents were attaining education under inclusive education fall under the category of low vision. It was also pertinent to mention here that out of 21 disabilities, 14 types of disabilities were found in the present study.

Conclusion:

The chapter presents the 'socio-economic profile of the students with disabilities, which is crucial to understanding their social engagements and well-being. The survey revealed previously unknown truths about the lives of both respondents and their parents. The data indicates that 189 female students with disabilities are currently receiving education through the inclusive education program. The survey findings reveal that 62.36 per cent of the students living in urban areas, out of which 106 were males and the remaining 121, were females. The data reflected that a maximum number of students belonged to the schedule caste. The survey findings reveal that the majority of respondents, accounting for 50.82%, fall under the age group of 16-20. Furthermore, the study suggests that students with disabilities who are part of the inclusive education program are mostly from the Schedule Caste category. The majority of the respondents, 57.97 per cent belong to the Hindu religion. The highest number of the students i.e., 41.21 per cent was studying from 6th to 8th class (up to middle class). It was observed from the data that the highest number of the parents of the students i.e. 38.19 per cent studied up to middle out of which 74 were males and 65 were females. The survey findings reveal that the majority of parents i.e., 61.54 per cent were involved in semi-skilled labour, out of which 128 were females and 96 were males. The data revealed that the majority of respondents i.e., 90.66 per cent were living in nuclear families out of which 166 were females and 164 were males. The data revealed that the majority of respondents i.e., 56.04 per cent were born with a disability, out of which 130 were males and 74 were females. The data indicated that 56.59 per cent of the students took treatment both medical as well as surgical, out of which 132 were males and 74 were females. The data revealed that a maximum number of respondents i.e., 46.16 per cent had low vision, out of which 127 were females and 41 were males Lastly, the findings shed light on the fact that more students with disabilities are now being enrolled in regular schools due to the implementation of inclusive education policies and legislations, as well as increased awareness among parents about the education of their differently-abled children.

Schools are also admitting special children under inclusive education programs. The majority of respondents' family occupations were found to be labourers, with the highest number of respondents reporting a family income ranging from 5000 to 10000 per month. From the above discussion, we can discern that the participation of students with disabilities is escalating. However, there is a need for more efforts to provide sustainable education in inclusive settings. The idea of inclusion should be instilled in students starting from their earliest years in school and in this context; general teachers are the key players in inclusive education.

CHAPTER-5

CHALLENGES FACED BY THE STUDENTS WITH DISABILITIES, PARENTS, TEACHERS AND PRINCIPALS IN INCLUSIVE EDUCATION

In the present chapter, a decisive effort has been made to elaborate on the problems and challenges faced by children with disabilities, their parents, teachers and Principals while studying and teaching in inclusive education. In the beginning, these special children were supposed to study in special schools based on their disability-specific learning needs. Education for these children mainly started at special schools in a residential setting. These special schools were well-equipped to meet the requirements of children with disabilities. But after some time, it was realized that the students studying in special schools, get segregated from the rest of the society and face several difficulties when they get into the institutions of higher education. Due to a lack of confidence, it becomes difficult for them to interact with others and hence, they are unable to develop social skills for interaction and can't integrate into society. The concept of Inclusion came into existence due to the consideration of all such problems, and it was realized that children with disabilities must study in regular schools.

Often children are placed in environments that devalue their life experiences and ideas, assuming that they are incompetent, and concentrating on turning them into normal (Viruru, 2001). The result is belief in the need for special schools with special teachers, special curricula, and distancing of students with differing abilities from the general school population. Conversely, inclusion argues that collaborative involvement of all professionals in school systems, and a change in philosophy towards a social justice model by administrators, are vital for improving education for all students (Aefsky, 1995). Inclusion of students with special educational needs is becoming a matter of priority in many countries around the world. The process is facilitated by growing awareness and sensitivity among people about various issues related to disability. Adding to its spread are legislation and policies developed and put into practice by many nations including India. Undoubtedly, reform towards inclusion of students with varying needs continues across the globe. Most children with disabilities now attend their neighbourhood schools, often aided in their

educational pursuits by regular teachers of academics and by a team of professionals who train them in alternative skills. Presently, Inclusive education is a small, but growing, component of education in India both in policy and in practice.

Inclusive education was started under the Sarva Siksha Abhiyan (SSA) and is run by the Central Government all over India. Sarva Siksha Abhiyan (SSA) is implemented as a centrally sponsored scheme in partnership with State Governments for the universalization of elementary education across the country.

According to the RPWD Act, 2016, Inclusive education means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of children with disabilities. Chapter III of the act deals with Education and clause 16 of the act states that the appropriate Government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide inclusive education to the children with disabilities and towards that end shall— (i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others; (ii) make building, campus and various facilities accessible; (iii) provide reasonable accommodation according to the individual's requirements; (iv) provide necessary support individualised or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion; (v) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication; (vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them; (vii) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability; (viii) provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

Clause 17 of the Act provides that the appropriate Government and the local authorities shall take the following measures for the purpose of section 16, namely:— (a) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act; (b) to establish adequate

number of teacher training institutions; (c) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability; (d) to train professionals and staff to support inclusive education at all levels of school education; (e) to establish adequate number of resource centres to support educational institutions at all levels of school education; (f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society; (g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years; (h) to provide scholarships in appropriate cases to students with benchmark disability; (i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses; (j) to promote research to improve learning; and (k) any other measures, as may be required.

Chapter VI of the RPWD under clause 32. States that (1) All Government institutions of higher education and other higher education institutions receiving aid from the Government shall reserve not less than five per cent seats for persons with benchmark disabilities. (2) The persons with benchmark disabilities shall be given an upper age relaxation of five years for admission to institutions of higher education.

Furthermore, chapter VI under the title, 'Special Provisions for Persons with Benchmark Disabilities', clause 31 states (1) Notwithstanding anything contained in the Rights of Children to Free and Compulsory Education Act, 2009, every child with benchmark disability between the age of six to eighteen years shall have the right to free education in a neighbourhood school, or in a special school, of his choice. (2) The appropriate Government and local authorities shall ensure that every child with a benchmark disability has access to free education in an appropriate environment until he attains the age of eighteen years. The broad objective of this research is to assess the status of the implementation of inclusive education in the state of Punjab. Thus, in the present chapter, an effort has been made to identify the challenges faced by the

students, parents, teachers and principals in the implementation of inclusive education.

Table No. 5.1

Distribution of respondents according to district-wise type of disability

Sr. no	Types of Disabilities	Ludhiana	Jalandhar	Amritsar	Total	%
1	Low Vision	79	77	12	168	46.15
2	Intellectual Disability	7	12	44	63	17.30
3	Locomotors	17	4	10	31	8.51
4	Hearing Impairment (deaf and hard of hearing)	9	1	22	32	8.79
5	Speech and Language disability	16	4	9	29	7.96
6	Multiple Disability	1	2	8	11	3.03
7	Mental illness	2	0	9	11	3.03
8	Thalassemia	1	2	1	4	1.09
9	Specific Learning Disabilities	0	0	5	5	1.39
10	Dwarfism	2	0	0	2	0.55
11	Muscular Dystrophy	0	0	1	1	0.28
12	Chronic Neurological conditions	0	0	2	2	0.55
13	Cerebral Palsy	0	0	4	4	1.09
14	Blind	0	0	1	1	0.28
	Total	134	102	128	364	100

The data presented in the above table depicted that a maximum number of respondents belonged to low vision category i.e., 46.15 per cent out of which 79 in the Ludhiana, 77 were from Jalandhar and remaining 12 respondents were from Amritsar district, Followed by intellectual disability i.e., 17.30 per cent out of which 44 in Amritsar, 12 in Jalandhar and 7 in Ludhiana district, 8.79 per cent were hearing impaired out of which 22 in Amritsar, 9 in Ludhiana and 1 in Jalandhar, 8.51 per cent respondents found in all the districts with locomotor disability, out of which 17 in Ludhiana, 10 in Amritsar and 4 in Jalandhar, 7.96 per cent respondents found with speech and language disability, out of which 16 in Ludhiana, 9 in Amritsar, and 4 in Jalandhar, 3.03 per cent respondents found with multiple disabilities out of which 8 found in Amritsar, 2 in Jalandhar and 1 in Ludhiana, respondents with mental illness were 3.03 per cent out of which 9 in Amritsar, 2 in Ludhiana and no in Jalandhar, specific learning disability only 3 per cent respondents found in Amritsar . 1.09 per cent of respondents were found with thalassemia out of which 2 were in Jalandhar and 1 in Amritsar and 1 in Ludhiana. 1.09 per cent respondents were found with cerebral palsy in Amritsar only. 0.55 per cent of respondents found with Chronic neurological conditions in Amritsar and the same percentage i.e., 0.55 respondents found with dwarfism in the Ludhiana district. 0.28 respondents were found with muscular dystrophy in Amritsar and 0.28 totally blind respondents was found in Amritsar. The total number of girls with low vision is 127 and boys are 41 and 63 females in Ludhiana and 22 girls with intellectual and 41 boys with intellectual disability. Only 1 blind male was found in Amritsar. These findings throw light on the fact that although 21 categories of disabilities are included in RPwD-2016 but still children with severe and high support needs and newly added disabilities are very less in number. It can also be observed from the above data that respondents with severe disabilities and special needs are found in the Amritsar district.

MOTIVATION TO ATTEND INCLUSIVE EDUCATION BY THE STUDENTS:

The present study has been conducted in the 3 districts of Punjab depending on their population of persons with disabilities i.e., Amritsar, Jalandhar, and Ludhiana respectively. Students studying under an inclusive education program from the standard 6th to 12th have been included in the study. Data has been collected from the students based on their motivation for being admitted to inclusive education.

Sometimes, parents of children with disabilities are not aware. In such cases, relatives, neighbours, doctors, friends etc., guide the parents in the education of their children. For this purpose, the following data has been collected.

Table No. 5.2

Distribution of students Based on persons who motivated to join Inclusive Education

Sr. No.	Who motivated to join Inclusive Education?	Male	Female	Total	%
1	Parents	159 (43.68%)	161 (44.23%)	320	87.91
2	Doctor	5 (1.37%)	3 (0.82%)	8	2.20
3	Friends	6 (1.65%)	0 (0%)	6	1.65
4	Any Other	5 (1.37%)	25 (6.87%)	30	8.24
	Total	175	189	364	100

The data presented in the above table revealed that a majority of the respondents i.e., 87.91 per cent were motivated by their parents to take admission into the inclusive education, out of which 159 were males and 161 were females, 2.20 per cent were guided by the doctors, out of which 5 were males and 3 were females, 1.65 per cent by the friends which were 6 males only, and 8.24 per cent comes under any other category which includes relatives and neighbours out of which 25 were females and 5 were males. These findings show that there is the highest proportion of parents who motivated their children. Moreover, the number of females in this context is more than that of males. Maximum of them suffering from low vision, their parents do not want to expose their identity as visually impaired.

RESPONSE OF THE PRINCIPAL AT THE TIME OF ADMISSION

In inclusive education, the role of the head of the institution or principal is of vital importance at the time of admission of students with disabilities. Their positive and empathetic behaviour helps to build up the confidence of the child and parent. To explore this information, the following data has been collected:

Table No. 5.3

Distribution of students based on the response of the Head of School at the Time of Admission

Sr. No.	Response of the Principal	Male	Female	Total	%
1	Positive	170 (46.70%)	177 (48.63%)	347	95.33
2	Negative	5 (1.37%)	12 (3.30%)	17	4.67
	Total	175	189	364	100

It can be observed from the above table that a maximum number of students i.e., 95.33 per cent had experienced positive and motivating responses from the principal at the time of admission out of which 170 were males and 177 were females, whereas 4.67 per cent respondents faced negative, stereotypical and discriminatory response of the principal at the time of admission out of which 12 were females and 3 were males. Further probing into those respondents who experienced a positive attitude revealed that these principals were aware of the inclusive education policy and tried to accommodate the students while promoting inclusion by demonstrating respect for diversity and positive interactions between students of all abilities. On the other hand, the students who faced negative behaviour were suffering from severe physical disabilities and due to a lack of infrastructural facilities and discriminatory behaviour were demotivated and discouraged.

CHALLENGES IN INCLUSIVE CLASSROOM

Some of the common problems encountered by students with disabilities in inclusive classrooms are physical inaccessibility, communication barriers, social isolation, stigmatisation, lack of equal opportunities in academic pursuits, availability of special educators like trained teachers, availability of study material in alternative formats, availability of sign language interpreters, etc. An effort has been made to obtain information regarding the problems faced by the students while studying in inclusive education which is given as follows

Table No. 5.4**Distribution of students according to the problems faced by the students in the classroom**

Sr. No.	Do you face problems During Classes?	Male	Female	Total	%
1	Yes	135 (37%)	66 (18%)	201	55
2	No	40 (11%)	123 (34%)	163	45
	Total	175	189	364	100

Data presented in the above table reflected that a maximum number of students i.e., 55 per cent faced problems in the class room out of which 135 were males and 66 were females while 40 per cent of the students reported that they didn't face any kind of problem in the inclusive classroom out of which 40 were males and 123 were females. Further collection of data indicated that those respondents who didn't face any problem, out of these a maximum number of students were females and belonging to the low vision category. They did not have any kind of mobility-related problem or study material. They were able to manage each and everything independently.

Reasons for facing Problems in the Classroom by students

Out of the 364 students, 201 students were facing problems in the classroom. An effort has been made to explore the reasons why these students were facing problems in the classroom:

Table No. 5.4.1**Distribution of students according to reasons for facing problems in the classroom**

Sr. No	Reasons for Classroom Problems	Total Number of Students	%
1	Non-accessible physical environment	77	38.31
2	Communication barriers	69	34.32
3	Lack of study material in alternative formats	55	27.37
	Total	201	100

The above data shows that out of a total of 364 students, 201 students indicated that they had been facing classroom problems while attaining education. Of these 201 respondents, 38.31 per cent respondents indicated that they have an inaccessible physical environment which increases their classroom problems. 34.32 per cent of respondents indicated that they have faced Communication barriers related to classroom problems. There was no facility for sign language interpreters or trained teachers in sign language. These students were not able to communicate with their peers and teachers. They were just coming to the school and going back without gaining any knowledge. Followed by 27.37 per cent of respondents who indicated that they have faced a Lack of study material in alternative formats related to classroom problems which include a lack of necessary assistive technology, such as text-to-speech software, Braille printers, or adaptive devices related to infrastructure problems. Thus, it can be observed from the above findings that students with disabilities are facing problems because of a lack of accessible infrastructural and assistive technology and communication barriers. Of the students who were facing problems, 166 were males and 45 were females. There were 123 females and 40 males who came under the NA category as they reported that they were not facing any kind of problem in the classroom.

PROBLEMS FACED BY THE STUDENTS WHILE INTERACTING WITH TEACHERS

It is the moral responsibility of the teacher to build positive relationships with students which is essential in inclusive education. Teachers should strive to get to know their students, understand their individual needs, and create a welcoming and inclusive classroom environment. An effort has been made to explore the information regarding the problems faced by the students while interacting with teachers, and the following data has been procured:

Table No. 5.5

Distribution of students based on Problems faced during interaction with Teachers

Sr. No.	Do you face Problems during interaction with the Teacher?	Male	Female	Total	%
1	Yes	65 (17.86%)	140 (38.46%)	205	56.32
2	No	110 (30.22%)	49 (13.46%)	159	43.68
	Total	175	189	364	100

The data illustrated that 56.32 per cent of the students were facing problems while interacting with teachers, out of these 140 were females and 65 were males whereas 43.68 per cent of students reported that they had never faced any kind of problem during interaction with teachers, out of these 110 were males and 49 were females. Furthermore, those respondents, who did not face any problem belonged to the low vision category and some of the teachers were quite aware of their special needs and were supportive and motivating.

INTERACTION OF STUDENTS WITH OTHER STAFF MEMBERS

To understand the interaction of students with other staff members, the following data has been procured:

Table No. 5.6

Distribution of students as per Problems while interacting with staff members

Sr. No.	Do you face Problems while interacting with Staff?	Male	Female	Total	%
1	Yes	112 (30.77%)	52 (14.29%)	164	45.06
2	No	63 (17.31%)	137 (37.64%)	200	54.94
	Total	175	189	364	100

It can be observed from the above table that 54.94 per cent of the students, out of which 63 were males and 137 were females had never experienced any kind of problem while interacting with School staff as the staff was responsible and aware of the special needs of children, hence, used to inform them time to time about their fees status, important information regarding their documents etc., whereas 45.06 per cent students, out of which 112 were males and 52 were females reported that they have been facing problems interacting with school staff because of lack of awareness among the staff members towards basic needs, abilities and limitations of the children.

INTERACTION WITH PEERS/CLASSMATES

Inclusive education aims to promote the participation and learning of all students, including those with disabilities. Overall, classmates in inclusive education should strive to create a welcoming and inclusive environment where all students feel valued and supported. But sometimes, non-disabled children avoid them and; more often experience them as different people in the school even in inclusive programs. The following table shows the problems faced by the students while interacting with peers.

Table No. 5.7

Distribution of students as per Problems while interacting with peers

Sr. No.	Problems while interacting with Classmates	Male	Female	Total	%
1	Yes	126 (34.62%)	59 (16.21%)	185	50.82
2	No	49 (13.46%)	130 (35.71%)	179	49.18
	Total	175	189	364	100

It can be depicted from the above table that, 50.82 per cent of the students out of which 126 males and 59 females had to face problems while interacting with their peer group. They reported that their peer group avoids interacting and communicating with them, and understands them as indifferent and a burden, whereas 49.18 per cent of students out of which 49 males and 130 females reported that they have never faced any type of problems while interacting with their peer group. Further, these

students reported that their peers helped them in many activities like taking class notes, taking them to classrooms, washroom and canteen and helping them to participate in extracurricular activities.

PROBLEMS WHILE MAKING ASSIGNMENTS

When it comes to making assignments, students with disabilities in inclusive education may encounter difficulties. Information detailing the difficulties encountered by students with disabilities, while completing their tasks has been sought out in the following table:

Table No. 5.8

Distribution of students based on problems faced while making assignments

Sr. No.	Do you face Problems while making assignments?	Male	Female	Total	%
1	Yes	113 (31.04%)	84 (23.08%)	197	54.12
2	No	62 (17.03%)	105 (28.85%)	167	45.88
	Total	175	189	364	100

The data presented in the above table indicated that 54.12 per cent of the students (113 males and 84 females) reported that they have been facing problems while preparing assignments because of the dependency on others, limited time, and unhelpful behaviour of peers and family members. In addition to this, the lack of assistive devices and the non-availability of study material in alternative formats were the major hurdles to completing the assignments. Whereas 45.88 per cent of students (62 males and 105 females) reported that they have never faced any type of problem during the preparation of assignments because their classmates, teachers, and family members helped them in preparing assignments. Therefore, it can be concluded from the above findings that a maximum number of differently-abled students are facing difficulties while preparing assignments.

PROBLEMS RELATED TO EXAMINATION

In inclusive education, teachers must understand the specific needs of students with disabilities during exams and offer them the necessary support. Earlier, choosing a scribe was a rather laborious process. Every time, the special educator of the concerned school has to get permission from the Punjab School Education Board for the scribe but in July 2022 PSEB issued a notice regarding the additional time allotted to finish the exam and the discretion of the student or school administration of opting for his scribe.

The PSEB released an announcement titled Press Note Regarding Question Bank MR/HI/VI Students on December 13, 2018, which states that Children with Disabilities are being requested to appear for the board examinations in a specific category and are receiving simpler question papers. These question papers include multiple-choice, objective type, match the following, and very basic questions. Furthermore, the questions in these question papers are derived from a question bank that was distributed to the students at the start of the session. Children are advised that they do not need to complete the entire curriculum because their assessment will only be based on and restricted to the questions from the offered question bank. They do not even need to refer to textbooks. To understand the problems faced by the students while appearing in the examination, the following data has been collected:

Table No. 5.9

Distribution of students based on problems faced during the examination

Sr. No.	Do you face problems during Examination?	Male	Female	Total	%
1	Yes	67 (18.41%)	99 (27.20%)	166	45.60
2	No	108 (29.67%)	90 (24.73%)	198	54.40
	Total	175	189	364	100

According to the data in the table above, 54.40 per cent of students (108 males and 90 females) didn't have many issues, but 45.60 per cent of respondents (67 males and 99 females) said they had issues during exams because they lacked updated study materials in audio or Braille format, were short on time, relied on others for help in their preparation, had unhelpful teachers, couldn't get a sign language interpreter, and weren't given extra time to complete exams. Further probing into those respondents who didn't face any problems revealed that a maximum of them belonged to the low vision category and were able to read and write their exams on their own.

MOBILITY RELATED PROBLEMS

It is important for schools in inclusive education to recognize the unique needs of students with mobility problems and to provide appropriate support. By ensuring physical accessibility, providing assistive technology, and promoting peer support, schools can help students to access the classroom. Mobility-related issues are the major concerns for the students because independent mobility gives them more confidence. In the present study, an effort has been made to obtain information regarding the mobility-related problems faced by the students, which is given in the following table:

Table No. 5.10

Distribution of respondents related to mobility-related problems

Sr. No.	Do you face Mobility-related Problems?	Male	Female	Total	%
1	Yes	95 (26.10%)	47 (12.91%)	142	39.01
2	No	80 (21.98%)	142 (39.01%)	222	60.99
	Total	175	189	364	100

The data presented in the above table indicated that a maximum number of respondents i.e., 60.99 per cent (80 males and 142 females) had faced fewer problems during mobility in the school as compared to 39.01 per cent (95 males and 47 females) of students. Further probing revealed that students with severe disabilities

did not come to school regularly. The students who faced mobility-related problems reported that the unfriendly infrastructure of the school, lack of assistive devices, narrow and patched roads, lack of ramps, etc. are some of the major reasons which obstructed their independent mobility.

INFRASTRUCTURE RELATED PROBLEMS

Inclusive education schools may face several infrastructural problems that can hinder the learning and participation of students with disabilities. Physical accessibility, Assistive technology, inadequate classroom space, limited resources, and Communication barriers are some common infrastructural problems in inclusive education schools. Inclusive education schools need to recognize the infrastructural challenges that may prevent students with disabilities from accessing the curriculum and participating fully in school activities. In the present study, an effort has been made to explore the infrastructural problems faced by the students, The following data has been procured:

Table No. 5.11

Distribution of students according to the infrastructural Problems

Sr. No.	Do Students with Disabilities face Infrastructural Problems?	Male	Female	Total	%
1	No	86 (23.63%)	147 (40.39%)	233	64.01
2	Yes	89 (24.45%)	42 (11.54%)	131	35.99
	Total	175	189	364	100

The data presented in the above table depicted that a maximum number of students i.e., 64.01 per cent out of which (86 males and 147 females) didn't face any kind of infrastructural problems while the remaining 35.99 per cent of students (89 males and 42 females) reported that they were facing infrastructural problems. Those who didn't face any problems belonged to the category of low vision and mild-to-moderate physical disability having positive family support, adequate devices for mobility, and positive attitude of teachers and peer group.

Reasons for facing Infrastructure problems by Respondents

An attempt has also been made to know why these students are facing infrastructural problems in the schools; the following data has been procured:

Table No. 5.11.1

Distribution of students based on the reasons for facing infrastructural problems

Sr. No	If Infrastructure Problems faced then Why	Total Number of Respondents	%
1	Unfriendly Buildings	33	24.81
2	Lack of ramps and accessible washrooms	41	30.82
3	Lack of the necessary assistive technology, such as text-to-speech software, Braille printers, or adaptive devices	16	12.03
4	Inadequate classroom space	43	32.33
	Total	133	100

The data above shows that out of a total of 364 students, 133 students indicated that they have been facing infrastructural problems while attaining education. Out of these 133 students, 32.33 per cent indicated that they have faced inadequate classroom space-related infrastructure problems. 30.82 per cent of respondents indicated that they have faced a lack of ramps and accessible washroom-related infrastructure problems followed by 24.81 per cent of respondents indicated that they have faced unfriendly buildings-related infrastructure problems. Whereas 12.03 per cent reported that they have faced a lack of the necessary assistive technology, such as text-to-speech software, Braille printers, or adaptive devices related to infrastructure problems. It is pertinent to mention here that there was no accessible washroom in any school. Because of this student with a severe disability rarely come to school. A maximum number of students with mild-to-moderate disability are studying or coming regularly to schools.

USE OF MOBILITY RELATED DEVICES

Mobility-related assistive devices can play a crucial role in enabling children with disabilities to access the curriculum and participate fully in school life in an inclusive education setting. Some mobility-related assistive devices like wheelchairs, Crutches, smart canes, walkers, Mobility scooters, and prosthetic limbs may be used by children with disabilities in inclusive education. It is important for teachers and school staff in inclusive education settings to be familiar with the mobility-related assistive devices used by children with disabilities and to ensure that the necessary accommodations and supports are in place to enable students to use these devices effectively. This may ensure that the school is physically accessible and provides training and support for students to use their devices effectively. In the present study, an effort has been made to procure information regarding the use of mobility-related devices, which is given below:

Table No. 5.12

Distribution of students according to the use of mobility devices

Sr. No.	Do you use Equipment for Walking?	Male	Female	Total	%
1	Yes	35 (10%)	13 (3%)	48	13.19
2	No	140 (39%)	176 (48%)	316	86.81
	Total	175	189	364	100

The above table reflected that a majority of respondents i.e., 86.81 per cent out of which (140 males and 176 females) were not using any mobility-related assistive devices. Further probing into these respondents revealed that a maximum number of these respondents either belonged to the low vision category or had a moderate disability and were able to walk independently. Only 13.19 per cent of respondents out of which (35 were males and 13 were females) were suffering from severe disability. They were using crutches, canes, and manual wheelchairs. Out of the 13.19 per cent, 3 students were completely physically challenged and were lying on the bed;

two were enrolled in the schools of the District of Amritsar while one student was enrolled in Ludhiana District.

FINANCIAL PROBLEMS FACED BY THE STUDENTS

Financial problems can be a significant barrier for students with disabilities in accessing and participating in inclusive education. To provide equal opportunities and quality education to students with disabilities, several allowances and facilities have been provided by the SSA. Under these schemes, students will get free books including audio and Braille formats, uniforms, assistive devices and scholarships reader-writer allowances, etc. Apart from these, under the transport allowance, students with disabilities are supposed to get Rs. 800 for rural areas and Rs. 400 for urban areas. A scholarship of Rs. 1200 per month will be given to each student irrespective of their type of disability.

Therefore, an effort has been made to explore the financial problems faced by the students. For this purpose, the following data has been procured:

Table No. 5.13

Distribution of students according to the Financial Problems

Sr. No.	Do you face Financial Problem?	Male	Female	Total	%
1	Yes	136 (37.36%)	126 (34.62%)	262	71.98
2	No	39 (10.71%)	63 (17.31%)	102	28.02
	Total	175	189	364	100

It can be depicted from the above table that a majority of the respondents i.e., 71.98 per cent of respondents (136 males and 126 females) faced financial problems while attaining education whereas, the remaining 28.02 per cent out (39 males and 63 females) reported that they were not facing any kind of financial problem. Further probing into these students, revealed that their family was supporting them in all the financial matters related to their education. Although the government has started

various schemes and scholarships in the last 3 years, they have not received any financial help from the part of government agencies or the school itself.

Reasons for Facing Financial Problems:-

An effort has also been made that why some of the respondents were facing financial problems. For this purpose, the following data has been procured:

Table No. 5.13.1

Distribution of respondents as per the reasons for financial problems

Sr. No	Reason for Facing Financial Problems	Total Number of Students	%
1	Lack of financial assistance from the government	124	47.33
2	Costly Equipment and lack of family support in purchasing them	82	31.29
3	Discrimination of expenditure of money between disabled and non-disabled children	56	21.38
	Total	262	100

The data presented in the above table reflected that 47.33 per cent of students faced financial problems due to a lack of financial assistance from the government. 31.29 per cent of students indicated that they have faced economic problems while purchasing assistive devices as they were costly. At the same time, 21.38 per cent reported that they have faced financial problems because of the discriminatory behaviour of their parents among them and their non-disabled siblings.

PROBLEMS FACED WHILE USING ASSISTIVE DEVICES

In today’s world, technology has become a very indispensable part of our lives. Assistive devices and technology have revolutionized the world of persons with disabilities. Tremendous developments have taken place in the field of technology and assistive devices. Several screen-reading software like Jaws, Super Nova, scan-to-

speech, Braille typewriter, etc. are serving the purpose of enhancing knowledge and information in the lives of Persons with disabilities. An attempt has been made to ascertain information regarding the use of assistive devices and the problems faced by them while using these devices. For this purpose, the following data has been procured:

Table No. 5.14

Distribution of students according to the problems faced while using Assistive Devices

Sr. No	Do you face Problem with using Assistive Devices?	Male	Female	Total	%
1	Yes	140 (38.46)	118 (32.41)	258	70.88
2	No	35 (9.61)	71 (19.50)	106	29.12
	Total	175	189	364	100

It can be observed from the above data that the highest proportion of the students i.e., 70.88 per cent out of which (140 males and 118 females) faced problems while using digital assistive devices while attaining education whereas, 29.12 per cent of students (35 males and 71 females) reported that they didn't face any problem regarding the use of assistive devices. During the study, it has been found that these assistive devices and software are not available in any school under study except, in district Amritsar but that too is not in working condition.

SOCIAL PROBLEMS FACE BY STUDENTS WITH DISABILITIES DURING THEIR EDUCATION

There are many different social issues that children with disabilities encounter at school. They are prevented from participating actively in their families, schools, communities, etc. due to the lack of awareness among peers, teachers, and families. As a result of unfavorable attitudes and a lack of understanding of their skills, they

experience discrimination in both academic and extracurricular activities. To learn more about the social issues the students are facing, the following information has been gathered:

Table No. 5.15

Distribution of students according to the Social problems faced during the attainment of Education

Sr. No	Do you face Social Problem?	Male	Female	Total	%
1	Yes	140 (38.46)	113 (31.04)	253	69.50
2	No	35 (9.61)	76 (20.87)	111	30.50
	Total	175	189	364	100

It can be asserted from the above table that a maximum number of respondents i.e., 69.50 per cent out of which (140 males and 113 females) experienced social problems while attaining education. They didn't have cordial relations with their teachers and peers whereas 30.50 per cent (35 males and 76 females) of the respondents didn't face any kind of social problem. They had wider social network and healthy and supportive relations with their peers and teachers. Alongside other students, they were participating in all the academic and extra-curricular activities.

Reasons for Facing Social Problems

Social support is very significant in promoting the education and social skills of children with disabilities. In the present study, 253 of the respondents had faced social problems while attaining education. The following information was gathered as part of an endeavour to learn more about the causes of their social problems.

Table No. 5.15.1

Distribution of respondents as per the reasons for social problems faced

Sr. No	Reasons for Social Problems faced	Total Number of Respondents	%
1	Feeling of social isolation in the classroom	63	24.90
2	Stigmatization and Stereotype behaviour of society	58	22.93
3	Non-cordial relations with peers and teachers	52	20.55
4	Negative behaviour of family and relatives	40	15.81
5	Lack of awareness in the people's society regarding their potential and needs	40	15.81
	Total	253	100

It can be observed from the above table that out of 55 per cent, 24.90 per cent of students experienced feelings of social isolation in the classroom, 22.93 per cent of respondents reported that they have faced stigmatization and stereotypical behaviour of the teachers and classmates, followed by 20.55 per cent respondents who reported that because of their disability, they had non-cordial relations with peers and teachers. 15.81 per cent of students reported that they faced social problems during education because of the negative behaviour of family and relatives and 15.81 per cent of respondents reported that they have faced social problems because of the lack of awareness in the people of society regarding their potential and needs.

ROLE OF FAMILY SUPPORT IN THE EDUCATION OF STUDENTS WITH DISABILITIES

It is important for schools and education authorities to recognize the importance of family support for children with disabilities in inclusive education and

to work collaboratively with families. The following table shows the role of family support during the education of students with disabilities:

Table No. 5.16

Distribution of students according to the support of family

Sr. No.	Do they receive Family Support?	Male	Female	Total	%
1	Yes	119 (32.69%)	105 (28.85%)	224	61.54
2	No	56 (15.38%)	84 (23.08%)	140	38.46
	Total	175	189	364	100

It can be depicted from the above table that 61.54 per cent of the respondents out of which (119 were males and 105 were females) had received family support while attaining education because of the positive behaviour of family regarding their education. Siblings' emotional and educational support helped them to attend school and access study material or resources etc. Whereas 38.46 per cent of respondents out of which (56 were males and 84 were females) reported that they have received less family support because of the family's negative attitude, poor economic status and lack of awareness regarding their educational needs.

VIEW OF STUDENTS WITH DISABILITIES TOWARDS INCLUSIVE EDUCATION

When students with disabilities are studying in inclusive education, they may face several challenges and obstacles to succeed in life. If their family, friends and teachers are supportive and have positive attitudes, then students will develop with normal personality with confidence and have the courage to face reality instead of inheriting the stereotypical attitude. In the present study, an effort has been made to understand the view of the students towards inclusive education. For this purpose, the following data has been procured.

Table No. 5.17

Distribution of students based on their views towards inclusive education

Sr. No	Social Attitude	Male	Female	Total	%
1	Positive	156 (42.86%)	171 (46.98%)	327	89.84
2	Negative	19 (5.22%)	18 (4.95%)	37	10.16
	Total	175	189	364	100

The data presented in the above table indicated that a maximum number of students i.e., 89.84 per cent out of which (156 males and 171 females) expressed positive views towards inclusive education. According to them, inclusive education promotes inclusion, makes them more confident, helps them to learn social skills and gives them more opportunities to explore their full potential. On the contrary, there were 10.16 per cent of the students out of (19 males and 18 females) had negative views regarding inclusive education.

VIEWS OF TEACHERS TOWARDS INCLUSIVE EDUCATION PROGRAMME

In the present study along with the children with special needs, views of teachers, administration and parents of respondents had also been included to obtain the holistic picture of inclusive education and to assess the implementation status of inclusive education. Their views will be very fruitful to implement the inclusive education programme at the grassroots level.

A total of 36 schools had been selected and from each school 1 teacher who was in charge of the disability cell and also teaching to these students was selected. A separate interview schedule was prepared for these teachers. These teachers also helped the field investigators with the data collection.

CHALLENGES FACED BY THE TEACHERS IN INCLUSIVE EDUCATION:

Table No. 5.18

Distribution of Teacher's on the basis of challenging faced during Inclusive Education Programme

Sr. No	Do Teacher's face challenging during Inclusive Education Programme	Total	Percentage
1	Yes	15	41.66
2	No	21	58.34
	Total	36	100

The data indicated that 58.34 per cent of the teachers reported that, they were not facing any kind of problem in the inclusive education because many of the students belonged to the low vision category, whereas 41.66 per cent teachers responded that that they were facing lot of problems in inclusive education . According to them it is difficult to control students with disabilities, they are not sitting properly in the classes. They do not have the special skills or training to teach students with abled-bodied student, lack of infrastructure, assistive devices and softwares are some of the other hurdles.

VIEWS OF TEACHERS ON THE ORGANISATION OF WORKSHOP OR TRAINING PROGRAMMES BY THE ADMINISTRATION:

Table No. 5.19

Distribution of Teacher's on the basis of school organized Programme for teacher's development

Sr. No	Do your school organized Programme for teacher's development	Total	Percentage
1	Yes	13	36.12
2	No	23	63.88
	Total	36	100

The data indicated that 63.88 per cent of the teachers had responded that their school was never organized program for teacher’s development whereas 36.12 per cent teachers had responded that their school were organized program for teacher’s development twice in a year but not particularly for inclusive education.

VIEWS OF TEACHERS REGARDING THE SUPPORT SERVICES AVAILABLE IN THE SCHOOLS FOR STUDENTS WITH DISABILITIES

Table No. 5.20

Distribution of Teacher’s on the basis of school provided the appropriate assistive devices to support the curriculum

Sr. No	Do your school provided the appropriate assistive devices to support the curriculum	Total	Percentage
1	Yes	12	33.33
2	No	24	66.67
	Total	36	100

The data indicated that 66.67 per cent of the teachers had responded that their school had never provided the appropriate assistive devices to support the curriculum whereas 33.33 per cent teachers had responded that their school had provided them appropriate assistive devices to support the curriculum like resource rooms, softwares, brailier etc. But all these provisions were available and functional in district Amritsar only.

Views of School Administrators Regarding Inclusive Education Program

Along with the teachers, the views of the administrator (any member of the administration) from each school had been gathered. Thus, 36 principals had been interviewed to understand their role in inclusive education. Their views are given below:

Table No. 5.21

Distribution of Administrator's on the basis of school have qualified teachers to teach students with disabilities

Sr. No	Does your school have qualified teachers to teach students with disabilities?	Total	Percentage
1	Yes	8	22.22
2	No	28	77.78
	Total	36	100

The data indicated that 77.78 per cent of the administrator's had responded that their school had not qualified teachers to teach students with disabilities whereas 22.22 per cent administrators had responded that their school had qualified teachers to teach students with disabilities. A maximum number of these teachers were in the schools of district Amritsar.

VIEWS OF ADMINISTRATION REGARDING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Table No. 5.22

Distribution of Administrator's on the basis of school infrastructure support the implementation of inclusive education

Sr. No	Does your school infrastructure support the implementation of inclusive education	Total	Percentage
1	Yes	25	69.44
2	No	11	30.56
	Total	36	100

The data indicated that 69.44 per cent of the administrator's had responded that their school had appropriate infrastructure to support the implementation of inclusive education program like ramps whereas 30.56 per cent administrator's had responded

that their school had never appropriate infrastructure to support the implementation of inclusive education program.

VIEWS OF ADMINISTRATION REGARDING THE SCHOOL ORGANISED TRAINING WORKSHOPS FOR THE TEACHERS

Table No. 5.23

Distribution of Administrator's on the basis of your school organized training workshops for the teachers

Sr. No	Does your school organize training workshops for the teachers?	Total	Percentage
1	Yes	9	25
2	No	27	75
	Total	36	100

The data indicated that 75 per cent of the administrator's had responded that their school had never organized training workshops for the teachers training whereas 25 per cent administrator's had responded that their school had organized training workshops for the teachers training twice in a year.

VIEWS OF ADMINISTRATION REGARDING THE SCHOOL HAS APPROPRIATE ASSISTIVE DEVICES

Table No. 5.24

Distribution of Administrator's on the basis of your school has appropriate assistive devices

Sr. No	Does your school have appropriate assistive devices?	Total	Percentage
1	Yes	11	30.56
2	No	25	69.44
	Total	36	100

The data indicated that 69.44 per cent of the administrator's had responded that their school had never appropriate assistive devices to support the curriculum like resource rooms, softwares, braille etc. whereas 30.56 per cent administrator's had responded that their school had appropriate assistive devices to support the curriculum like resource rooms, softwares, braille etc.

VIEWS OF PARENTS REGARDING INCLUSIVE EDUCATION PROGRAM

Along with the teachers and administrator (any member of the administration), the views of parents regarding inclusive education programs have also been gathered. During the study, 374 students from 3 districts had been selected as a sample of the study. However, due to poor families, the Majority of respondent's parents/Guardians had been working as labourers. So during the study 234 parents/Guardians were interviewed.

UNDERSTANDING OF INCLUSIVE EDUCATION BY THE PARENTS

Table No. 5.25

District wise distribution of Parents on the basis of understanding of the term Inclusive Education

Sr. No	Do you understand the term Inclusive Education?	District wise distribution of Parents			Total	Percentage
		Amritsar	Jalandhar	Ludhiana		
1	Yes	38	35	28	101	43.16
2	No	60	29	44	133	56.84
	Total	98	64	72	234	100

The data illustrated that 56.84 per cent of the parents had no complete understanding of the inclusive education programme. According to these parents, government has made provision for children with disabilities to study in the regular schools, out of these 60 parents were from Amritsar district, 44 parents were from Ludhiana district 29 parents were Jalandhar District whereas 43.16 per cent parents had the complete understanding of the inclusive education programme, out of these 38 parents were from Amritsar district, 28 parents were from Ludhiana district and 35 parents were from Jalandhar District.

**VIEWS OF PARENTS ABOUT INCLUSIVE EDUCATION
HELPFUL FOR THEIR CHILD:**

Table No. 5.26

District wise distribution of Parents on the basis of IEP is helping your child

Sr. No	Do IEP helping your child?	District wise distribution of Parents on the basis of IEP is helping your child			Total	Percentage
		Amritsar	Jalandhar	Ludhiana		
1	Yes	22	20	13	55	23.50
2	No	76	44	59	179	76.50
	Total	98	64	72	234	100

The data indicated that 76.50 per cent of the parents had responded that IEP was not helping their students, out of these 76 parents were from Amritsar district, 59 parents were from Ludhiana district and 44 parents were Jalandhar District whereas 23.50 per cent responded that IEP was helping their students, out of these 22 parents were from Amritsar district, 13 parents were from Ludhiana district and 20 parents were from Jalandhar District.

REPORT OF TEACHERS ABOUT THE PROGRESS OF THE CHILD TO THEIR PARENTS:

Table No. 5.27

District wise Distribution of parents on the basis of teacher report children's problems from time to time

Sr. No	Do Teacher Report children's problems from time to time?	District wise Distribution of parents on the basis of teacher's report children's problems from time to time			Total	Percentage
		Amritsar	Jalandhar	Ludhiana		
1	Yes	72	39	52	163	69.65
2	No	26	25	20	71	30.35

	Total	98	64	72	234	100
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The data indicated that 69.65 per cent of the parents had responded that teachers were reporting the problems and progress of their child from time to time, out of these 72 parents were from Amritsar district, 39 parents were from Ludhiana district and 52 parents were Jalandhar District whereas 30.35 per cent parents responded that the teachers were not informing about their child , out of which 26 parents were from Amritsar district, 25 parents were from Ludhiana district and 20 parents were from Jalandhar District. Basically these parents were those who never visited to schools regarding the progress of their child.

Conclusion

In this chapter, an attempt has been made to study the problems faced by the respondents and the support services available to them under the inclusive education program. The data indicated that a maximum number of respondents belonged to low vision category i.e., 46 .15 per cent out of which 79 in the Ludhiana, 77 were from Jalandhar and remaining 12 respondents were from Amritsar district. The data revealed that a majority of the respondents i.e., 87.91 per cent were motivated by their parents to take admission into the inclusive education, out of which 159 were males and 161 were females. It also revealed that maximum number of students i.e., 95.33 per cent had experienced positive and motivating responses from the principal at the time of admission out of which 170 were males and 177 were female. Data reflected that a maximum number of students i.e., 55 per cent faced problems in the class room out of which 166 were males and 45 were females. The data illustrated that 56.32 per cent of the students were facing problems while interacting with teachers, out of these 140 were females and 65 were males. Beside this, data also revealed that 54.95 per cent of the students, out of which 63 were males and 137 were females had never experienced any kind of problem while interacting with School staff. 50.82 per cent of the students out of which 126 males and 59 females had to face problems while interacting with their peer group. The data indicated that 54.12 per cent of the students (113 males and 84 females) reported that they have been facing problems while preparing assignments because of the dependency on others, limited time, and unhelpful behaviour of peers and family members. 54.40 per cent of students (108 males and 90 females) didn't have many issues during exams. The data indicated that a maximum number of respondents i.e., 60.99 per cent (80 males and 142 females) had faced fewer problems during mobility in the school. The data depicted that a

maximum number of students i.e., 64.01 per cent out of which (86 males and 147 females) didn't face any kind of infrastructural problems. 71.98 per cent of respondents (136 males and 126 females) faced financial problems while attaining education. Data highlighted that the highest proportion of the students i.e., 70.88 per cent out of which (140 males and 118 females) faced problems while using digital assistive devices while attaining education. The data of study also indicated that a maximum number of respondents i.e., 69.50 per cent out of which (140 males and 113 females) experienced social problems while attaining education. They didn't have cordial relations with their teachers and peers. The data indicated that a maximum number of students i.e., 89.84 per cent out of which (156 males and 171 females) expressed positive views towards inclusive education. According to them, inclusive education promotes inclusion, makes them more confident, helps them to learn social skills and gives them more opportunities to explore their full potential. The data indicated that 58.34 per cent of the teachers reported that, they were not facing any kind of problem in the inclusive education because many of the students belonged to the low vision category. The data also indicated that 63.88 per cent of the teachers had responded that their school was never organized program for teacher's development. The data highlighted that 66.67 per cent of the teachers had responded that their school had never provided the appropriate assistive devices to support the curriculum. The data indicated that 77.78 per cent of the administrator's had responded that their school had not qualified teachers to teach students with disabilities. The data indicated that 69.44 per cent of the administrator's had responded that their school had appropriate infrastructure to support the implementation of inclusive education program like ramps. The data indicated that 75 per cent of the administrator's had responded that their school had never organized training workshops for the teachers training. The data illustrated that 56.84 per cent of the parents had no complete understanding of the inclusive education programme. According to these parents, government has made provision for children with disabilities to study in the regular schools, out of these 60 parents were from Amritsar district, 44 parents were from Ludhiana district 29 parents were Jalandhar District. The data indicated that 76.50 per cent of the parents had responded that IEP was not helping their students, out of these 76 parents were from Amritsar district, 59 parents were from Ludhiana district and 44 parents were Jalandhar District. Additionally, The data indicated that 69.65 per cent of the parents had responded that teachers were reporting the problems and progress

of their child from time to time, out of these 72 parents were from Amritsar district, 39 parents were from Ludhiana district and 52 parents were Jalandhar District.

CHAPTER 6

ANALYSIS OF THE MAIN FINDINGS

Inclusive Education (IE) is a new approach towards educating the students with disability (SWD) and learning difficulties with that of normal ones with the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners- with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support service. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs. Inclusion is not an experiment to be tested but a value to be followed. All the children weather they are disabled or not have the right to education as they are the future citizen of the country.

The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar 2000). The idea of inclusion is further supported by the United Nation’s Standard Rules on Equalization of Opportunities for Person with Disabilities Proclaiming Participation and Equality for all. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

Inclusive education is one dimension of a right based quality education which emphasizes equity in access and participation and responds positively to the individual learning needs and competencies of all children. The scope of inclusive education is very vast such as to provide education to all and to achieve a proper synthesis between equity and equality. It also addresses the diversity and differences. The motive of this study is to examine the implementation of inclusive education policy. In the present study an effort has been made to understand the support services available to students with disability to be included in the mainstream and the challenges faced by them while receiving education in inclusive education. Effort has also been made to study the role of parents, teachers and administration in

strengthening the inclusive education policy and to achieve the target of flexible, equality and quality education for children with disabilities. Their suggestions are also solicited to improve the inclusive education and make it successful.

The study effortlessly could map the barriers faced by children with special needs, parents, teachers and administrators. The study will be helpful to access the true knowledge about children with disabilities to inclusive, quality education on an equal footing with others in the communities in which they live.

ANALYSIS OF THE MAIN FINDINGS OF THE STUDY:

Main objective of the study is to assess the status of implementation of inclusive education, support services available and the challenges faced by students with disabilities, parents, teachers and administration. In the present study 364 students from the 3 districts of Punjab on the basis of higher population have been selected. These districts are Ludhiana, Jalandhar and Amritsar respectively. Students with disabilities who were studying from 6th to 12th class from the two blocks of each selected district have been selected. Along with these students, their parents, 1 teacher and 1 member of the administration either headmaster or principal have been interviewed to enrich the study and unfold the sub terrain aspects of inclusive education programme. By analyzing the findings, In the present study students with disabilities are the main respondents whose socio-economic profile of the students is given below:

AGE AND GENDER:

An analysis of age and gender wise distribution of the students revealed that a maximum number i.e., 50.82 percent came under the age group of 16-20 years out of which 78 were males and 107 were females, followed by 44.51 per cent students belonged to the age group of up to 15 years out of which 83 were males and 79 were females and the remaining 4.67 per cent students belonged to the category of 21 and above age group out of which 14 were males and 3 were females.

Thus, out of the total 364 students, a majority of the students studying under the inclusive education program were females comprising 51.93 per cent (189). The males constituted 48.07 per cent which are 175 per cent of the total respondents. These findings also showcase the fact that a maximum number of students are

studying up to the middle level i.e. 8th standard which reflect that enrollment of students with disabilities in inclusive education is increasing and percentage of female students is also increasing as well.

RESIDENTIAL BACKGROUND AND GENDER:

The analysis of the residential background and gender indicated that there were 62.36 per cent of the students living in urban areas, out of which 106 were males and the remaining 121 were females whereas 37.64 per cent of students living in rural areas, out of which 69 students were males and 68 were females. Thus, it can be concluded from the findings that the highest proportion i.e. 227 students studying in inclusive education belong to the urban background.

CASTE AND GENDER:

The analysis of the caste and gender background of the students revealed that a maximum number of students belonged to the schedule caste i.e. 46.98 per cent, out of which 98 were males and 73 were females followed by 30.49 per cent of who belong to the general caste out of which 61 are females and 50 were males. While only 22.53 per cent students belonged to other backward castes out of which 41 are males and 41 are females respectively. Thus, it can be concluded from the above findings that a maximum number of the students with disabilities studying under the inclusive education program belonged to the category of schedule caste.

RELIGION AND GENDER OF THE STUDENTS:

The analysis of the religion and gender wise distribution indicated that 57.97 per cent of the students belong to the Hindu religion out of which 118 were females and 93 were males, followed by 40.93 per cent belonging to the Sikh religion out of which 79 were females and 70 were males. Moreover, the data revealed that only 1.1 per cent of students belonged to the Muslim religion out of which 1 student was male and 3 were females. Hence, the overall scenario of the religion of students indicates that a maximum number of students belonged to the Hindu religion.

EDUCATION AND GENDER:

It is observed from the education and gender wise distribution of the data that the highest number of the students i.e., 41.21 per cent were studying from 6th to 8th class (up to middle class), out of which 98 were males and 52 were females, followed

by 33.79 per cent of students who were studying in classes 9th and 10th (high school), out of which 52 were males and 71 were females and remaining 25 per cent students are studying in 11th and 12th (Senior Secondary), out of which 66 students were females and 25 were males. Hence, these findings throw light on the fact that participation of students with disabilities in regular schools is increasing because of the implementation of inclusive education policies, legislation and parents' awareness about the education of their differently abled child. The schools are also giving admission to special children under inclusive education programs. The overall scenario of the education of respondents indicates that a maximum number of students are studying at the middle level. These findings also highlighted the fact that their number is decreasing as these students move to higher classes.

EDUCATION OF THE PARENTS AND GENDER:

The analysis of the education of parents and gender wise distribution indicated that 38.19 per cent studied up to middle out of which 74 were males and 65 were females, followed by 30.77 per cent parents who acquired education up to metric level, out of which 57 were females and 55 were males. This is further followed by 17.86 per cent of the parents of students got education up to 10+2 level, out of which 34 were females and 31 were males and only 1.92 per cent of parents of students are educated up to graduate level, out of which 5 students were females and 2 were males. Moreover, 11.26 per cent parents are found illiterate out of which 29 were females and 12 were males. Thus, it can be concluded from the above findings that a maximum number of the parents have studied up to the middle level.

OCCUPATION OF THE PARENTS AND GENDER

It is depicted from the analysis of the occupation of the parents and gender of the students that the majority of parents i.e., 61.54 per cent were involved in semi-skilled labour, out of which 128 were females and 96 were males, followed by 20.06 per cent parents of students were involved in private jobs, out of which 40 were males and 33 were females, further followed by 14.84 per cent of families are running their own business, out of which 30 were males and 24 were females. Furthermore, 2.19 per cent of families were indulged in government jobs and 1.09 per cent were related to agriculture and only one student's family member was settled in a foreign country which counts to be 0.28 per cent of the total. These findings throw light on the fact

that a maximum number of the parents of students were engaged in lower level of occupations.

INCOME OF THE FAMILY AND GENDER

Findings related to the income of the parents and gender of the students asserted that 57.98 per cent of respondent's family income was between 5000 to 10000, out of which 125 were females and 86 were males. 17.58 per cent of students' family income was found to be 10001 to 15000, out of which 34 were males and 30 were females, further followed by 8.24 per cent of family income which was between 15001 to 20000, out of which 18 were males and 12 were females. Moreover, 5.49 per cent of family income falls into the category of 20001 and above, in which 12 were males and 8 were females and 1.09 per cent of student's family income was less than 5000, out of which 2 were males and 2 were females. Thus, it can be asserted from the findings that a maximum number of students' parents have an income between 5000 to 10000 per month. Thus, it can be asserted from these findings that a maximum number of student's families belonged to lower class.

TYPE OF FAMILY OF STUDENTS AND GENDER

The analysis of the type of family of the students and gender wise distribution indicated that the majority of respondents i.e., 90.66 per cent were living in nuclear families out of which 166 were females and 164 were males, followed by only 9.34 per cent of students living in joint families, out of which 23 were females and 11 were males. The data indicated that the majority of students live in a nuclear family. The prime reasons behind this scenario are the parents working as labourers, living in urban areas etc.

ONSET OF DISABILITY AND GENDER OF THE STUDENTS

The analysis of the onset of disability and gender of the students revealed that a majority i.e., 56.04 per cent are born with a disability, out of which 130 were males and 74 were females, followed by 43.96 per cent of students who suffered from disability after their birth, out of which 115 were females and 45 were males. These findings highlighted the fact that still congenital disabilities are uncontrollable.

TREATMENT TAKEN FOR DISABILITY AND GENDER:

The analysis of the treatment taken and gender of the students reflected that 56.59 per cent of the students took treatment both medical as well as surgical, out of which 132 were males and 74 were females, whereas 43.41 per cent did not take any kind of treatment, out of which 115 were females and 43 were males. A maximum of these respondents were congenitally disabled and it was assumed that there was no possibility of treatment for congenital deformities. Some of the adventitiously disabled students were still getting treatment.

TYPES OF DISABILITIES FOUND AMONG THE STUDENTS AND GENDER:

Findings related to the types of disabilities and gender of the students indicated that a maximum number of students i.e., 46.16 per cent have low vision, out of which 127 were females and 41 were males, followed by 17.31 per cent of students belonging to intellectual disability out of which 41 were males and 22 were females, further followed by 8.52 per cent of students who were suffering from locomotor disability, out of which 21 were males and 10 were females and 8.52 per cent of students belonged to hearing impairments out of which 23 were males and 8 were females. In addition to this 7.69 per cent of students have speech and language disability out of which 22 were males and 6 were females. 3.57 per cent of students were suffering from multiple disabilities out of which 7 were males and 6 were females, whereas 3.02 per cent of the students were suffering from mental illness out of which 6 were males and 5 were females. The students who were suffering from problems such as Thalassaemia (1 male and 3 females), Specific Learning Disabilities(4 males and 1 female) and Cerebral Palsy(only 4 males) were 1.09 per cent , 1.37% and 1.09 per cent respectively. The respondents related to disability dwarfism (1 male and 1 female) and chronic neurological conditions (only 2 males) were 0.50 per cent each. Only 0.28 per cent of respondents were facing problems of muscular Dystrophy (1 male only) and the same for blindness in which only one female was there. The data shows that a maximum of the respondents were attaining education under inclusive education fall under the category of low vision. It was also pertinent to mention here that out of 21 disabilities, 14 types of disabilities were found in the present study.

FINDINGS RELATED TO THE BARRIERS AND CHALLENGES FACED BY THE STUDENTS WITH DISABILITIES, PARENTS, TEACHERS AND ADMINISTRATION:

Thus, in the present chapter, an effort has been made to identify the challenges faced by the students, parents, teachers and principals in the implementation of inclusive education.

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTRICT-WISE TYPE OF DISABILITY

The data presented in the above table depicted that a maximum number of respondents belonged to low vision category i.e., 46.15 per cent out of which 79 in the Ludhiana, 77 were from Jalandhar and remaining 12 respondents were from Amritsar district, Followed by intellectual disability i.e., 17.30 per cent out of which 44 in Amritsar, 12 in Jalandhar and 7 in Ludhiana district, 8.79 per cent were hearing impaired out of which 22 in Amritsar, 9 in Ludhiana and 1 in Jalandhar, 8.51 per cent respondents found in all the districts with locomotor disability, out of which 17 in Ludhiana, 10 in Amritsar and 4 in Jalandhar, 7.96 per cent respondents found with speech and language disability, out of which 16 in Ludhiana, 9 in Amritsar, and 4 in Jalandhar, 3.03 per cent respondents found with multiple disabilities out of which 8 found in Amritsar, 2 in Jalandhar and 1 in Ludhiana, respondents with mental illness were 3.03 per cent out of which 9 in Amritsar, 2 in Ludhiana and no in Jalandhar, specific learning disability only 3 per cent respondents found in Amritsar . 1.09 per cent of respondents were found with thalassemia out of which 2 were in Jalandhar and 1 in Amritsar and 1 in Ludhiana. 1.09 per cent respondents were found with cerebral palsy in Amritsar only. 0.55 per cent of respondents found with Chronic neurological conditions in Amritsar and the same percentage i.e., 0.55 respondents found with dwarfism in the Ludhiana district. 0.28 respondents were found with muscular dystrophy in Amritsar and 0.28 totally blind respondents was found in Amritsar. The total number of girls with low vision is 127 and boys are 41 and 63 females in Ludhiana and 22 girls with intellectual and 41 boys with intellectual disability. Only 1 blind male was found in Amritsar. These findings throw light on the fact that although 21 categories of disabilities are included in RPwD-2016 but still children with severe and high support needs and newly added disabilities are very less in

number. It can also be observed from the above data that respondents with severe disabilities and special needs are found in the Amritsar district.

MOTIVATION TO ATTEND INCLUSIVE EDUCATION BY THE STUDENTS:

The analysis of data related to motivation to take admission in regular schools revealed that a majority of the respondents i.e., 87.91 per cent were motivated by their parents to take admission in the inclusive education, out of which 159 were males and 161 were females, 2.20 per cent guided by the doctors, out of which 5 were males and 3 were females, 1.65 per cent by the friends out of which 6 were males only, and 8.24 per cent comes under any other category which includes relatives and neighbours out of which 25 were females and 5 were males. These findings show that maximum parents of children were quite aware regarding the inclusive education. Further probing also reveals that a highest proportion of females with disability was motivated by their parents, maximum of them suffering with low vision, their parents did not want to expose their identity as visually impaired.

RESPONSE OF THE PRINCIPAL AT THE TIME OF ADMISSION

It is revealed that a maximum number of students i.e., 95.33 per cent have received positive and favourable response of the principal at the time of admission out of which 170 were males and 177 were females, whereas 4.67 per cent of the students faced negative, stereotypical and discriminatory response of the principal at the time of admission out of which 12 were females and 3 were males. Further probing to those students who experienced positive attitude revealed that these principals were aware about inclusive education policy, trying to accommodate the students and promote inclusion by demonstrating respect for diversity and promoting positive interactions between students of all abilities. Those students who faced negative behaviour were suffering from severe physical disabilities and due to lack of infrastructural facilities and in some cases, discriminatory behaviour of principals which de-motivated them and discouraged them.

Challenges in Inclusive Classroom

Analysis of the data of classroom related problems indicated that 55 per cent faced problems in the classroom out of which 135 were males and 66 were females while 45 per cent of the students reported that they didn't face any kind of problem in

the inclusive classroom out of which 40 were males and 123 were females. Further collection of data indicated that those respondents who didn't face any problem, out of these a maximum number of students were females and belonging to the low vision category. They were not having any kind of mobility-related problem or study material. They were able to manage each and everything independently.

If students faced Problems in the Classroom, Why

The above data shows that out of total of 364 students, 201 students indicated that they had been facing classroom problems while attaining education. From these 201 respondents, 38.31 per cent respondents indicated that they have an inaccessible physical environment which increases their classroom problems. 34.32 per cent respondents indicated that they have faced Communication barriers related class room problem. There was no facility of sign language interpreters or trained teachers in sign language. These students were not able to communicate with their peers and teachers. They were just coming to the school and going back without gaining any knowledge. Followed by 27.37 per cent respondents indicated that they have faced a Lack of study material in alternative formats related class room problem which include lack of necessary assistive technology, such as text-to-speech software, Braille printers, or adaptive devices related infrastructure problems. Thus, it can be observed from the above findings that students with disabilities are facing problems because of lack of accessible infrastructural and assistive technology and communication barriers. Those students who were facing problems, out of which 166 were males and 45 were females. There were 123 females and 40 males who came under the NA category as they reported that they were not facing any kind of problem in the classroom.

PROBLEMS FACED BY THE STUDENTS WHILE INTERACTING WITH TEACHERS

The data illustrated that 56.32 per cent of the students have been facing problems while interacting with teachers, out of these 140 were females and 65 were males, whereas 43.68 per cent students reported that they had never faced any kind of problems during interaction with teachers, out of these 110 were males and 49 were females. Furthermore, those students, who did not face any problem belonged to the low vision category and some of the teachers were quite aware regarding their specific needs, and moreover these teachers are supportive and motivating.

Interaction of Students with Other Staff Members

The analysis of the data revealed that 54.94 per cent of the students out of which 63 were males and 137 were females who had never experienced any kind of problems while interacting with School staff because staff informed them from time to time about their fees status, important information regarding their documents, awareness regarding their special needs, etc., whereas 45.06 per cent students out of which 112 were males and 52 were females who reported that they have been facing problems during interacting with school staff because of lack of awareness among the staff members towards their basic needs, abilities and limitations.

Interaction with Peers/Classmates

The analysis of the data regarding the problems while interacting with peers revealed that 50.82 per cent of the students out of which 126 were males and 59 were females had to face problems while interacting with their peer group. They reported that their peer group avoided interacting –communicating with them, understand them indifferent and burden them Whereas 49.18 per cent students out of which 49 were males and 130 were females reported that they have never faced any type of problems while interacting with their peer group. Further, these students reported that their peers helped them in many activities like helping them in making class notes, helping in to take them to classrooms, washroom and canteen and helping them to participate in extra curriculum activities.

Problems While Making Assignments

The data presented in the above table indicated that 54.12 per cent of the students out of which (113 males and 84 females)reported that they have been facing problems while preparing assignments because of the dependency on others, limited time, and unhelpful behaviour of peers and family members. In addition to this, the lack of assistive devices and non-availability of study material in alternative formats were the major hurdles to completing the assignments. Whereas 45.88 per cent of students out of which (62 males and 105 females) reported that they have never faced any type of problems during the preparation of assignments because their classmates, teachers, and family members were helping them in preparing assignments. Therefore, it can be concluded from the above findings that a maximum number of differently-abled students are facing difficulties while preparing assignments.

Problems Related to Examination

According to the data in the table above, 54.40 per cent of students out of which (108 males and 90 females) didn't have many issues, but 45.60 per cent of respondents out of which (67 males and 99 females) said they had issues during exams because they lacked updated study materials in audio or Braille format, were short on time, relied on others for help in their preparation, had unhelpful teachers, couldn't get a sign language interpreter, and weren't given extra time to complete exams. Further probing into those respondents who didn't face any problems during exams revealed that a maximum of them belonged to the low vision category and were able to read and write their exams on their own.

Mobility Related Problems

The data presented in the above table indicated that a maximum number of respondents i.e., 60.99 per cent out of which (80 males and 142 females) had faced fewer problems during mobility in the school as compared to 39.01 per cent (95 males and 47 females) of students. Further probing revealed that students with severe disabilities did not come to school regularly. The students who faced mobility-related problems reported that the unfriendly infrastructure of the school, lack of assistive devices, narrow and patched roads, lack of ramps, etc. are some of the major reasons which obstructed their independent mobility.

Infrastructural Related Problems

The data presented in the above table depicted that a maximum number of students i.e., 64.01 per cent out of which (86 males and 147 females) didn't face any kind of infrastructural problems while the remaining 35.99 per cent of students out of which (89 males and 42 females) reported that they were facing infrastructural problems. Those who didn't face any problems belonged to the category of low vision and mild-to-moderate physical disability having positive family support, adequate devices for mobility, and positive attitude of teachers and peer group.

If respondents faced Infrastructure problems, then why

The data above shows that out of total 364 students, 133 students indicated that they have been facing infrastructural problems while attaining education. Out of these 133 students, 32.33 per cent indicated that they have faced inadequate classroom

space-related infrastructure problems. 30.82 per cent of respondents indicated that they have faced a lack of ramps and accessible washroom-related infrastructure problems. Followed by, 24.81 per cent of respondents indicated that they have faced unfriendly buildings-related infrastructure problems. Whereas 12.03 per cent reported that they have faced a lack of the necessary assistive technology, such as text-to-speech software, Braille printers, or adaptive devices related to infrastructure problems. It was pertinent to mention here that there was no accessible washroom in any school. Because of this reason, students with a severe disability rarely come to school. A maximum number of students with mild-to-moderate disability were studying or coming regularly to schools.

Use of Mobility-Related Devices

The above table reflected that a majority of respondents i.e., 86.81 per cent out of which (140 males 176 females) were not using any mobility-related assistive device. Further probing to these respondents revealed that a maximum number of these respondents either belonged to the low vision category or had a moderate disability and they were able to walk independently. Only 13.19 per cent of respondents out of which (35 males and 13 females) were suffering from severe disability. They were using crutches, canes, and manual wheelchairs. Out of the 13.19 per cent, 3 students were completely physically challenged and they were lying on the bed. Among them, two were enrolled in the schools of the District of Amritsar while one student is enrolled in Ludhiana District.

FINANCIAL PROBLEMS FACED BY THE STUDENTS

It can be depicted from the above table that a majority of the respondents i.e., 71.98 per cent out of which (136 males and 126 females) faced financial problems while attaining education whereas, remaining 28.02 per cent out of which (39 males and 63 females) reported that they were not facing any kind of financial problem. Further probing to these students revealed that their family was supporting them in all the financial matters related to their education. Although the government has started various schemes and scholarships but from the last 3 years, they have not received any financial help from the part of government agencies or the school itself.

If they faced Financial Problems then why

The data presented in the above table reflected that 47.33 percent of students faced financial problems due to lack of financial assistance from the government. 31.29 percent of students indicated that they have faced economic problems while purchasing costly assistive devices. Whereas 21.38 percent reported that they have faced financial problems because of the discriminatory behaviour of their parents among them and their non-disabled siblings.

Problems Faced while using Assistive Devices

It can be observed from the above data that a highest proportion of the students i.e., 70.88 per cent out of which (140 males and 118 females) faced problems while using digital assistive devices while attaining education whereas, 29.12 percent of students out of which (35 males and 71 females) reported that they didn't face problems regarding the use of assistive devices. During the study, it has been found that these assistive devices and software are not available in any schools under study except district Amritsar. During the study, it has been found that these assistive devices and software are not available in any schools under study except district Amritsar. But these devices are not working condition.

Social Problems faced by Students with Disabilities during their Education

It can be asserted from the above table that a maximum number of respondents i.e., 69.50 per cent out of which (140 males and 31.04 females) experienced social problems while attaining education. They didn't have cordial relations with their teachers and peers whereas 30.50 per cent out of which (35 males and 76 females) of the respondents didn't face any kind of social problem. They had wider social networks, healthy and supportive relations with their peers and teachers. Alongside other students, they were participating in all the academic and extra-curricular activities.

If they faced Social Problems, then why

It can be observed from the above table that out of 69.50 per cent, 24.90 percent of students experienced feelings of social isolation in the classroom, 22.93 percent of respondents reported that they have faced Stigmatization and Stereotypical

behaviour of the teachers and classmates, followed by 20.55 percent respondents who reported that because of their disability, they had non-cordial relations with peers and teachers. 15.81 percent students reported that they faced social problems during education because of the negative behaviour of family and relatives and 15.81 percent of respondents reported that they have faced social problems because of the lack of awareness in the people of society regarding their potential and needs.

Role of Family Support in the Education of Students with Disabilities

It can be depicted from the above table that 61.54 per cent of the respondents out of which (119 males and 105 females) had received family support while attaining education because of the positive behaviour of family regarding their education. Sibling's emotional and educational support helped them to attend school and access to study material or resources etc. Whereas 38.46 percent respondents out of which (56 males and 84 females) reported that they have received less family support because of the family's negative attitude, poor economic status of family and lack of awareness regarding their educational needs.

VIEW OF STUDENTS WITH DISABILITIES TOWARDS INCLUSIVE EDUCATION

The data presented in the above table indicated that a maximum number of students i.e., 89.84 per cent out of which (156 males and 171 females) expressed positive views towards inclusive education. According to them, inclusive education promotes inclusion, makes them more confident, help them to learn social skills and give them more opportunities to explore their full potentials. On the contrary, there were 10.16 per cent of the students out of which (19 males and 18 females) who had negative views regarding the inclusive education.

CHALLENGES FACED BY THE TEACHERS IN INCLUSIVE EDUCATION:

The data indicated that 58.34 per cent of the teachers reported that, they were not facing any kind of problem in the inclusive education because many of the students belonged to the low vision category, whereas 41.66 per cent teachers responded that that they were facing lot of problems in inclusive education . According to them it is difficult to control students with disabilities, they are not

sitting properly in the classes. They do not have the special skills or training to teach students with abled-bodied student, lack of infrastructure, assistive devices and softwares are some of the other hurdles.

VIEWS OF TEACHERS ON THE ORGANISATION OF WORKSHOP OR TRAINING PROGRAMMES BY THE ADMINISTRATION:

The data indicated that 63.88 per cent of the teachers had responded that their school was never organized program for teacher's development whereas 36.12 per cent teachers had responded that their school was organized program for teacher's development twice in a year but not particularly for inclusive education.

VIEWS OF TEACHERS REGARDING THE SUPPORT SERVICES AVAILABLE IN THE SCHOOLS FOR STUDENTS WITH DISABILITIES

The data indicated that 66.67 per cent of the teachers had responded that their school had never provided the appropriate assistive devices to support the curriculum whereas 33.33 per cent teachers had responded that their school had provided them appropriate assistive devices to support the curriculum like resource rooms, softwares, brailleur etc. But all these provisions were available and functional in district Amritsar only.

Views of School Administrators Regarding Inclusive Education Program

The data indicated that 77.78 per cent of the administrator's had responded that their school had not qualified teachers to teach students with disabilities whereas 22.22 per cent administrators had responded that their school had qualified teachers to teach students with disabilities. A maximum number of these teachers were in the schools of district Amritsar.

VIEWS OF ADMINISTRATION REGARDING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The data indicated that 69.44 per cent of the administrator's had responded that their school had appropriate infrastructure to support the implementation of

inclusive education program like ramps whereas 30.56 per cent administrator's had responded that their school had never appropriate infrastructure to support the implementation of inclusive education program.

VIEWS OF ADMINISTRATION REGARDING THE SCHOOL ORGANISED TRAINING WORKSHOPS FOR THE TEACHERS

The data indicated that 75 per cent of the administrator's had responded that their school had never organized training workshops for the teachers training whereas 25 per cent administrator's had responded that their school had organized training workshops for the teachers training twice in a year.

VIEWS OF ADMINISTRATION REGARDING THE SCHOOL HAS APPROPRIATE ASSISTIVE DEVICES

The data indicated that 69.44 per cent of the administrator's had responded that their school had never appropriate assistive devices to support the curriculum like resource rooms, softwares, braille etc. whereas 30.56 per cent administrator's had responded that their school had appropriate assistive devices to support the curriculum like resource rooms, softwares, braille etc.

UNDERSTANDING OF INCLUSIVE EDUCATION BY THE PARENTS

The data illustrated that 56.84 per cent of the parents had no complete understanding of the inclusive education programme. According to these parents, government has made provision for children with disabilities to study in the regular schools, out of these 60 parents were from Amritsar district, 44 parents were from Ludhiana district 29 parents were Jalandhar District whereas 43.16 per cent parents had the complete understanding of the inclusive education programme, out of these 38 parents were from Amritsar district, 28 parents were from Ludhiana district and 35parents were from Jalandhar District.

VIEWS OF PARENTS ABOUT INCLUSIVE EDUCATION HELPFUL FOR THEIR CHILD:

The data indicated that 76.50 per cent of the parents had responded that IEP was not helping their students, out of these 76 parents were from Amritsar district, 59

parents were from Ludhiana district and 44 parents were Jalandhar District whereas 23.50 per cent responded that IEP was helping their students, out of these 22 parents were from Amritsar district, 13 parents were from Ludhiana district and 20 parents were from Jalandhar District.

REPORT OF TEACHERS ABOUT THE PROGRESS OF THE CHILD TO THEIR PARENTS:

The data indicated that 69.65 per cent of the parents had responded that teachers were reporting the problems and progress of their child from time to time, out of these 72 parents were from Amritsar district, 39 parents were from Ludhiana district and 52 parents were Jalandhar District whereas 30.35 per cent parents responded that the teachers were not informing about their child , out of which 26 parents were from Amritsar district, 25 parents were from Ludhiana district and 20 parents were from Jalandhar District. Basically these parents were those who never visited to schools regarding the progress of their child.

CHAPTER 7

CONCLUSION AND SUGGESTIONS

The present study entitled, "Inclusive Education among Persons with Disabilities in Punjab: Prospects and Challenges" has been conducted in the state of Punjab. The study's overarching goal is to evaluate the state of inclusive education implementation and investigate the obstacles preventing students with disabilities from fully participating in the inclusive education program in regular schools.

A new method of teaching students with disabilities (SWD) and learning challenges alongside other students under one roof is called inclusive education (IE). It aims to meet every child's educational requirements, with a special emphasis on those who are most at risk of marginalization and exclusion. It suggests that all students—disabled or not—can learn alongside one another by having access to shared early childhood programs, schools, and community learning environments, together with a suitable support system. This is only achievable in adaptable learning environments that take into account the demands of a wide variety of students and modify themselves accordingly. Rather than being a test to be conducted, inclusion is a principle to be upheld. All children, regardless of their disability, are entitled to an education because they will eventually become citizens of our nation.

One district from each of Punjab's three cultural regions was chosen for this study based on the proportion of the population that is disabled. Additionally, two blocks from each district were chosen using the same criteria. Six schools were chosen at random from each block based on a list obtained from the Director General of School Education, Punjab and District Education Office of each district. Following the initial survey, 364 students with disabilities from grades 6 through 12—both male and female—were chosen as a sample. The opinions of parents, teachers, and administrators were gathered in addition to those of the students in order to obtain a deeper understanding and all-encompassing image of inclusive education. Their opinions will be highly beneficial in improving the effectiveness of the inclusive education program's at the grassroots implementation.

Conclusion of the study:

The maximum number of students enrolled in inclusive education programs has mild-to-moderate disabilities. Out Of the 364 students enrolled, 128 were from the district of Amritsar, 102 from Jalandhar, and 134 from Ludhiana. Among the 189 females, 127 fell into the low vision category. However, low vision aids are not available in any of the schools. The researcher also noticed that the parents of these girls were unwilling to acknowledge their daughter's condition due to the stigma associated with disabilities. In addition, the parents were not willing to accept the reality that their daughters suffered from any form of disability. It's also important to note that a large number of the parents declined to respond. Even while a large number of parents supported inclusive education, they did not work with the administration or teachers to put inclusive education into practice. The unique academic needs of their children were unknown to the parents. According to the Administrator and teachers, some of the things that make it difficult to adopt inclusive education are a lack of funding, inaccessible infrastructures, and a lack of software, resource rooms, qualified teachers, and assistive equipment. Only the Amritsar district has resource rooms and teachers with training. Not even a single accessible washroom found to be located in any school. Although most administrators and teachers support the inclusive education program, which includes students with disabilities, they expressed dissatisfaction with the facilities provided in the schools. They claim that they require special educators, qualified trained teachers who can meet the peculiar needs of students with disabilities, accessible infrastructure, assistive technology and software, peer and parental support, and assistive gadgets. Government has started the inclusive education under the Sarva Siksha Abhiyan and made good efforts to spread the education, without any discrimination. But there is need to enhance the efficacy of implementation of inclusive education programme at the grass root level.

In the present study, some of the research questions were posed for the deeper understanding of inclusive education, which are given below:

1. Do students with disabilities faced discrimination in their academic needs?

Yes, some of the students faced discrimination in their academic needs because of lack of awareness among the teachers regarding their peculiar need, lack of training to cater their specific academic needs and moreover, because of the non-

availability of the resources. A majority of the teachers have positive response towards inclusive education programme but due to lack of access of resources, students with disabilities are facing challenges and discrimination in their academic needs.

2. What is the role of parents, teachers and school management in promoting inclusive education?

The role of parents, teachers and administration is very crucial in the implementation and promotion of inclusion of children with disabilities in inclusive education. They have a key function to play. Many of the parents are trying to provide them congenial environment at home, supporting and motivating them to accept their disability and receive education in the regular schools. In the present study, a maximum number of parents are from lower socio-economic background, lack awareness regarding their disability but have positive response towards inclusive education.

Teachers are trying to accommodate children with disabilities in inclusive classroom, guiding them to achieve their future goals and making them aware regarding the special provisions available for them.

Administration is trying to provide accessible infrastructure, special training to teachers and implementation of inclusive education in the school. But, in the present study, they are not working in collaboration with each other which is creating a hurdle in the implementation of inclusive education.

3. What are the factors that hinder effective participation of students with disabilities in inclusive education?

The current study has shown that, there are numerous barriers which hinder the implementation of inclusive education Such as, inaccessible infrastructure, non-inclusive classrooms, lack of resources, non-availability of trained teachers, assistive devices and software's, negative attitude, lack of involvement of parents and non-availability of funds from the last 3 years were the major factors in the implementation of inclusive education.

4. What coping mechanisms do teachers and parents employ to overcome challenges in inclusive education for children with disabilities?

Some of the parents and teachers are utilizing specialized techniques to facilitate the successful inclusion of children with disabilities in inclusive education. They are assisting them in obtaining the advantages of inclusive education and are providing them with personalized guidance. However, the majority of children in the current study who have low vision and mild-to-moderate disabilities who are capable of managing themselves are in the classroom.

5. What are the functions and dysfunctions of inclusive education according to the students, parents, teachers, and management?

The current study has discovered that inclusive education functions at the enrolment level. It is becoming more and more common for ordinary schools to accept students with disabilities as it is mandatory for school administration to admit these students without any discrimination.

However, because of a lack of funding, inclusive education is dysfunctional for the students because they are ignored and do not receive individualized attention, teachers are overworked and do not receive professional development opportunities, and management does not receive funding for the implementation of inclusive education. Students' ability to fully participate in the classroom is being impacted by these dysfunctional elements of inclusive education, and they are unable to take full use of the educational advantages of inclusive education that optimize their full potentials.

Thus, it can be concluded from the above findings that more and more efforts are needed for the implementation of inclusive education at the grass root level. A collaborative effort is needed by the administration, government, teachers, peers, parents and students with disabilities to fulfil the basic aim of inclusive education and bring them in the mainstream.

SUGGESTIONS:

Inclusive education is a cornerstone of fostering an equitable and diverse learning environment. This report outlines key strategies to improve inclusive education, ensuring that educational institutions cater to the needs of all learners, irrespective of their abilities or disabilities. Implementing inclusive education successfully in Punjab, or any region, involves a combination of factors that address various aspects of the education system and community engagement. Here are key factors contributing to the best implementation of inclusive education in Punjab:

1. Policy Framework:

Develop and implement a comprehensive policy framework that explicitly supports and promotes inclusive education. Ensure that policies emphasize equal opportunities, accessibility, and the integration of students with diverse needs into mainstream classrooms.

2. Teacher Training and Professional Development:

Provide extensive training for teachers to equip them with the necessary skills and knowledge to cater to diverse learners. Training programs should cover inclusive teaching methodologies, understanding disabilities, and strategies for creating inclusive classroom environments.

3. Accessible Infrastructure:

Invest in creating accessible infrastructure in schools, including ramps, elevators, and facilities that accommodate the needs of students with disabilities. Ensure that physical spaces are designed to be inclusive and welcoming.

4. Curriculum Modification:

Adapt the curriculum to be inclusive and flexible, addressing various learning styles and abilities. Incorporate diverse perspectives, resources, and teaching materials that cater to the needs of all students.

5. Assistive Technologies:

Integrate assistive technologies into classrooms to support students with disabilities. Provide both teachers and students with training on using assistive technologies effectively to enhance the learning experience.

6. Community Engagement:

Foster strong partnerships with parents, local communities, and non-governmental organizations (NGOs). Engage the community in awareness campaigns, workshops, and activities that promote inclusivity and eliminate stereotypes associated with disabilities.

7. Early Identification and Intervention:

Implement early identification programs to identify learning challenges in children at an early age. Collaborate with healthcare professionals to ensure timely interventions that address the needs of students with disabilities.

8. Dedicated Support Staff:

Allocate dedicated support staff, such as special educators and learning support assistants, to work collaboratively with teachers in addressing the individual needs of students with disabilities.

9. Regular Monitoring and Evaluation:

Establish a robust monitoring and evaluation system to assess the effectiveness of inclusive education programs. Regularly review and update policies and practices based on feedback, data, and outcomes to ensure continuous improvement.

10. Legal Compliance and Advocacy:

Ensure strict adherence to existing laws and policies supporting inclusive education. Advocate for inclusive practices at various levels, including policy advocacy, to create an environment that encourages and facilitates inclusive education.

11. Cultural Sensitivity and Awareness:

Conduct awareness campaigns that focus on cultural sensitivity, promoting acceptance and understanding of diverse needs. Address cultural stigmas and misconceptions associated with disabilities through targeted initiatives.

12. Inclusive Extracurricular Activities:

Provide opportunities for students with disabilities to participate in extracurricular activities, fostering social inclusion and skill development beyond the classroom.

By addressing these factors comprehensively, Punjab can create an inclusive education system that accommodates the needs of all learners, promoting diversity, equality, and a positive learning experience for every student. Ongoing collaboration and commitment from all stakeholders are essential for the sustained success of inclusive education in the region.

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Annexure One

Interview Schedule

Inclusive Education among Persons with Disabilities in Punjab: Prospects and Challenges

Dr. Kiran

Principal

Investigator

1.) Introduction

1) Name:

2) Age:

3) Class:

4) Caste:

5) Religion:

6) Family Occupation:

7) Family Income

8) Permanent Residence: Village/Town/City

9) Currant Residence:

Family Information

Sr. No	Relationship with Respondent	Age	Education	Income	Occupation	Any other
1.						
2.						
3.						
4.						
5.						

6.						
7.						
8.						
9.						
10.						

Information Regarding the Health and Education Background

1) What type of disability do you have?

2.) What is the classification of your Disability?

By Birth/After Birth

3) Do you receive any treatment regarding Disability?
Yes/No

3.1) If Yes then What type

4.) Who inspire you to get admission in Inclusive Education?

Parents/Friends/Doctor/Any Other

Challenges faced by Students with Disabilities in Inclusive Education

1.) What is the level of your education?
.....

2.) What was the attitude of the principal during admission in school?
Positive/Negative

2.1) If positive then how
.....
.....
.....
.....

2.2) If Negative then why

.....
.....
.....
.....

3.) Do you face difficulties during classes?

Yes/No

3.1) If yes then what types

.....
.....
.....
.....

3.2) If no then why

.....
.....
.....
.....

4.) Do you face difficulty interacting with teachers during classes?

Yes/No

4.1) If yes then what types

.....
.....
.....
.....

4.2) If no then why

.....
.....
.....
.....

5.) Do you face difficulty interacting with school staff?

Yes/No

5.1) If yes then what types

.....
.....
.....
.....

5.2) If no then why

.....
.....
.....

6.) Do you face difficulty interacting with your classmates?
Yes/No

6.1) If yes then what types

.....
.....
.....

6.2) If no then why

.....
.....
.....

7.) Do you find it difficult to make class assignments?
Yes/No

7.1) If yes then what types

.....
.....
.....

7.2) If no then why

.....
.....

.....
.....
8.) Do you face difficulties while doing papers?

Yes/No

8.1) If yes then what types

.....
.....
.....
.....

8.2) If no then why

.....
.....
.....
.....

9.) Do you face difficulties during reading a particular subject?

Yes/No

9.1) If yes then what types

.....
.....
.....
.....9.2) If no then why

.....
.....
.....
.....

10.) Do you face difficulties while walking in school?

Yes/No

10.1) If yes then what types

.....
.....
.....
.....

10.2) If no then why

.....
.....
.....

.....11.) Do you face difficulties while taking the elevator or stairs in the school campus?

Yes/No

11.1) If yes

then what types

.....
.....
.....
.....

11.2) If no then why

.....
.....
.....
.....

12.) Do you face difficulties while going to classroom?

Yes/No

12.1) If yes then what types

.....
.....
.....
.....

12.2) If no then why

.....
.....
.....
.....

13.) Do you use devices like wheel Chairs, White Cane, Sonic Pathfinder etc. for walking?

Yes/No

14.) Do you face financial difficulties while pursuing education?

Yes/No

14.1) If yes then what types

.....
.....
.....
.....

14.2) If no then why

.....
.....
.....
.....

15.) Who pays your education fees?

Parents/Relatives/Friends/Teachers/Any other

16.) Do you face difficulties while buying books, accessories, dresses, etc.?

Yes/No

16.1) If yes then what types

.....
.....
.....
.....

16.2) If no then why

.....
.....
.....
.....

17.) Do you face family difficulties while pursuing education?

Yes/No

17.1) If yes then what types

.....
.....
.....
.....

17.2) If no then why

.....
.....
.....
.....

18.) Does your family support you in getting education?

Yes/No

19.) Do your siblings help with your education?

Yes/No

19.1) If yes then how

.....
.....
.....
.....

19.2) If no then why

.....
.....
.....
.....

20.) Do your family members help you buy your notes, books?

Yes/No

21.) Do your family members drop you off at school?

Yes/No

21.1) If no then how you manage to come to school

.....
.....
.....
.....

22.) What is your family's attitude towards your education?

Positive/Negative

22.1) If positive then how

.....
.....
.....
.....

22.2) If Negative then why

.....
.....
.....
.....

23.) Do you face difficulties in using modern technology or equipment during education?

Yes/No

23.1) If yes then how

.....
.....
.....
.....

23.2) If no then why

.....
.....
.....
.....

24.) Do you face difficulties while attending online classes?

Yes/No

24.1) If yes then how

.....
.....
.....
.....

25.2) If no then why

.....
.....
.....
.....

26.) Do you face difficulties in using computer / laptop during education?

Yes/No

26.1) If yes then what types

.....
.....
.....
.....

26.2) If no then why

.....
.....
.....
.....

27.) Do you face difficulties in accessing the internet or online searching during getting education?

Yes/No

27.1) If yes then what types

.....
.....
.....
.....

27.2) If no then why

.....
.....
.....
.....

28.) Do you face social difficulties in inclusive education?

Yes/No

28.1) If yes then what types

.....
.....
.....
.....

28.2) If no then why

.....
.....

.....
.....

29.) What is the attitude of people towards your education?

Positive/Negative

29.1) If positive then how

.....
.....
.....
.....

29.2) If Negative then why

.....
.....
.....
.....

30.) Do people motivate you to pursue education?

Yes/No

30.1) If yes then how

.....
.....
.....
.....

30.2) If no then why

.....
.....
.....
.....

31.) Are people aware of your problems?

Yes/No

31.1) if yes, they help you

.....
.....
.....
.....

32.) What is the reaction of teachers regarding your education?

Positive/Negative

32.1) If positive then how

.....
.....
.....
.....

32.2) If Negative then why

.....
.....
.....
.....

33.) Do your class teachers help you?

Yes/No

33.1) If yes then how

.....
.....
.....
.....

33.2) If no then why

.....
.....
.....
.....

34.) Do your teachers give you more time than other children in the class?

Yes/No

34.1) If yes then how

.....
.....
.....
.....

34.2) If no then why

.....
.....

.....
.....

35.) Do your teachers teach you to use other instruments in the classroom?

Yes/No

35.1) If yes then which -2 and how

.....
.....
.....
.....

36.) Do teachers give you equal opportunities to participate in class?

Yes/No

37.) What is the attitude of your classmates towards your education?

Positive/Negative

37.1) If positive then how

.....
.....
.....
.....

37.2) If Negative then why

.....
.....
.....
.....

38.) Do your classmates help you with your education?

Yes/No

38.1) If yes then how

.....
.....
.....
.....

38.2) If no then why

.....
.....

.....
.....

39) Do your classmate help you to go to class rooms and, bathrooms, etc.?

Yes/No

40) Do your classmates help you in engaging in recreational activities?

Yes/No

Annexure Two
Interview Schedule for Administrators
Inclusive Education among Persons with Disabilities in Punjab:
Prospects and Challenges

Dr. Kiran
Principal

Investigator

Introduction

- 1) Name:
- 2) Age:
- 3) Gender
- 4) Religion
- 5) Caste
- 6) Marital Status
- 7) Income
- 8) Residence

Questions for Administrators regarding Inclusive Education Programme

1) What is your position in the school?

.....
.....
.....
.....

2) How long you held this position?

.....
.....
.....
.....

3) Do you understand by the term Inclusive Education?
Yes/No

3.1) if yes, then explain

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.....
.....
.....

4) Does your school have qualified teachers to teach students with disabilities?
Yes/No

4.1) If yes, how many

.....
.....
.....
.....

4.2) If no, then how you manage

.....
.....
.....
.....

5) Does your school infrastructure support the implementation of inclusive education?
Yes/No

5.1) If yes then how

.....
.....
.....
.....

5.2) If no why

.....
.....
.....
.....

6) Does your school organized training workshops for the teachers?
Yes/No

6.1) If yes then how many times

.....
.....
.....
.....

7) Do the education policy fully implemented in your school?
Yes/No

7.1) If yes then how

.....
.....
.....
.....

7.2) If no then why

.....
.....
.....
.....

8) Does your school provide additional services for students with disabilities?
Yes/No

8.1) If yes then what type

.....
.....
.....
.....

9) Do your school have appropriate assistive devices regarding the SWD?
Yes/No

9.1) If yes then what type

.....
.....
.....
.....

9.2) If no then how teachers and students manage

.....
.....
.....
.....

10.) Do you interact with the parents of these students?
Yes/No

11.) Is your school infrastructure disabled friendly?
Yes/No

11.1) If yes, mention the measures taken by the school administration to make the school disabled friendly.

.....
.....
.....
.....

11.2) If no, then why

.....
.....
.....
.....

12.) What are the barriers faced by the school to cater to the need of children with special needs?

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13) What would you recommended as the best way of implementing inclusive education in this school?

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Annexure Three
Interview Schedule for Teachers

**Inclusive Education among Persons with Disabilities in Punjab:
Prospects and Challenges**

Dr. Kiran
Principal

Investigator

Introduction

- 1) Name:
- 2) Age:
- 3) Gender
- 4) Religion
- 5) Marital Status
- 6) Income
- 7) Residence
- 8) Designation:

Questions for Teachers regarding Inclusive Education

1.) Do you understand the term Inclusive Education?

Yes/No

1.1) If yes, explain what you understand by the term inclusive education programme?

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.....

2.) How many students with disabilities are included in your class? What kind of disabilities do they have?

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.....

3.) What are the challenges you face in providing special education to children with disabilities in your class?

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.....

4.) Do you feel any challenges in managing children with disabilities in class?
Yes/No

4.1) If yes, what type of challenges you are facing

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.....
.....

5.) Are some challenges harder to manage?
Yes/No

5.1) if yes, Could you describe a typical challenging situation?

.....
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.....
.....

6.) When you find any problem with them. Where do you seek for help?

.....
.....
.....
.....

7.) Do you have any teaching assistant or teaching staff to help them?
Yes/No

7.1) If yes, how he provide help to them

.....
.....
.....
.....

8.) Do you find any difficulties in teaching Children's With Disabilities in any subject? Yes/No

8.1) If yes then which subject

.....
.....

9) Have you been trained and have skills with regard to Inclusive Education?

Yes/No

9.1) if yes then how

.....
.....
.....
.....

10) Do you have training to teach visually impaired students using Braille?

Yes/No

11) Do you have training to teach learners with hearing impairment with the use of signlanguage?

Yes/No

12) do your school organized programme for teacher's development?

Yes/No

12.1) if yes, then how many time in a year

.....
.....
.....
.....

12.2) if no, how you learn required skills

.....
.....
.....
.....

13) Has the school provided the appropriate assistive devices to support the curriculum?

Yes/No

13.1) if yes, then what types?

.....
.....

.....
.....

13.2) if no, then how you manage

.....
.....
.....

14) Do you distribute or allocate learning material on time?
Yes/No

15) Do parents informed you about their children's progress and future potential?
Yes/No

16) Do you feel that inclusion is the best way to meet the needs of all students?
Yes/No

16.1) If yes then how

.....
.....
.....

16.2) If no then why

.....
.....
.....

17) Do you think that diversity within the classroom enriches the learning environment? Yes/No

17.1) If yes, in which way

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.....
.....

17.2) If no, why

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.....

18.) Do your school have resource room and resource teacher?
Yes/No

19) From your point of view, what hinders the participation of children with disabilities in your school?

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.....

20) How can equal access to education be improved?

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21) What are the barrier faced by you as a teacher in handling/teaching the children with the special needs and children with no disability together?

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.....

Annexure Four
Interview Schedule for Parents

**Inclusive Education among Persons with Disabilities in Punjab:
Prospects and Challenges**

Dr. Kiran
Principal

Investigator

Introduction

- 1) Name:
- 2) Age:
- 3) Gender
- 4) Religion
- 5) Caste
- 6) Marital Status
- 7) Occupation
- 8) Income
- 9) Residence

Questions for Parents regarding Inclusive Education

1.) What kind of disability does your child have?

.....

2.) Do you understand the term Inclusive Education?
Yes/No

3.) Are you aware about the individualized education Program (IEP)?

Yes/No

3.1) if yes, do you think IEP can provide better education to children with disability than special education system?

.....
.....
.....
.....

3.2) if no, then why

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.....
.....

4.) Do you feel IEP is helping your child?
Yes/No

4.1) if yes, then how

.....
.....
.....
.....

4.2) if no, then why

.....
.....
.....
.....

5.) Do you think school meets the needs of your child in Inclusive Education Program? Yes/No

5.1) if yes, then how

.....
.....
.....
.....

5.2) if no, then why

.....
.....
.....
.....

6.) Do you think teachers are trained to teach your students in Inclusive education?

Yes/No

6.1) if yes, then how

.....
.....
.....
.....

6.2) if no, then why

.....
.....
.....
.....

7.) Do you bring any special device for your child?

Yes/No

7.1) if yes, what type

.....
.....
.....
.....

7.2) If no, then why

.....
.....

.....
.....

8.) Does your child face any problems at school?

Yes/No

8.1) If yes, what type

.....
.....
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8.2) If no, then why

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9.) Does your child have all the facilities provided by the government?

Yes/No

9.1) If yes, what type

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9.2) If no, then why

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10.) Do you help your child's education?

Yes/No

10.1) If yes, then how

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10.2) If no, then why

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11.) Does the school administration's attitude towards your child positive?

Yes/No

11.1) If yes, please mention the conduct of administration towards the needs of the child.

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11.2) If no, then why

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12.) Do the teacher's attitude towards your child positive?

Yes/No

12.1) If yes, then how

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12.2) If no, then why

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13.) Is your child's peer group cooperative for children?

Yes/No

13.1) If yes, mention the support by the peers to your children.

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13.2) If no, then why

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14.) Do teachers report the child's progress from time to time?

Yes/No

14.1) If yes, Then how

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14.2) If no, then why

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15.) Do teachers report child problems from time to time?

Yes/No

15.1) If yes, then how

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15.2) If no, then why

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