A STUDY OF READINESS OF SECONDARY SCHOOLS FOR INCLUSIVE EDUCATION OF CHILDREN WITH VISUAL IMPAIRMENT IN RAJASTHAN

2022

A thesis submitted to the

Vardhaman Mahaveer Open University, Kota

for the award of the degree of

DOCTOR OF PHILOSOPHY
in
SPECIAL EDUCATION

Name of the Supervisor	Name of the Researcher
Dr. Akhilesh Kumar	**Ravi Shrivastava**
Vardhaman Mahaveer Open University	Ph.D. (Special Education) Scholar
(VMOU), Kota VMOU, Kota	Registration No.:
	VMOU/Research/Ph.D./Sp.ED./2015/82

School of Education
Vardhaman Mahaveer Open University, Rawatbhata Road
Kota (Rajasthan) – 324021

Undertaking from the Researcher

I, Ravi Shrivastava, certify that the work embodied in this Ph.D. thesis is my own and carried out by me under the supervision of Dr. Akhilesh Kumar, Assistant Professor, School of Education, Vardhaman Mahaveer Open University, Kota.

I have presented this thesis taking an extra pain and effort to enlighten the topic "**A study of readiness of Secondary Schools for Inclusive Education of Children with Visual Impairment In Rajasthan".** To complete the thesis, I have taken proper care to ensure that no mistake is committed in the data included therein, I would be extremely sorry if any wrong information or method tends to occur in my work.

I would like to thank my supervisor for this continuous help, cooperation and valuable suggestions.

I am especially thankful to my friends who always suggested me to do hard work.

Date: **(Ravi Shrivastava)**

Place: Kota (Rajasthan)   (Research Scholar)

VMOU/Research/PhD/SP.ED/2015/82)

School of Education

Vardhaman Mahaveer Open University, Kota

i

Declaration by the Researcher

   I, Ravi Shrivastava, certify that the work embodied in this Ph.D. thesis is my own bona fide work carried out by me under the supervision of Dr. Akhilesh Kumar, Assistant Professor, School of Education, Vardhaman Mahaveer Open University, Kota for a period of 7 years from 27 July 2015 to 26 July 2022 at Vardhaman Mahaveer Open University. The content embodied in this Ph.D. thesis has not been submitted for the award of any other degree/diploma.

   I declare that I have faithfully acknowledged, given credit to and referred to the researchers wherever their works have been cited in the text and the body of the thesis. I further certify that I have not wilfully lifted up some other's work, para, text, data, results, etc. reported in the journals, books, magazines, reports, dissertations, thesis, etc. or available at web – sites and included them in this Ph.D. thesis and cited as my own work.

Date:

Place: Kota   **(Ravi Shrivastava)**

Certificate from the Supervisor

   This is to certify that the above statement made by the **researcher** is correct to the best of my knowledge.

                                                                        (Dr. Akhilesh Kumar)
                                                           Assistant Professor, School of Education
                                                           Vardhaman Mahaveer Open University, Kota

Coursework Completion Certificate

This is to certify that **Ravi Shrivastava,** the bona fide research scholar of the School of Education has satisfactorily completed the course work / comprehensive examination / pre – submission seminar requirement which is a part of his Ph.D. programme as per the UGC regulations – 2009. This thesis also complies with the U.G.C. Regulations – 2009.

Date:

Place: Kota   **Director Research**

Pre-submission Completion Certificate

This is to certify that **Ravi Shrivastava,** the bona fide research scholar of the School of Education has satisfactorily completed the course work / comprehensive examination / pre – submission seminar requirement which is a part of his Ph.D. programme.

Date

Place: Kota   **Director Research**

Copyright Transfer Certificate

Title of the Thesis-" A Study of Readiness of Secondary Schools for Inclusive Education of Children with Visual Impairment In Rajasthan"

Researcher's Name: Ravi Shrivastava

Copyright Transfer

The undersigned hereby assigns to the Vardhman Mahaveer Open University all rights under copyright that may exist in and for the above thesis submitted for the award of the Ph.D degree,

Ravi Shrivastava

Note: However, the author may reproduce or authorise others to reproduce material extracted verbatim from the thesis or derivative of the thesis for author's personal use provided that the source and the University's copyright notice are indicated.

Acknowledgment

Preface

Learning is a continuous process. Many events motivate us to know something new and challengeable. One day, during the course of my working under Sarva Shiksha Abhiyan, during my field visit, a person met me and simply asked me a question that do we have any institution where I can admit my ward for education. This question hits my mind and heart both. I was very shocked and replied that we have special schools and general schools, why you are asking me? Then his reply was more shocking to me. He replied that my child is not normal. He has disabilities. I asked about the nature of disability of his child. He replied that my ward is totally blind and is also very poor in understanding. I suggested him that we have special school for blind children and suppose, you do not want to admit your child there due to distance, admit him in nearby school. His answer left me speechless. He told that first of all, he went to general school nearby him and got frightened when he had a meeting with the principal of the respective school. When he told that he wanted to get his child enrolled in the school, the principal told him that they are ready to enrol his child in the school but they are not ready to take full responsibility of his child. The principal told him that we can only assure you of your child's education but we are not responsible for taking care of your child if any miss – happening take place with him in the school. Then, he went to the institution that takes care of the education and well – being of the persons with visual impairment. There, when he talked with the head of the institution, he was made aware that his child should be enrolled in the institution that takes the responsibilities of the children with mental disabilities. Upon

reaching the institution of mental disabilities, he was again neglected by saying that your child is a blind and we cannot enrol him here in our institution.

Likewise, during my successive field visits, I have met so many blind people who told me that they were dropped – off from the institution for blind persons. Upon asking them as to why they have being dropped out from the said institution, then they replied that due to their sweating problems in their hands, they are not able to learn braille and braille is the key factor in the education of blinds. Due to that sweating in hands, they are not able to properly recognize the dots of the braille which confuse them as to what is written and so, they are dropped – out. Meeting such people encouraged me to identify the problem at the grass root level which is school and in turn, thus, motivated me to carry out the present study which is titled as "**Study of Readiness of Secondary Schools for Inclusive Education of Children with Visual Impairment in Rajasthan".**

List of Abbreviations

IYDP	International Year of Disable Person
SEN	Special Educational Need
US	United States
EU	European
UK	United Kingdom
IEDC	Integrated Education for Disable Children
SSA	Sarva Shiksha Abhiyan
NCF	National Curriculum Framework
IEDSS	Inclusive Education for Disable at Secondary Stage
ADIP	Assistance for Disable Person for Purchasing Aids and Appliances
JAWS	Job Access with Speech
SAFA	Screen Access for All
SCERT	State Council for Educational Research and Training
DIET	District Institute for Education Training
RCI	Rehabilitation Council of India
MHRD	Ministry of Human Resource and Development
NCERT	National Council for Education Research and Training
RPWD	Rights of Person with Disability
RMSA	Rashtriya Madhyamik Shiksha Abhiyaan
SAMSA	Samagra Shiksha Abhiyaan

List of Figure

List of Table

Table of Content

Table Content	Page No.
Undertaking from the Researcher	i
Declaration by the Researcher	ii
Certificate from the Supervisor	ii
Coursework Completion Certificate	iii
Pre-submission Completion Certificate	iv
Copyright Transfer Certificate	v
Acknowledgment	vi
Preface	viii
List of Abbreviations	x
List of Figure	xi
List of Table	xv
Table of Content	xvi
Abstract	xix
CHAPTER – 1 : INTRODUCTION	**1-28**
1.1 The Meaning of Education and Its Role in Society	1
1.2 Background to the Special Education for Visually Impaired Children	2
1.3 Integration	12

Abstract

In the current investigation, a mix-research methodology was utilised as the primary research approach. A strategy known as "sequential explanatory" was utilised.

The primary objective was to conduct research to investigate the degree to which children in Rajasthan who have visual impairments are prepared for inclusive education programmes. Data were acquired from principals, educators, and students with visual impairment through the use of checklists, rating scales, focus group discussion, and interviews. Multi-stage purposive sampling was also utilised in the data collection process. In addition to that, SWOC Analysis and content error analysis were utilised. The research was carried out in two distinct stages. The first part involved the collection of quantitative data, which was then analysed through the use of the graphical approach and percentages. The second phase involved the collection of qualitative data, which was then analysed. In the end, findings were reached by adding together the results of the qualitative and quantitative analyses. During the first phase, the purpose of the research was to archive the quantity of the data work that was obtained. Quantity-based data served as the basis for the analysis of the first three goals. An important aim of this research was to determine whether or not secondary schools in Rajasthan are prepared to accommodate pupils who have visual impairments. Closed-ended and open-ended questions were utilised in this research on readiness to investigate whether or not schools were prepared. The analysis was carried out using both a graphical depiction and a percentage basis. For the purpose of collecting samples, however, multistage purposive sampling was carried out. Using a multistage sample method, a total of 35 schools were selected for the study, and the

data was analysed using percentages and graphic representations. The state was divided into zones, the district offices of each zone were taken, which totaled seven, five blocks from each district were taken, and one secondary school was taken.

In order to do research on the orientation of teachers, a serve was utilised, and an open-ended question was asked of 10 teachers who were drawn from a collected sample of schools. Apart from investigate the current state of affairs, seventy children with normal vision were removed from special schools and placed in regular schools. This was done with the help of open-ended quaternary questions, and quantity data was analysed through the lens of a percentage graphic representation. In the second phase, information of a qualitative kind was collected. To bridge the gap that exists between policy and practice, a SWOT analysis was conducted on educators and principals. The genuine problem was also determined through the use of focus group discussion. Children with disabilities who had completed higher education also inquired about the actual circumstance. In order to provide a suggestion as official as per determined to could not be interviews because of the pandemic scenario, eventually and eminent personality of the field who suffers from visual impairment was interviewed and discursion with personally done. It is possible to draw the conclusion that children with visual impairment who are enrolled in secondary schools do not have the necessary school readiness skills due to a combination of the quantitative and qualitative evidence that is available.

Key words:

CHAPTER – 1

INTRODUCTION

CHAPTER - 1

INTRODUCTION

The process of instructing a child introduces a fresh obstacle. Swami Vivekananda is credited with having said, "We cannot really teach a child. On the other hand, it can only provide the child with input. The things that a child sees, hears, smells, tastes, and touches are what ultimately teach him. It is through his experiences that he gains knowledge, and it is our job as educators to provide him with experiences that are appropriate for his age and level of development. "

1.1   The Meaning of Education and Its Role in Society

T. Raymont made a very insightful observation when he stated that "education is the process by which a person grows from childhood to adulthood, a process by which he gradually adapts to various conditions in his physical, social, and spiritual environment." The goals of education are as follows:

a. Mental development

b. Growth in a physical sense

c. Behavioral development

d. Spiritual progress

e. How to eke out a living for oneself

f. Human development

g. Instruction in public health

h. Beauty development

i. The cultivation of the community

j. Cultural development

k. Complete development

1.2   Background to the Special Education for Visually Impaired Children

It is understandable that people believe children with disabilities are helpless and a burden on society because in the past, education for disabled children was a subject that was neglected. In addition to this, it is understandable that these children cannot be instructed. The general public's understanding of what it means to be blind has undergone a gradual but steady process of transformation. Blindness has been around for as long as life itself, but it would be inaccurate to say that the development of civilization has always been concurrent with the introduction of new services for blind people. Blindness is a condition that has been around for centuries, and even today, the term can have both positive and negative connotations. Different cultures and religions have developed different perspectives on how to treat those who are blind throughout history. Those who are blind or visually impaired are not taken into consideration. They have the ability to conceive and give birth in the same manner as everyone else. The contributions made by children in India who are blind or have some other form of visual impairment date back more than a century.

CHAPTER - 1
INTRODUCTION

Miss Anne Sharp established the first school for the blind in Amritsar, India, in the year 1887. In the following decade, in the year 1890, one of the largest schools for the blind in India was established in Pallyamkotti. In 1897, Shri Lal Bihari Shah established the Calcutta Blind School, becoming the first Indian to do so (Mureckan and Kareparampil, 1995). In addition to the positive actions taken on a voluntary basis by the private sector, the government has also initiated positive actions in an effort to enhance the services provided to visually impaired children. In 1942, the government of India extended an invitation to Sir Clutha Mackenzie, a New Zealander, to conduct research on blindness in India. The recommendations that were included in his famous report on blindness (1944) have had a significant impact on the system that is used by those who are visually impaired. In 1947, Sir Lal Advani was appointed to serve as the minister in charge of the newly established Ministry of Education. During the time before independence, there were only 32 new schools opened for the blind. However, during the time after independence, that number increased to 400. However, people who receive benefits from services only make up 5% of the total population. They are better able to accomplish their life goal as a result of the education system that is currently in place.

They benefit from efforts made by others as well as support from the government, which enables them to become more useful members of society. The attitudes of society as a whole and of parents specifically toward blindness have undergone a sea change for the better, and they are now more aware of the positive qualities that visually impaired people possess. The relationship between a person who is disabled and the world around them is an important part of the disability issue, which has a significant impact on the social aspect of the problem. According to

CHAPTER - 1

INTRODUCTION

Culsforth's research from 1951, "the emotional disturbances experienced by the blind as a group are responsible for the visionary members of the Society and the commitment they put in the blind" (1).

A significant change came about as a result of the observance of the International Year of Disabled Persons (IYDP) in 1981. The motto of the Indian Youth Development Program (IYDP), "Full Participation and Equality," has made it possible for people to have hope. Chapter 45 of the Indian constitution ensures that people with disabilities will receive improved services. According to a report that was compiled by the Education Commission during the years 1964-1966, it was recommended that children with disabilities be integrated into regular classes as much as possible. Because of the passage of the Disability Act in 1995, a child with a disability is now considered to be a child's right rather than a social worker's responsibility. The International Conference on "Education for All," which took place in March 1990 in Jomtien, Thailand, adopted a call for all member states and international organisations to take effective steps to achieve universal education by the year 2010. This call was adopted by the conference. at the close of the year 2015 It is a matter of satisfaction that His Excellency the Prime Minister Shri Narendra Modi launched India's access to and achievement of this goal by the end of 2019 - 2020 and announced that India will be the first country among the developing countries to make India accessible. This event took place on World Disability Day, which was on December 3, 2015. World Disability Day is observed annually on the third Monday in December.

The topic of inclusive education has become a focal point of discussion regarding the evolution of education and employment policy on a global scale (Farrell

4

CHAPTER - 1
INTRODUCTION

and Ainscow, 2002). Education for children and young people with special educational needs (SEN) and disabilities is now the primary policy objective in many countries (Lindsay, 2007). There has been a discernible shift in the acceptance of various forms of religious education for children who have special educational requirements as a result of the legal and policy processes that have taken place over the past thirty years or more. To promote 'whole school' approaches to inclusion, the United States paved the way for the introduction of the Education for All Handicapped Children Act of 1975 in 1975, which was later amended as the Disability Act (IDEA) in 1990 and revised again in 1997. (Evans and Lunt, 2002). At this point, every member state of the EU possesses workable legislation that either encourages or mandates inclusion. The concept of inclusive education has been referred to as a "global agenda" by a number of commentators (Pijl et al., 1997). On the other hand, inclusive education is increasingly seen as the foundation of human rights and equal opportunities as well as the ultimate goal of democratic democracy. All of the policies and procedures that are designed to deprive other children of their right to education present a formidable obstacle when faced with the inclusion of all children. The fundamental idea is that all children, regardless of whether they have special requirements or disabilities, have the entitlement to participate in general classroom instruction. Additionally, the inclusion agenda seeks to advance conversations regarding the functions of a variety of professionals working in the field of SEN, as well as the goals of those professionals and the specialised educational institutions that are currently present in the system (Farrell and Ainscow, 2002). On the other hand, one should not automatically assume that there is universal consensus regarding the value of inclusion. There is a lot of discussion about whether or not it is

CHAPTER - 1
INTRODUCTION

possible to accomplish it, as well as how it can be accomplished. The discussion also focuses on the implications of this for the elimination of specialised educational programmes for students with special needs and the creation of an all-encompassing education system that will cater to the requirements of all pupils (Norwich, 2002).

The goal of an inclusive education system that promotes tolerance, diversity, and equality is something that should be challenged; however, the means by which this should be accomplished are extremely challenging. The idea of inclusion is rather enigmatic (Ainscow, 1999; Ballard, 1999, Slee 2000). In addition, Florian proposed in 1998 that even though there are many definitions of inclusion in the majority of situations, there is not a single definition that is universally accepted. In spite of the passage of ten years since the original assertion, one definition is still unknown, which may be indicative of the difficulty of local, national, and global placement. The needs of children and young adults in the education system and the manner in which these things are met with a high standard and an effective setting should be given priority over the concepts of inclusion ideas, despite the fact that the concepts of inclusion ideas are important. In the field of inclusion, there are a lot of different ideas, as well as a lot of different complicated problems and disagreements. However, due to the presence of complexity and conflict, an inherent risk associated with the system of textual revision and translation is oversimplification (Sebba and Sachdev, 1997). In addition, Slee's review of the literature makes the observation that authors base their lens on what they describe or present as inclusion techniques, emphasising, as a result, "the issues of vocabulary production and the theory of inclusive teaching practise" (Slee, 2001a, page 114). According to Slee (2000), the lack of a universally accepted language for inclusive education has resulted in the development of

CHAPTER - 1
INTRODUCTION

schooling as a universal word system. In its early stages, the movement toward inclusive education concentrated primarily on assisting students who were disabled or had learning difficulties. This disagreement is reflected in each and every book, as well as in a great number of other legal documents (Ainscow et al., 2006). Recent years have seen an expansion of the idea of inclusion, which now caters to people who are at risk of being discriminated against or excluded for any reason. The phrase "barriers to learning and participation" can be thought of as being addressed through this method, and "learning and participatory learning support services" can be provided as a result (Ainscow et al., 2006). This support is thought of as including all activities, including those that are considered to be additional or complementary subjects that increase the school's capacity to deal with diversity (Booth and Ainscow, 2002). According to Gerschel (2003), other aspects of a person's identity, such as their gender, race, nationality, language, economic status, and disability, are linked to their level of ability. The fact that many of these factors interact or interact with one another and can lead to discrimination or exclusion is one of the primary reasons for taking this comprehensive approach. Isolating oneself, for example, has the potential to cause one to think incorrectly because it narrows their focus (Topping and Maloney, 2005). According to what was stated in (Booth and Ainscow, 1998), policies relating to enrollment should not be considered only from the perspective of special education need. This concept is reflected in the advice that Ofsted gives to schools in the United Kingdom, where the attention is focused on a variety of vulnerable and non-vulnerable groups. The inclusion of education is not just a concern for one group of students, such as those who have been expelled from school or who may be expelled from school, according to the guideline. It is about providing

children and young people of all ages, genders, races, levels of achievement, and backgrounds with the same opportunities, regardless of those factors.

The Additional Learning Support Act, which was passed in Scotland in 2004 (Scottish Principal, 2004), also embraces this broader concept of inclusion. It replaces the more narrow view of special educational needs with the concept of "additional learning support," which is a more all-encompassing view of inclusion. At some point in their academic careers, any or all students may, for a variety of reasons, require some form of additional support in order to successfully complete their assigned schoolwork. However, there are authors who acknowledge this strategy and express concern that the inclusion movement as a whole may lead to the needs and requirements of students with special educational needs, as well as those of other groups, being ignored (see Farrell, 2004). It is of the utmost importance to ensure that the highly specialised knowledge and abilities that have been acquired through special education do not become obscured or dispersed by any of this, including the approach (Norwich, 2002). The counterargument is that children and young people are only defined by their special educational needs; other factors such as social disadvantages, family background, gender, or race are important in understanding the needs of the whole child and providing for their holistic development (Farrell, 2003). Slee argues in favour of the broader definition by stating that "what is represented as the SEN agenda must be clarified on all types of exclusion in education in order to address the future needs of inclusive schools." [Citation needed] (2001a, p.118). According to his reasoning, "therefore, a dialogue of inclusive education should re-align itself with a well-documented education policy framework and understanding of specific details." [Citation needed]

CHAPTER - 1
INTRODUCTION

Inclusion is not a new idea; rather, its roots can be traced back to the study of special education and different types of impairments. Special pioneers worked tirelessly throughout the 19th century to improve educational opportunities for children and adolescents who were previously barred from attending school (Reynolds and Ainscow, 1994). After some time, governments took responsibility for doing that. The twenty-first century witnessed the birth and growth of the field of special education, and by the end of the century, students with disabilities were almost exclusively educated in special schools. The categorization of children's education according to the severity of their conditions was considered important because it was believed that these children were less likely to profit from conventional teaching strategies (Thomas, Walker and Webb, 1998). Historically, a medical model of disability that views learning barriers as being internal to a child has provided support for specialised, segregated education for children with disabilities. Additionally, it has contributed to the acceleration of the development of psychometrics. These two models have made it easier to classify students according to their disabilities and have led to more individualised educational experiences for those students. For a good number of years, people generally did not object to using this method of separation. As the field of specialised education grew, the idea that diversified provision was the most appropriate and effective option to meet the needs of a minority while protecting the efficacy of public education became widely accepted and unquestionable (Pijl and Meijer, 1994).

It wasn't until the expansion of the international human rights organisation in the 1960s that the system of parallel provision started to be questioned; previously, it had been unquestioned. Issues concerning equality of access and opportunity for

CHAPTER - 1
INTRODUCTION

learning became stronger, and integration became a major platform as people with disabilities challenged stigma and restricted segregated education and expressed their anger and dissatisfaction. The political pressure brought on by disability rights activists and advocates for parents' rights started to shift social norms, which eventually led to legal reforms in the education system. Teachers have been looking into different ways to help formerly segregated groups integrate successfully into traditional educational settings. At the same time, an analysis of the usefulness and performance of the segmented educational system was carried out. According to Thomas and colleagues (1998), the provision of segregation is not something that should be ignored. In addition, researchers started bringing attention to the fact that the special school system selects students from minority groups and children from socially disadvantaged groups in a different way (Dunn, 1968; Mercer, 1970; Tomlinson, 1981). At the end of the twentieth century, there was a growing consensus, driven by moral values and strong evidence, that inclusion was "the right philosophy and the right framework for reforming education." This notion of inclusion being "the right philosophy and the right framework for reforming education" was referred to as "inclusive education" (Thomas et al., 1998, p.4). The current focus on inclusive education can be seen as yet another step along this long and winding path of history. Despite this, it is an essential move because it seeks to alter the conventional method in ways that will increase its capacity to react appropriately to the needs of all readers (Ainscow, 1999). The shift toward inclusion is not only a change in technological or organisational practises, but also a movement with a distinct philosophy that is grounded in human rights theories. This shift has been gaining momentum in recent years. This vision demonstrates that advancement

CHAPTER - 1
INTRODUCTION

is possible if we acknowledge that the challenges students face are the result of the way schools are organised at the present time and that effective instructional practises are in place. It has been argued that schools need to be transformed, and teaching needs to be developed, in ways that will lead to a better response to the differences that exist among students; recognising these differences not as a problem to be solved, but rather as an opportunity to enrich learning (UNESCO, 2005), page 9;

The defence of fundamental human rights is one of the most compelling arguments in favour of inclusive education. In the end, those involved in the human rights movement were forced to inform everyone and treat them with equality and fairness. It was stated in the Universal Declaration of Human Rights (published by the United Nations in 1948) that the Fundamental Right to Education must be taken. According to the United Nations Convention on the Rights of the Child, children with disabilities and children who do not have disabilities have equal rights to the opportunity to receive an education (United Nations, 1989). A student's right to a just and inclusive education in their community is thought to have been violated when they are subjected to an educational environment that is divided. It could also make it more difficult for them to take advantage of educational opportunities in the years to come. The Statement of Salamanca and the Framework for Action (UNESCO, 1994), the UN General Law on Equal Opportunity for People with Disabilities (United Nations, 1993), the UN Convention on the Rights of the Child (United Nations, 1989), and the Dakar Framework for Action are all examples of international human rights laws and conventions (UNESCO, 2000). All of these documents now place a significant emphasis on the right of every student to receive an education that is inclusive. The Salamanca Statement and the Action Plan that goes along with it are

among the most significant pieces of writing ever produced in the field of special education anywhere in the world (UNESCO, 1994). It has a strong foundation in a vision that is centred on the rights of students to receive an education. Reaffirming the right to education for all, as stated in the 1948 Universal Declaration of Human Rights, and to renew the promise made by the international community at the International Conference on Universal Education Although the Statement uses the term "special needs," it reaffirms its original commitment to: 1990 in order to guarantee the rights of all people, despite the various individual differences (UNESCO, 1994, p. Vii). The statement that is included in the National Guidelines for the Performance at the National Level acknowledges that the majority of the necessary changes do not only relate to children who have special educational needs. According to a report published by UNESCO in 1994, significant changes must be made to education in order to raise the overall level of scholastic achievement of all children and improve the overall quality of education. It was stated by UNESCO (1994, page ix) that regular schools that practise inclusive education are the most effective means for eliminating all forms of discrimination. It goes on to suggest that regular schools provide an effective education for the majority of children, thereby improving the overall efficiency and cost effectiveness of the education system as a whole.

1.3   Integration

It was a violation of the barrier to the segregation of children with disabilities when children with special needs were allowed to attend mainstream schools. This

gave these children more freedom and equal opportunity to connect with other children who did not have disabilities. In general, children with disabilities were able to attend regular schools, but they were frequently segregated into a separate group or given instruction in a special class (Forman, 2005). The following are some of the reasons why the merger was unable to assist the disabled child:

1. Regular educators lacked the training and experience necessary to successfully instruct children with special needs in their classrooms.

2. They are of the opinion that teaching should be reserved for only the most qualified individuals. That is not part of their remit.

3. Normal educators were under the impression that taking on the responsibility of instructing students with special needs would subject them to an increased amount of labour and anxiety.

Because of the factors mentioned above, the process of integrating children who have disabilities into regular classrooms was unable to produce the desired results.

1.4   Inclusive Education

The inclusive approach is not at all comparable to the inclusive education concept. As opposed to the inclusive approach, which only involves children with disabilities in a limited number of school programmes and activities, the current focus is on ensuring that children with disabilities are included in all of the school's programmes and activities. There were a variety of classes and units that were ruled ineligible. In the classroom, every child, regardless of whether or not they have a

disability, should have the opportunity to participate, as well as the right to speak, work, and collaborate with their peers (Andrews & Lupart, 1993; Smith et al., 2005). The core debate regarding inclusive education is not only based on educational issues, but also on the social and moral issues that are associated with children who have special needs (Inclusion International, 1998).

The idea of inclusion is predicated on the belief that it is a child's fundamental right to receive an education in any setting, regardless of whether or not the child has a disability, and that the needs of the child should come first, followed by the needs of the child's disability. It makes the suggestion that different global skills ought to be used in their place of disability. All students who have a right to true inclusion, active participation with others in the experience that is being offered, recognition as members of the school community, and access to a programme that provides the highest quality education with a variety of skills, abilities, and qualifications are included in the inclusion (Ainscow, 2000; Farrell, 2000). In addition, it is about the philosophy of acceptance, in which each individual is respected and treated with respect for themselves and others (Carrignon, 2000).

1.5   The International and National Vision for Inclusion

Article 26 of the Universal Declaration of Human Rights (1948), which states that "everyone has the right to education," is the document that is credited with being the first to introduce the idea of inclusive education. After that, in 1989, the United Nations Convention on the Rights of the Child made the Universal Declaration a mandate, and it stated that everyone should have "effective access to education,

training, and health care services." This proclamation extends to all children, including those who have physical or mental impairments. The goals of this Declaration are to ensure that children who have disabilities are fully included in both the classroom and the community.

In June of 1994, discussions were held in Salamanca that included more than 300 participants representing 92 governments (including India) and 25 international organisations. These discussions led to the creation of the Salamanca statement and the Framework for Special Needs Education (1994). Consider the significant policy adjustments that are required to advance inclusive education in order to move forward with the goals of universal education. It emphasises that schools should welcome all children regardless of their physical, intellectual, social, emotional, or linguistic circumstances as well as any other circumstances that may exist. The following statement is made clear in the document: "Those with special educational needs must have access to ordinary schools. These schools must be able to accommodate them within the child and provide a pedagogy that is able to meet these needs."

The United Nations Convention on the Rights of Persons with Disabilities is a significant development that helps to advance inclusive education (2006). It recognises unequivocally that children with disabilities should not be excluded from the general education system because of their disability and provides robust support for the idea of inclusive education as well as its operation.

1.6   Integrated Education for Children with Disabilities

The Centrally Sponsored Scheme of the IEDC was implemented by the government in the 1970s with the intention of facilitating educational success and maintenance for students with disabilities who were enrolled in mainstream schools and providing educational opportunities to students with disabilities. The establishment of resource centres, the surveying and testing of children who have disabilities, the purchasing and production of educational materials, and the training and training of teachers are all made possible thanks to this programme, which offers complete financial assistance for these endeavours.

The National Education Policy and Action Plan of 1992 places an emphasis on the requirement that children who have special needs be integrated with children who do not have those needs. According to the National Plan of Employment from 1986, the objective that needs to be accomplished is to "unite the physically and mentally disabled with the general public as equal partners, to be them for facing all fears with confidence as human beings."

This has had a significant impact on the Indian state in the form of three laws such as the Indian Rehabilitation Act, 1992, P.W.D. Act, 1995, and National Trust Act. For People with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999. Although the RCI Act was only concerned with stumbling blocks, the Common Law of Equal Opportunity for People with Disabilities of 1993 was an important decision to improve the educational environment of people with disabilities.

1.7   Components of the Scheme

The programme will provide assistance with two different kinds of different components:

- Groups that are led by the students themselves

- Additional constituent parts (eg. those related to infrastructure, teacher training, awareness, etc.)

- Student-specific components –

- In Student-focused sections - it is proposed to provide assistance to States / Union Regions / Private Institutions @ Rs. 1200/- per child with disabilities per year at the grassroots level. An additional amount of Rs. 600/- per child per annum for each child's bursary will be provided by State Government. This amount of Rs. 3000/- per child with a disability per year may be used for the following components -

Evaluation and diagnosis of children with disabilities The evaluation team may consist of a team of specialists from a variety of specialised professions, including clinical psychologists, therapists, physicians, and any other specialist support based on the requirements of the students.

The provision of resources and equipment to any and all students with disabilities who have a requirement for it, in the event that these have not already been made available through other programmes such as ADIP, State Schemes, voluntary organisations, Rotary clubs, and so on.

Access to reading materials Access to reading materials that ensures that every student with a disability will be able to access reading material according to their

needs, such as Braille textbooks, audio cassettes, speech books, and so on, as well as large-print textbooks and any other fundamentals.

The provision of resources such as transportation services, accommodations in a hostel, scholarships, grants, books, uniforms, support materials, and support personnel (students, maneuvers).

The grant for girls with disabilities because girls with disabilities face discrimination, in addition to the availability of resources under all programmes specifically targeted for girls' education, they will be awarded a grant of Rs. 200 per month at the second level to promote their participation in higher secondary education. This grant will be given to them in order to encourage their participation in higher secondary education.

Utilization of Information and Communications Technology: Access to technology is very important for people with disabilities because it increases their access to a large amount of information that is not otherwise available. Computers that are provided to high school students will also be made available to those with disabilities. The programme will provide the purchase of appropriate technology in the form of specialised software such as Screen Reading software such as JAWS, SAFA, etc. as well as hardware such as modified keyboards.

The programme will cover the costs incurred in organising the collection of such grants as approved by the Principal / Education Management. Financial assistance under this programme will be made available for the purchase / production of disability education materials and the procurement of necessities. Where necessary, available information will be translated and produced in regional languages.

CHAPTER - 1
INTRODUCTION

Educational development materials: - The programme will cover the costs incurred in organising the collection of such grants as approved by the Principal / Education Management.

In addition, the programme will provide funding for workshops that are aimed at improving the content of curricula as well as the development of additional resources, including educational resources, for use by both teachers and students in the highest level of education.

At the local level, support from the outside should be mobilised from a multidisciplinary team of specialists such as educational psychologists, speech therapists and occupational therapists, physiotherapists, mobility educators, and medical professionals. Support can be made available at the group level, and the needs of children with disabilities who are enrolled in the school group can be addressed.

The programme for children and young people with disabilities who are enrolled in high school will pay for the costs incurred in compiling such funding in the form of TA / DA and consultation fees. Funds can be deducted from specific child funds of Rs. 3000 / - per child.

The remaining components (eg those related to infrastructure, teacher training, awareness, etc.)

These parts can be explained as follows to ensure that students with disabilities have access to each classroom, laboratory library, and school toilet. The costs of non-profit components such as teacher training, construction and equipping of

CHAPTER - 1
INTRODUCTION

resources, construction of model schools, research and monitoring, etc. will be paid separately.

Special / ordinary school teacher training: Special teachers will be trained through standard programmes run by the National Institutes / Apex Institutes of RCI or under any other State programmes. There should be part of the on-the-job training of resource teachers to equip them to manage other disability areas. All mainstream teachers will be trained in specific techniques such as practical academic assessment, individualised curriculum planning and specific needs, teaching styles that include audio and visual resources, appropriate teaching strategies, etc.

Orientation of principals, education managers: This training will include developing strategies for managing inclusive education. This will include teachers (special and general), local education administrators, Principals / Institutional Principals, parents / guardians of children with disabilities.

Increasing the capacity of training institutions and soliciting the assistance of already existing organisations and non-governmental organisations (NGOs) are two steps that need to be taken in order to create a comprehensive school teacher training programme and educational interventions for particular disabilities.

- The provision of both space and facilities.
- The establishment of additional schools that are already in operation, such as Integrated Schools, with the goal of speeding up the process of educating children and young adults who have disabilities through the collaborative efforts of their parents, teachers, the community, and various governments. Procedures will be developed at the intermediate level with the assistance of

the pertinent state and national level agencies, to provide a comprehensive range of support for these schools. Fees for this service will be collected in the research section.

- The State Government or NGOs will need to make recommendations for the design and development of new aids, ICT technologies, teaching aids, specialised materials or other materials needed to provide a disabled child with equal access to education. Each year, 5% of Medium-level funding will be allocated to management, new projects, and R&D, in addition to monitoring and evaluation.

- Environment Plans up to Rs. 10,000 / - per programme at local level.

The plan will provide funding only in cases where there are no other subsidiary provisions operating at Provincial / Central level.

Other Support -

All children with disabilities who are included in the general education system may not require changes in the curriculum and assessment procedures at the second level. However, there may be times when they need some correction. Governments, UTs, and Non-Governmental Organizations may receive the support of specialised teachers, SCERTs, DIETs, Special Schools, Service Centers, Non-Governmental Organizations, State Boards, and any other public institutions available at the loca Governments, UTs, and Non-Governmental Organizations may

Existing inspection procedures can be reviewed at State level and adjusted accordingly. The provision of alternative assessment methods for children and youth with disabilities should be considered and provided for by Examination Boards. This

is particularly seen as the process of issuing relevant directives and notices to the Boards involved. The separate budget as it is is not planned under this plan.

Relationships and communication are extremely important.

Coordinating Committees at various levels, such as the district, district, and district level, will assist in the planning and implementation of inclusive secondary education. Liaison with various Services / Organizations, such as the Department of Social Justice and Empowerment, Government of India, Council for the Moral Reform of India (RCI); National Trust etc., will help create a combination of resources and funding to address the needs of children with disabilities. The formation of the Department of Social Justice and Empowerment, Department of Social Justice and Empowerment

The Guidelines for Unwinding:

At the second level, young people with disabilities over the age of 18 will be supported for up to four years to help them complete higher education. Provisions will be made for the relaxation of rules relating to admission, minimum or age of admission age, promotion, and screening process by provincial governments, administrators of UTs, non-governmental organisations, and other implementing agencies.

Institutions That Are Actively In Operation

Directly using the system will be the Provincial Government Education Departments as well as the UT Administration. Countries and UTs may also include Non-Governmental Organizations (NGOs) with prior experience working in the field of disability education in the process of putting the programme into action.

CHAPTER - 1
INTRODUCTION

There will be the development / flexibility of strategies and practises for implementation, depending on the context requirements. The authority to translate or re-translate the provisions of the programme will be to the Secretary, School Education and Literacy, and the Government of India. The programme can also be used by higher education organisations that have experience in the field of education and / or rehabilitation.

Control, Observation, and Reporting -

The existing Management Cell that was built under the IEDC system must achieve its purpose. Appropriate structures will be established at the Intermediate, Provincial, District, and block and city levels to ensure employee response at various levels. The implementing agency must establish a Management Cell to initiate, monitor, and evaluate the system. In countries / UTs where the Administration Cell has not been established, the State Department of Education will begin the process.

Data on the enrollment and performance of children with disabilities in the second phase of the proforma to be developed at intermediate level will need to be monitored by the provinces. At the national level, a comprehensive monitoring mechanism will be established at MHRD with the involvement of National Apex level institutions such as NCERT and / or NIEPA and / or accredited volunteer organisations and / or individual and / or private organisations.

The Selection of Extraordinary Instructors -

In point of fact, it is often the case that participants do not view the concept of integration and inclusion as different perspectives. In point of fact, this is not true.

There is a significant difference between the two concepts. The following are some of the reasons why we can cancel the difference between integration and inclusion:

1. Integration is a process that starts the process of integrating children with disabilities into the general education system. However, integration does not provide any guarantee of providing education for the needs of children with disabilities. Inclusion, on the other hand, does provide a guarantee of universal education in caring for all of the needs of children with disabilities.

2. Integration brings to light the difficulties faced by children, and inclusion brings to light the injustices against the environment.

3. During assembly, no repairs are made; however, repairs are carried out during installation in accordance with the requirements of the disabled child.

4. Integration acknowledges the limitations of the child, whereas inclusion acknowledges the capabilities of the child.

5. Integration acknowledges the failures of students, while inclusion acknowledges the failures of the community.

6. While inclusion suggests including a student with a disability in all school activities through the use of appropriate procedures, integration does not include a student with a disability in all of the activities at the school.

1.8   P.W.D. Act, 1995

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 came into effect on February 7, 1996. It is a significant

step which ensures equal opportunities for the people with disabilities. The main provisions of the Act are as follows: the government shall ensure that the persons with disabilities contribute themselves as an important part of the nation building; the government shall ensure that the persons with disabilities contribute themselves as an important part of the nation building; the government shall ensure that the persons with disabilities contribute themselves as an important part

1.9   N.T. Act, 1999

A statutory body, known as the National Trust, was constituted by the Parliamentary Act named as "The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999." Under the said Act, the National Trust was set up to carry out two basic duties that includes legal duty and welfare of the persons with disabilities (divyangjan). It has a process under Section 12(1) of the Act and under this, the trust initially register the organisations who are working in the concerned field and after this process, appointment of legal guardians are also carry – forwarded simultaneously. As per Section 14 – 17 of the National Trust Act, 1999, the trust appoints guardians who look after the persons covered under the Act and further, they take all legal decisions on behalf of the differently – able persons. Further, as per Section 13 of the National Trust Act, 1999, the trust constitutes a Local Level Committee (LLC) in every district which has to look after the appointed guardians and also promote few activities for persons with disabilities.

A State Nodal Agency Centre (SNAC) has also been chosen in order to carry out the activities of the National Trust and its effective implementation at the state level. Additionally, a State Level Coordination Committee (SLCC) has been established in every state. This committee is responsible for the effective implementation and monitoring of the National Trust's schemes. In further progress, a State Nodal Agency Centre (SLCC) has also been chosen.

The State Level Coordination Committee (SLCC) is in charge of monitoring the National Trust's various schemes. Some of these schemes include "Disha," which is an early intervention and school readiness scheme for 0 to 10 years; "Vikaas," which is a day care scheme for 10+ years; "Disha – cum – Vikaas," which is a day care scheme; "Samarth," which is a respite care residential scheme; "Gharaunda," which is

1.10   R.C.I. Act, 1992

R.C.I. was established as a statutory body on 22nd June, 1993. R.C.I. Act was further amended in 2000. Rehabilitation Council of India Act was first established as registered society in 1986. Further in 1992, R.C.I. Act was taken into force by Parliament. R.C.I. was established as a statutory body on 22nd June, 1993. R.C.I. Act was further amended in 2000. The mission of R.C.I. is to develop courses

R.C.I. regulates and maintains services for persons with disabilities. It standardises syllabus for training programmes and also maintains a central rehabilitation register for qualified professionals. It also recognises institutes for

running effective training programmes and also has the power to cancel recognization in the event that the institute is not performing its functions satisfactorily.

1.11   Unified National Crime Reduction and Prevention Act of 2006

The Convention on the Rights of Persons with Disabilities was adopted on the 13th of December, 2006 at the United Nations Headquarters in New York. It was opened for signature on the 30th of March, 2007. India has signed for the convention on the same day of opening for signing, but rectified it on the 1st of October, 2007. The primary objective of this convention is to promote and ensure full and equal enjoyment of all human rights and fundamental freedom by all persons with disabilities and to provide for the protection of these rights.

In addition to this, it is the responsibility of the school to ensure that people with disabilities have access to everything and can live their lives to the fullest, free from the threat of being discriminated against in any way.

1.12   R.P.W.D. Act, 2016

Rights of Persons with Disability Act was enacted on 27th December, 2016. Under this Act, coverage of disabilities increases from 7 to 21 compared to P.W.D. Act, 1995. R.P.W.D. Act, 2016 is different from P.W.D. Act, 1995 on the ground that the coverage of disability widened from the latter, concept of legal disability is changed as previously, legally, a person is considered as a person with disability when he has a medical certificate of 40% or more given by Medical Board. Whereas in this

CHAPTER - 1
INTRODUCTION

Act, this concept was taken as "Benchmark Disability" but the meaning is still the same as what is was in P.W.D. Act. Moreover, concept of blindness was changed instead of 6/60 metres, in this Act, it is explained as 3/60 metres visual acuity as a basis of measuring blindness. Moreover, under Section 3 of this Act, it is explained about the duties of educational institution to admit all children with disability without making any discrimination and provide them equal environment by making it accessible and also develop appropriate reasonable accommodation for achieving full goal of inclusion. To meet the target of inclusion, under Section 16 of this Act, it is directed to local Government and school to conduct survey in every five year to identify their special needs and to prepare human resource for educational purpose of children with disability by establishing adequate training institution and also to train all teachers and also appoint teachers having knowledge of braille and sign language.

CHAPTER – 2
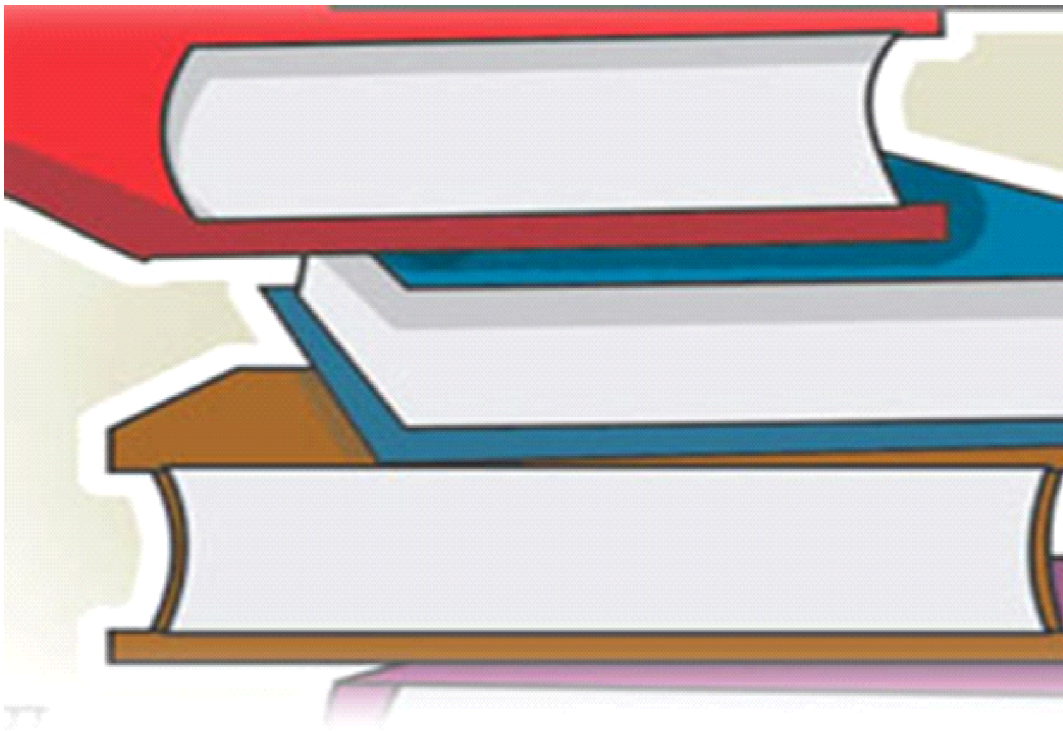
REVIEW OF RELATED LITERATURE

CHAPTER – 2

REVIEW OF RELATED LITERATURE

A review of the relevant literature plays a very important part in deciding what have been done and what are to be done, what new challenges there are, what should be required to be added in existing phenomenon, how the nature of the problem is affected and effected by relevant issues, and so on.

To ensure the success of the present work, a thorough review is essential. The following is an example of how the literature review can be presented for the purpose of conducting research:

Everyone is aware that the idea of inclusive education is the most cutting-edge plan of the 21st century, and every government has made the decision to put it into practise. Even though the government has put in a lot of work, there has been no progress. The problem of successful inclusion has a universal basis, which can be supported by the following work that has been reviewed and done by scholars from different countries:

Demirdag, S. [2017]. 175-186 in European Journal of Educational Research, volume 6, issue 2. doi: 10.12973/ eu-jer.6.2.175, which reported that what is important for leaders to consider when giving instructions on how to include people. "The Effects of Inclusion and What Instructional Leaders Need to Know About Them" The primary objective of this research was to investigate the effects of inclusive science education on the scientific conceptual understandings of middle school students who were part of the general education population.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

The research was carried out at a middle school located in a large urban school district in the midwestern United States. The research was designed to follow a quasi-experimental methodology. The current investigation utilised a method of selection that did not involve randomization for any of the candidate selections.

The findings of the study showed that inclusive education had a positive and significant effect on the conceptual understanding of children without disabilities who were enrolled in inclusive science classrooms.

Intellectual and developmental disabilities: (Feb 2015. Volume 53, No. 1, Pp 70 – 85) it is reported under an article on "This new field of inclusive education: Beginning a dialogue on conceptual formation" that there should be a new dialogue among educational researchers and teacher educators about the intellectual resources that can best support inclusive education everywhere. The article is titled "This new field of inclusive education: Beginning a dialogue on conceptual formation." This article presents an initial collection of intellectual resources for inclusive education that can accommodate such complex schooling conditions. These resources can be found in the following sections.

According to research by M. Shrivastava and colleagues, regular schools in the majority of developing countries have large classes with a small number of teachers. As a result, many educators are reluctant to work with special needs students because they view it as an additional burden on their workload (UNICEF, 2003). According to the findings of this review, developing nations pay very little attention to their teaching staff.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

Only a few studies have been done that report on the attitudes of teachers in developing countries towards inclusive education. These studies indicate that teachers in these countries have inadequate knowledge and skills to meet the needs of students who have disabilities. (Johnstone and Chapman 2009; Kuyini and Desai 2007; Mdikana, Ntshangase, and Mayekiso 2007; Ocloo and Subbey 2008; Parshuram 2006) [Johnstone and Chapman 2009]

Inclusive education in developing countries: a closer look at its implementation over the past ten years (source) Educational Review, Volume 67, Number 2 in 2015, Pages (179 – 195).

Ankava University in Turkey's Sucuoglu and Akalin published their findings in 2014. In Turkey, an investigation into the instructional factors of inclusive elementary school classrooms was carried out.

The study served a dual purpose, both of which are as follows: are – To determine the instructional variables of inclusive classrooms, and the second was to investigate to what extent the student's behaviour changes according to the eco-behavioral characteristics of inclusive classrooms. Both of these goals were accomplished.

There were a total of 44 students with a mild disability who were placed in regular classrooms. These students ranged in age from 6 to 12 years old.

It was determined that the Turkish version of the code for instruction structure and student's academic response should be used for the main stream version.

According to the findings of the molar analysis, certain student behaviours, such as lack of academic response, lack of talk management, and writing self-

stimulation, were not affected by instructional grouping. On the other hand, attention behaviours of students were found to be affected by the instructional grouping. The students' writing behaviour improved while they were doing math, but it got worse when they were in discussion conditions.

A qualitative phenomenological study on "Parental Involvement in the Individual Educational Programme for Israeli Students" was carried out by Hebal (2014) at the Levinsky College of Education in Israel.

The goal of the study was to gain an understanding of the perspectives and experiences held by Israeli parents of students who have a severe disability regarding their children's participation in individual education programmes (IEPs). Interviews with a total of twenty parents were conducted in order to collect data from their children's experiences in special schools. The primary takeaway from the study is that maintaining a healthy relationship of collaboration and participation between parents and teachers is an ongoing process that needs to be tended to on a daily basis. Trusting relationships and open lines of communication between families and schools are essential to the success of collaborative efforts between parents and teachers in the development of individualised education programmes (IEPs).

University of Wisconsin research done by Drame and Kamphoff (2014). The University of Wisconsin carried out research in the form of a comparative case study under the heading "Perception of Disability and access to Inclusive Education in West Africa."

According to a study, educating students with disabilities in a general education setting that is inclusive has been shown to increase academic achievements,

increase peer acceptance, increase self-esteem, create a richer friendship network, and have positive effects that last a lifetime.

Access to education, how communities and societies view individuals with disabilities, poverty, and inadequate teacher training and pedagogy are just some of the factors that have a negative impact on inclusive education for all in Senegal.

It has been reported from the country of Senegal that schools in order to improve inclusive education for ll, they need to have accessibility. The most important fact is that Senegal, a country in West Africa, has committed to achieving higher levels of inclusion by the year 2015.

According to a report published by Oxfam International on the global dimensions of inclusion, following the disclosure of facts, it was found that 125 million children do not go to school; of those children, two-thirds are girls. Fifty million children start school but withdraw before they are able to read or write. There has been a decrease in the number of girls in some countries, such as Pakistan and Afghanistan, but there has been an increase in the number of girls attending school in Arab countries and Bangladesh. Literacy rates among adults in developing countries hover around the 25% mark.

EFA 2000 has been moved up to 2015, but the director of Oxfam argued that even this target is unattainable given the current trajectory of progress, and that 75 million children will be without access to primary education in 2015.

It is given under the book "Exclusion to Inclusion" in chapter 2 following information that it is reported under G8 Summit that all world leaders agreed to boost investment in education and support the initiative to help meet the shared goal of

universal primary education. This information is given after it is given that it is given that it is given that it is given that it is given that it is given that it is given that it is given that it is given that it (Page 19). In India, the issue of disability continues to be a significant barrier to progress toward the goal of universal primary education. According to research conducted by the NSSO (2002), the likelihood of a child with a disability not attending school is five and a half times higher than the likelihood of a child without a disability not attending school. In the case of blindness, almost three quarters of children who have severe impairments are not attending school, and more than half of them never enrol. The most difficult obstacle was the general public's mindset. (Page 22).

The rate of progress toward the goal of inclusion is excruciatingly slow, and there is much more work to be done if education for all is to be achieved. If progress continues at the current rate, education for all will not be achieved even in the next 100 years, let alone by 2015. (Page 24)

A research project was carried out at the University of Nebraska by Swain and Arrab (2014) to learn more about "Teachers perception towards students with special education needs in Cameroon secondary school."

The purpose of this research was to investigate how teachers feel about incorporating students who have special needs into their regular curriculum.

A total of 130 secondary school teachers from five different schools participated in the study.

A survey was carried out, and the questionnaires used contained 26 questions. The analysis was carried out with the assistance of descriptive statistics, as well as the

T-test and the anova. The findings of the study showed that teachers have a positive attitude toward students who have special needs. On the other hand, the study also found that teachers lacked the resources and training necessary to effectively work with students who have special needs.

Vianne Timmons, Words Lyons, and Thomson all contributed to an article that was published in the 2015 edition of the International Journal on Inclusive Education, which was found in volume 19, number 2. (Pp 121 – 140). This paper was written on the topic of inclusive education policy and what the leadership of the Canadian Teacher Association has to say about it. In conclusion, it was stated that every head of teacher association reported that their respective membership was aware of inclusive education policy and was generally in favour of it. The one and only condition is that suitable and sufficient resources must be provided.

Rajni, A (2014). An investigation into the implementation of inclusive education in the primary and secondary schools of Vishakhapatnam was carried out in order to determine the obstacles that students face when trying to learn. The use of a survey to collect data indicates that the type of study being conducted is descriptive. In order to gather information, a questionnaire was developed. Data were collected from 384 respondents, and out of those, 201 samples were taken from government schools, 70 samples were taken from private aided schools, and 113 samples were taken from private un-aided schools.

The findings of the study indicate that students with varying levels of ability are participating in their schools because of the equal opportunities provided. At the moment, there is no system in place for the monitoring and analysing of the results of the educational process. To accomplish long-term, sustainable improvements in the

calibre of inclusive education, one will need to make a number of important strategic choices.

S. K.R. and Neethu both Santosh (2014). Research was carried out on the spiritual well-being of teachers and their level of job satisfaction in inclusive classrooms where multiple intelligence teaching methods are utilised. The purpose of this study was to determine whether or not teachers who adopt multiple intelligence methods in the inclusive classroom have a different sense of spiritual well-being and job satisfaction compared to those teachers who do not adopt these methods.

The job satisfaction of teachers was measured using a job satisfaction scale developed by Dubey, Uppal, and Verma (1989), and their spiritual well-being was measured using a spiritual index of well-being developed by the same researchers (Daaleman and Frey, 2004).

According to the results of an independent t-test, teachers who use the multiple intelligence method in inclusive classrooms report significantly higher levels of job satisfaction. An examination of the co-relationship between spiritual well-being and job satisfaction revealed that there is a moderately positive connection between the two.

(Pandey, 2013; Soni and Rhman, 2013) It has been reported that the Right to Education Act (RTE) aims to ensure that all children gain access to schooling. However, it has already been seen to face many challenges in respect to its implementation. Some of these challenges have been attitudinal, and there are examples of schools and educational organisations placing barrier in the way of effective delivery of policies.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

A situational analysis on inclusive education for children with visual impairment was carried out in Zambia (Joseph S. Munsange, Sight Saver International, Zambia; Dr. D. Kalabula, University of Zambia; Alice M. N. Zala, Ministry of Education, Zambia). The objective of this research was to investigate the state of inclusive education for children who have visual impairments at the present time. The results of the study showed that there were only a very small number of completely blind people included, which was one out of 132. There were no special teachers assigned to the regular classrooms. The knowledge of administrative functionaries regarding inclusion is adequate. Blind children could not be accepted into schools because they were not prepared. They were included despite the lack of any supporting evidence. There is a willingness on the part of schools to accept blind students. Parents were overjoyed to learn that their children would be attending regular schools.

Rao, Ambati Nageswara (2012). In order to gain a better understanding of the social and educational experiences of students with disabilities attending higher education institutions, a study was carried out. The researcher employed a variety of different methods. For the purpose of the study, information was gathered from a variety of stakeholders by conducting in-depth interviews and participating in focus group discussions. One hundred students who have disabilities and fifty teachers were interviewed for this study. There were a total of six focus group discussions that took place.

The findings of the study show that students with disabilities face a variety of challenges when pursuing higher education; despite this, they received support from universities, their families, their friends, and their teachers.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

Panda (2010). According to the findings of the study, intelligence is linked much more closely with educational accomplishment than it is with level of aspiration. In addition, it was discovered that out of all five dimensions of emotional intelligence and empathy, there is either a very weak or nonexistent correlation with a person's level of aspiration and educational accomplishment. It was discovered that there is a significant contrast between inclusive and exclusive settings.

Kaur (2010). According to the findings of the study, the majority of principals and teachers have a positive attitude toward inclusive education, and teachers have the same attitude. A recent study highlights how important it is to put strategies into action rather than just dumping students who have disabilities.

Jain (2010). According to the findings of the study, a better administrator is someone who possesses qualifications in the field of special education and works in a school that serves students who have visual impairments.

Sharma (2010). According to the findings of the study, schools suffer from inadequate maintenance and usage of fundamental facilities. There was no special educator assigned, there was no dedicated resource room, and there was no equipment or materials provided. The educators all agreed that a lack of specialised knowledge and expertise is a barrier when it comes to working with children who have special needs.

Reema (2010). The findings of the study showed that students' ability to develop a positive self-concept was enhanced when they attended inclusive schools. However, the outcome was even more favourable in the case of male adolescents. In the event that level adjustments were made, male performed significantly better than

female. A study also suggests that the participation of visually challenged children in all learning activities will make the process of inclusion more effective.

Pande (2009). According to the findings of the study, the vast majority of principals and teachers are completely ignorant about inclusive education. They were unable to understand the difference between the ideas of inclusion and integration. The vast majority of principals and teachers have an inadequate understanding of the different kinds of disabilities. The vast majority of principals did not take any actions to improve the educational opportunities available to children who have special needs. The majority of principals did not accept the idea that these children could receive an education in regular schools because they did not believe it was possible. The majority of principals and teachers are oblivious to the existence of visually impaired students and those with visual disabilities.

Singh (2008). According to the findings of the study, the educational institutions in Delhi are not even close to being on the path to inclusion, and only 3.2 percent of disabled children are participating in the scheme of integrated education. The study also found that the implementation was ineffective in some ways.

Sharma (2008). The findings of the study showed that teaching alphabets to visually impaired children at the elementary level can be very helpful in starting the process of teaching braille reading.

Maya and Rani (2006). At the International Rehab Conference 2006, which focused on overcoming the difficulties associated with disability, you will be giving a presentation on "Human Rights of the Mentally Challenged Children" (2006). During the presentation of her paper, she stated that any discrimination between people with disabilities and people with able bodies amounts to a violation of the disabled person's

human rights in its purest form. People who have problems with their minds are the most disregarded category of disabled people. Despite the fact that a number of national and international initiatives aimed at integrating disabled people into mainstream society have already been implemented, there is still a great deal of work to be done in this area. Both the United Nations Declaration of the Rights of Persons with Disabilities and the Salamanca Declarations have provided individuals with mental retardation with certain rights and privileges.

Subramanian (2006). On January 1, 1996, the President of India gave his assent to the present paper on the Persons with Disability (Equal Opportunities, Protection of Right and Full Participation) Act, which had been passed in 1995. (NIMH, 2007). Its provisions cover everything from protection against discrimination and early detection to education, vocational training, and employment; it also gives people with disabilities preferential treatment and early detection; and it educates and trains them. This all-inclusive Person with Disability Act covers a wide range of disabilities, including mental retardation, among other conditions. People who have mental retardation are entitled to all of the same rights and provisions as everyone else. However, in the current scenario, the caretakers, and especially the parents, do not have a good understanding of the individual rights that are commonly shared by people who are mentally retarded. People who are mentally retarded and live in rural areas of our state do not receive the full benefits that are provided by the government.

Sukumaran et al (2006). A study entitled "Parental Involvement in Education of Mentally Handicapped Children" found that parents, in general, have a highly favourable attitude toward various aspects of the education of their children who have mental retardation. The research was carried out by the National Center for Education

CHAPTER – 2
REVIEW OF RELATED LITERATURE

Statistics. The provision of educational services to all students, including those who are exceptional, is subject to change as a result of shifts in society, legislation, general education, special education, related services, professions, and community agencies. Public policy regarding the education of students who have mental retardation is significantly impacted by a wide range of political factors that are also closely related to social and economic factors. As the financial burden continues to grow, educators are becoming increasingly concerned about the number of students who will receive special education and who will pay the costs of providing that education. There is a precarious equilibrium between the capacity of society to pay for special education services and the desire of society to provide those services.

Agarwall (2004). A study was done, and the results showed that including visually impaired children in regular classrooms led to improvements in both academic and subject-specific skills. The findings of the study showed that educating children with visual impairments in regular classrooms is more effective, and it helps students improve their academic skills while also improving their performance in subjects like science and mathematics. Pradhan (2003). A study was carried out to determine which mode of instruction will prove to be most effective for two distinct age groups, one consisting of children with a visual impairment aged 10 to 14 years and the other comprising children aged 5 to 9 years. The findings of the study showed that children with visual impairment between the ages of 10 and 14 years old would benefit more from using audio cassettes as a medium of learning, whereas children in the age group of 5 to 9 years would benefit more from using tactile mode as a medium of learning.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

Waldron and McLeskey (1998) conducted a study that compared the mathematical performance of students who had been instructed in inclusive settings as opposed to students who had been instructed in non-inclusive settings. The findings showed that students with learning disabilities who were educated in an inclusion programme made significantly greater gains in reading than their peers who received services from the resource room; however, there were no significant differences found between the two groups in terms of their progression in mathematics. Students with mild learning disabilities who were instructed in inclusive settings made greater reading gains than students with no disability and than students who attended resource rooms. This was the case regardless of the type of instruction they received. In the case of students with severe learning disabilities, there was no discernible difference in their reading or math performance.

Manset and Semmel (1997) looked at 11 studies that addressed the academic results associated with eight different models that used school-wide interventions to educate students with mild disabilities who were enrolled in general education classes. Manset and Semmel (P.178) came to the conclusion that the evidence presented does suggest that inclusive programmes are more effective than pull-out programmes, despite the fact that methodological problems limited the conclusions regarding the efficacy of inclusion programmes versus pull-out programmes. It was determined that students who received inclusive services had better overall performance than students who received special education services; however, the inclusion system is not yet operational in the United States at this time.

Baker and Zigmond (1995) investigated the effects of inclusive placements on students with learning disabilities through the use of five separate case studies. Case

studies was done in different states. There were a total of five schools taken, with two schools coming from urban areas, two schools coming from suburban areas, and one school coming from a rural area. Every school has developed their own set of guidelines for implementing inclusion, which necessitates additional policy changes. According to Baker and Zigmond (p.178), children with disabilities received services from inclusion programmes; however, these children did not receive instructions that were specifically designed to meet their individualised educational requirements. SRI International conducted research in the United States in 1993 to investigate the relationship between accessibility and the amount of time spent looking for benefits associated with inclusive settings. (Education Department Annual Report, 1995)

However, these findings can be interpreted in a number of different ways. For example, it's possible that students with disabilities who enrol in a greater number of GE classes have higher levels of academic and social competence. The findings of the study showed that combined services, rather than inclusion only, are more beneficial for increasing reading skills. [Citation needed] [Citation needed]

Sale and Carey (1995) evaluated the sociometric status of students with disabilities who attended an inclusive elementary school by employing a positive and negative peer nomination strategy. This strategy was used to solicit nominations from students with disabilities. The researchers asked the students to name the three students in their class whom they liked the most and the three students in their class whom they liked the least, as well as to give the reasons for their selections, and then they carried out positive and negative per nomination interviews. The findings of the study showed that the students who were most likely to be liked were, in fact, liked the least. When students who were identified as having disabilities were compared to

students who were currently eligible, the comparison revealed that students who were likely eligible received more negative peer nominations than students who were currently eligible.

Interviews and narratives were used by Reid and Button (1995) to illustrate the personal school-based experiences of six students with learning disabilities who were in sixth grade or seventh grade. In a study very similar to this one, conducted by Albinger (1995), the researcher analysed the findings of open-ended interviews with five elementary school students diagnosed with learning disabilities who had access to resource room services. The responses of the students indicated that, although they enjoyed coming to the resource room for individualised assistance, they regarded the experience of remaining in their general education classroom in order to receive specialised services as more beneficial. It was reported that students in the general education classroom were bothering students in the resource room by calling them names and giving them homework while those students were in the resource room. Guterman (1995) conducted a study to investigate the perspectives and experiences of nine high school students with learning disabilities who received their educational programme in a self-contained special education class. The interviews were not structured and were conducted both individually and in groups. The initial placement of the students in SE left them feeling not only stigmatised but also personally deficient, concerned about their status and the loss of their friends, and personally deficient. It was reported by students that the instructions they received in their special education classes did not adequately prepare them to understand social norms. In addition, the students believed that inclusion was impossible because they believed

it was unreasonable to ask their GE teachers to modify instruction in order to accommodate their individual educational requirements.

Bear, Clever, and Proctor (1991) conducted a study to investigate the impact of class placement on the self-perceptions of 52 third-graders with learning disabilities (LD) who were educated in integrated classes and 163 third-graders without disabilities who were not educated in integrated classes. Students in all three groups finished the Self-Perception Profile (SPP; Renick & Harter, 1989) in April or May. This is a self-evaluation scale that was designed to measure global self-worth in addition to academic competence, social acceptance, athletic competence, physical appearance, and behavioural conduct. The research showed that students with learning disabilities had significantly lower self-perceptions in the areas of global self-worth, scholastic competence, and behavioural conduct than their peers without disabilities who were educated in the same integrated classes. This was the case even though the students with learning disabilities were educated alongside their peers without disabilities. The intervention package programme was successful in increasing the amount of friendship between children with and without disabilities, according to the teachers who participated in the programme. Soodak et al (1988). According to the findings of the study, the affective responses were related to teacher characteristics, student disability categories, and conditions that were based in the school. It was discovered that teachers who possessed low teaching efficacy, who lacked experience in teaching, or who had low utilisation of differentiated teaching practises and teacher collaboration were found to be less receptive to inclusion.

Cowasji (1985). (1985). The main findings of study revealed that the headmasters of the selected schools had high qualifications were experienced and

were experts in the field of teaching. The regular teachers had sufficient experience teaching regular students as well as those covered by the scheme, and teachers at all schools regularly update their personal diaries. The situation of the aides to the teachers was not ideal, and there was a need for repairs. The teachers felt that the teachers orientation was useful and helped them raise their standards, both of which were positive feelings. As a result of orientation, previously unavailable extracurricular activities in schools, such as sewing and the creation of toys, have been made available.

Rane (1983). The findings of the study indicated that the disabled children who were the focus of the investigation did not have any issues with their social relationships at school and that they enjoyed their time there. The vast majority of parents and guardians believed that integrated education was beneficial for their child, and the vast majority of those who benefited from institution-based education came from low-income families living in rural areas.

The study also discovered that many schools did not make full use of the grant they were given for books, stationery, and equipment, that almost one-third of the schools lacked resource teachers and officials, and that there was a lack of trained and experienced teachers. The obstacles that stood in the way of integrated education included a lack of orientation on the issue of disabled children and their educational requirements, as well as a lack of available equipment and materials.

Lucia Bellini, a blind student from the United Kingdom, shared his experience with the fact that he received higher exam marks than all of the students in the same year who were enrolled in special schools. This is not because he is more intelligent than the other students; rather, it is due to the fact that he was given more

opportunities to succeed in general school. A parent from Lebanon shared his experience, saying that his child went to a conventional school but was not provided with the appropriate instruction or resources. He squandered three years there, but his ward is now enrolled in a special school, and there, due to the availability of the appropriate resources, his progress can be seen. A mother from Bahrain shared that her daughter was enrolled in school, but that they lived in constant fear that this would be the final year of her education. In addition, the family was required to pay more money and make arrangements for a substitute teacher. A mother from Mexico related that her daughter attended several regular schools, but she was unable to complete her primary education. Than initially checked herself into a rehabilitation facility, and she is currently participating in a workshop. According to the findings of a specialised group in Argentina, families do not have access to the necessary resources to provide support, and neither does the government. Special school also not wanted to make the needed transformation to support students with disabilities in inclusion.

In Gulbarga, an investigation into the current state of inclusive education for elementary, middle, and high school students with visual impairment was carried out in the form of a retrospective research study. The research included 12 students randomly selected from different schools: six from Gulbarga Taluka where IEFs (integrated education facilitators) were providing support to visually impaired students studying in IE schools, and six from SedamTaluka where only SSA IERTs (integrated educated resource teachers) were providing support to the IE schools with visually impaired students.

Interviews were conducted with students who had a visual impairment, as well as their class teachers, resource teachers, principals, parents, siblings, and

grandparents. A qualitative methodology was utilised for this study. Bhansujata. (2012) and in the European Journal of Social and Behavioural Sciences (eISSN: 2301-2216), the current stages of inclusion were reported. It has been brought to my attention that our policy regarding the implementation of inclusion requires significant and immediate revision. The scholar has conducted his own research and written a dissertation on the topic of "Effectiveness of Implementation of Inclusive Education for Visually Challenged Children Under Various Modes in Jodhpur City." The International Journal of Indian Psychology is where you can find this article that was published. The purpose of the study was to investigate the perspectives held by children who were classified as either general or special, as well as by general teachers, special teachers, and administrators. It was a qualitative study that took a descriptive approach, and the sampling methods that were used were purpose sampling and non-probability sampling.

Sample: The sample consists of 20 visually challenged children as well as 20 general children, 20 special educators as well as 20 general educators and five administrators from each government and non – government organisations.

Tool: Following the validation, two different questionnaires were developed. One questionnaire was used to measure the attitudes of both special and general children, as well as general and special educators. Another questionnaire was used to measure the attitudes of administrators working for both government and non-government organisations.

Methods from the field of statistics: the analysis of the data focused primarily on percentages, as well as the mean and the standard deviation.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

The results of the study showed that, according to the t-test, there is no significant difference in the attitudes held by children, educators, or administrators. This was discovered to be the study's primary finding.

A scholar likes to emphasise the following key points by using percentages: one hundred percent of administrators have accepted that the goal of EFA is still not achieved, and children with visual impairment are not included in mainstream activities.

Only 20% of respondents were in agreement that their schools provide accessibility for children who are visually impaired. Only 15% of respondents were in agreement with the statement that children who are visually impaired are getting equal opportunities in terms of education. Still, forty percent of administrators lacked knowledge regarding integration and inclusion.

Only thirty percent of the administrators surveyed agreed that their organisation has sufficient infrastructure. Ninety percent of the administrators surveyed agreed with the statement that there must be collaboration between the government and non-government sector in order to achieve better implementation. Eighty percent of respondents concurred with the statement that an inadequate supply of special educators is a significant barrier to the successful implementation of inclusive education. A consensus of eighty percent was reached regarding the fact that the goal of having no rejected applications was not met. The percentage of people who agreed that NGOs are doing a good job was only thirty percent. Eighty percent of respondents concurred with the statement that the monetary resources available to the government are not being utilised effectively. Eighty percent of those polled concurred with the statement that the implementation of legal provision is not

applying in practise for children who are visually impaired. Ninety percent of those polled expressed agreement with the statement that a lack of expertise and knowledge is a barrier to implementation. One hundred percent of the administrators had diverging opinions regarding the implementation of the missionary concept. 80% of respondents did not agree that special educators are given fair compensation, despite the fact that 90% of respondents agreed that the job of a special educator is a challenging one.

Due to the subjectivity of the data, we are unable to generalise the findings of this study; however, we are able to conclude that the implementation that has been done thus far has not been very successful. This observation can be made as a concluding remark by the researcher.

Sonia Gulati (2011) conducted her research on inclusive education in Delhi and discovered that the majority of teachers do not have training in working with **children who have special needs.** This was one of the main takeaways from her study. There is a deficiency in adequate teaching learning material, as well as teachers' orientation towards managing inclusive classrooms in order to make schools more inclusive. As a direct result of this, the vast majority of educators are hesitant to work with children who have disabilities because they view it as an additional burden. Traditional methods of instruction were utilised in the classroom by 54% of respondents, while 29% of respondents used learner-centered methods such as story methods, games methods, and activity methods. Only 17 percent of teachers were aware of effective teaching methods that could be used in inclusive classrooms, such as peer tutoring, cooperative learning, collaborative learning, team teaching, and individualised educational programmes.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

Researchers Nienke M. Ruijs and Thea T.D. Peetsma (2009) published a study in the Journal of Educational Research Review in which they examined the effects of including students with and without special educational needs in the same classroom setting. Following the completion of the review, they provided an explanation of the findings using the following three categories: are findings that are positive, findings that are negative, and mixed findings, which include the following:

a. Findings that are encouraging:

In the research conducted by Salend and Garrick Duhaney (1999), they looked at nine different articles to determine the effects of inclusive education. It has been reported that the majority of studies found that inclusion had a positive effect.

It has been found that using a separate education system, such as private tutoring or education in small groups, does not improve students' chances of completing their secondary education successfully. It has also been reported that including a greater number of students who require special education services in general education classrooms has a negative impact on the students at the secondary level. In a study that Myklebust (2007) conducted on 494 students with disabilities, he found that students achieved 77% higher levels of success when they were enrolled in inclusive classes. He acknowledged that children with special needs benefit positively from participating in inclusive classroom settings. He then investigated the question of who had greater success, namely boys or girls, and discovered that girls performed significantly better than boys in inclusive environments.

Lindsay (2007) examined a large body of research and published material. According to him, prior to the year 2000, it was not possible to make a clear idea about inclusive education. Further, he studies all publications that were published in

the years 2000 through 2005. In addition to this, he read 1373 papers and 14 comparative studies, and based on his findings, he concluded that inclusive education is beneficial for children who have mild disabilities.

b. Findings that are unfavourable:

In the study that Rogers and Thiery (2003) conducted to determine the benefits of inclusive settings in the United States, five students with learning disabilities were integrated into a general education classroom that contained 17 other students. It was discovered that inclusive settings have a negative effect, and more specifically, that four out of five students showed poor performance in their reading skills. This was understood to be a negative effect of inclusive settings.

c. Findings that are contradictory or inconclusive:

Research conducted by Cole et al. (2004) examined the impact that inclusive education has on students who have learning disabilities as well as children who have mild mental illnesses. Children with disabilities were able to participate in reading and mathematics instruction in general education classrooms if they attended inclusive classes. Some of the pupils were instructed in a separate classroom. The investigation revealed that the children who attended inclusive or non-inclusive classes were not different from one another.

In the light of the reviewed literature, it is possible to draw the conclusion that research showed positive effects, negative effects, and mixed effects of inclusion on the academic achievement of children with disabilities. This further indicates that the majority of researches have shown positive effect, however. The adverse effects are demonstrating that there are some barriers at the level of schools, such as a lack of

knowledge among teachers and physical barriers, which is creating a hurdle in the implementation of inclusive education. The researcher has made the decision to conduct research on school readiness because this is the most important factor that needs to be addressed before the process of inclusion can be carried out. Therefore, the researcher has decided to focus their efforts on the following title, which is –

An Investigation into the Degree to Which Secondary Schools in Rajasthan Are Prepared to Offer an Inclusive Education to Young People Who Have a Visual Impairment

Study of Readiness of Secondary Schools for Inclusive Education of Children with Visual Impairment in Rajasthan is the Problem Statement.

Research's Importance in Today's World:

It is common knowledge that the current educational system provides an education that is accessible to all students, and it is expected that the Rashtriya Madhyamik Shiksha Abhiyan will soon begin implementing the system at the second level (RMSA). The following are some of the reasons why current research will be important:

- Educators will be more likely to maintain a positive attitude if they continue their education.

- Education will play an important role in bridging the gap between theory and practise.

- Children who are visually impaired will benefit from a more effective method of implementing inclusive education, which can be created with the help of learning.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

- The pursuit of knowledge will be critical to realising the vision of universal education.

Objectives of the Research:

The success of the current study will be determined by whether or not the following objectives are met:

- Conduct research into the degree to which schools are prepared to offer inclusive education to children with visual impairments

- Investigating the Educators' Best Practices Regarding Inclusive Education for Children with Visual Impairments

- Conduct research into the current status of efforts to implement inclusive education for children who have visual impairments.

- Identifying areas of inconsistency in the policies and practises governing Inclusive Education for Children with Visual Impairments

- Create an efficient policy framework for future planning in order to improve the implementation of services for visually impaired children

Research questions:-

The research that is being done now will attempt to find answers to the following questions:

1. Are schools prepared to provide an inclusive education for children with visual impairments?

2. Do educators place an emphasis on providing an inclusive education for visually impaired students?

3.   Where does the implementation of inclusive education for children with disabilities stand at the moment?

4.   Where exactly is the disconnect between the policies and the procedures when it comes to inclusive education for children who have special needs?

Definitions of How Operations Work:

A comprehensive definition of visual impairment has been adopted in India by the Disability Act (PWD), which was passed in 1995, and by the National Blind Control Program (NPCB). Blindness is the condition that a person is said to be suffering from if they suffer from any of the following conditions:

1.   Absolute blindness

2.   Visual acuity that is not better than 6/6 or 20/200 on the Snellen chart for better eyes with better correction.

3.   Vision field decreases by at least 20 degrees as the angle increases.

Blindness is defined as a condition in which a person has any of the following conditions, even after the best possible correction, according to the R.P.W.D. Law, which was passed in 2016.

1.   Total and permanent blindness; or

2.   Less than a visual acuity of 3/60 or less than a visual acuity of 10/200 (Snellen) in the best eye with the best adjustment; or

3.   Vision of the visual field with an angle of less than ten degrees.

CHAPTER – 2
REVIEW OF RELATED LITERATURE

Low Vision

"Blurred vision" refers to "significantly reduced performance" in terms of performance. "A visually impaired person is one who has a visual impairment even after treatment and / or general refractive correction, and who has less than 6/18 visual acuity or vision less than 10 degrees when adjusted, but who uses, or has the ability to use the concept to plan and / or perform the task," according to the World Health Organization's (1992) definition. "A visually impaired person is one who has a visual impairment even after treatment and / or general refractive correction," As of the year 2016, the R.P.W.D. Law defines the condition of having low vision as referring to a circumstance in which a person has any of the following conditions, namely:

(a).   Visual acuity in the right eye that does not exceed 6/18, is less than 20/60 to 3/60 or 10/200 (Snellen), or is equivalent with the best adjustment; or

(b).   An angle of less than 40 degrees is reduced to 10 degrees when vision field limit is applied.

Education That Welcomes All Students:

Inclusive education is a programme in which we transfer education to children with special needs in a regular school and environmental development all in line with the needs of special children.

Differences between Integration and Inclusion:-

In practise, it is generally experienced that stakeholders do not consider the concept of integration and inclusion as separate concepts. In fact, this is not true. These two ideas couldn't be further apart in their meaning and application. The

following are some of the factors that can help clarify the distinction between integration and inclusion:

1. Integration is a process that begins to connect children with disabilities into the general education system. However, integration does not guarantee that education will be provided to meet the needs of children with disabilities, whereas inclusion does guarantee that education will be provided in general schools by taking care of all of the needs of children with disabilities. Integration is a process that begins to connect children with disabilities into the general education system.

2. Integration highlights the negatives of children whereas inclusion highlights the negatives of environment.

3. In the case of inclusion, adaptations are made to meet the needs of the child who has a disability, as opposed to integration, which does not involve any modifications being made.

4. Integration looks at a child's limitations, whereas inclusion looks at a child's strengths and potential.

5. Inclusion accepts failure on the part of the environment, while integration accepts failure on the part of the students.

6. Integration does not advocate for the participation of students with disabilities in all school activities, whereas inclusion promotes the participation of students with disabilities in all school activities that are appropriately adapted.

CHAPTER – 3

METHODOLOGY

CHAPTER- 3

METHODOLOGY

Methodology is meant by a systematic process which explains the whole procedure to achieve desired targets. In fact, it contains – method, sample tool and the system of Implementation by which desired objectives can be attained.

3.1   Method

The present study was conducted by using A MIX METHOD which was a sequential explanatory research design.

Sequential explanatory Mix Method research design uses when prime data support requires to have information in form of numerals i.e., more objective requires support in terms of quantity and comparatively few objective requires supportive information in terms of quality. Finally to sum up the results of quantitative analysis and qualitative analysis studies intensively and try to achieve the result which may be generalised.

Clark (2011) reported that in a sequential explanatory research, researcher first collects quantitative data and then collect qualitative data which helps in explaining the rational for the approach. The rational for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis,

specifically through qualitative data collection is needed to refine, extend or explain the general picture.

An investigation of this observation was conducted between May – July 2020 with special reference to Cairo using a mixed method approach that combines both quantitative and qualitative methods into a single study (Kroll and Neri, 2009; Williams, 2007). Such an approach assists in enriching the findings and increasing the breadth and depth of the phenomenon under investigation (Almeida, 2018; Hanson et al., 2005).

Among mixed methods approaches, a sequential explanatory design was adopted where quantitative data were collected at first followed by qualitative data collection (Almeida, 2018). According to Clark and Creswell (2008) a sequential explanatory design allows researchers to "seek elaboration, enhancement, illustration and clarification of results.

The present study was done to find following objectives:-

1. **To study the readiness of schools about Inclusive education for visually impaired children:-**

To carry forward this objective, 35 samples from schools were taken and the said schools from where the samples need to be collected was selected on a certain criteria that included the availability of resource room and special educator and a school in which at least two visually impaired children are enrolled who have a medical certificate of disability above 40 per cent.

CHAPTER- 3
METHODOLOGY

A multistage sampling was used as follows –

All seven district headquarter of zone was taken. Then among each district headquarters, 5 blocks was taken and finally in each block one secondary school was taken. So, the sample will be 7(headquarters) x 5(blocks) x 1(school) = 35 schools and the sample of Visually Impaired Children were 35 x 2 = 70 visually impaired children.

Tool: Observation and open ended questionnaire was used to acquire information.

Data Analysis: For analysing data descriptive statistics was used.

2. **To study the orientation of teachers about the Inclusive education for visually impaired children:-**

To carry forward this objective, all teachers were taken from selected 35 sample schools, on an average 10 teachers were taken to collect the sample. Total sample were 35 (schools) x 10(teachers) = 350 teachers. After that, open ended questionnaire was used to collect the information and after collection of data, data analysis was done by using descriptive statistics.

3. **To investigate the present situation of implementation of inclusive education for visually impaired children:-**

To carry forward this objective, a total sample of 70 visually impaired children from each school taken as sample on the condition of having a medical certificate of above 40 Per cent. Samples were 35 (schools) x 2 (visually impaired children) = 70

visually impaired children. This data was collected with the help of open ended questionnaire.

4.   **To study the gap between policy and practice of Inclusive education for visually impaired children:-**

To carry forward this objective, total 30 samples were collected dividing five samples from special educators, 10 samples from visually impaired children who are studying in and above 12th standard, 10 samples from the parents of visually impaired children and 5 samples from the head masters of the schools. After the collection of samples, SWOC analysis was done to find the information with the help of focused group discussion. Sampling for all above objectives was done by using purposive sampling methods.

5.   **To give suggestion for better implementation of inclusive education for visually impaired children:-**

To carry forward the above mentioned objective, total 15 samples were collected by using snowball sampling and purposive sampling methods. 5 samples were collected from highly experienced person having more experience of working in field of visual impairment, 1 sample from the DEO of secondary education, 1 sample from the DEEO of elementary education, 5 samples from BEEO of elementary education, 1 sample from the ADPC (Ramsa), 1 sample from the ADPC (SSA) and 1 sample from Diet Principal. After the collection of samples, content error analysis was done through workshop.

CHAPTER- 3

METHODOLOGY

Table : 3.1

Methodology Snapshot

S.NO.	OBJECTIVE	SAMPLE	TOOL	DATA ANALYSIS
1.	To study the readiness of secondary school about inclusive education for visually impaired children	35 schools (Multi state sampling)	Observation Questionnaire (open ended)	Descriptive Analysis
2.	To study the orientation of teachers about inclusive education for visually impaired children	350 general teachers	Survey with questionnaire (open ended)	Descriptive Analysis
3.	To study present situation of implementation of inclusive education for visually impaired children	70 visually impaired children	Survey with questionnaire (open ended)	Descriptive Analysis
4.	To study gap between policy and practice of implementation of inclusive education for visually impaired children	30 sample 10 VIC (12th and above 12th) 10 parents (of VIC) 5 Special educators 5 head masters	Purposive sampling (Focused group discussion)	SWOC Analysis

5.	To give suggestion for better implementation of inclusive education for children with visual impairment.	15 sample 5 highly experienced in field of visual impairment 1 DEO (Secondary) 1 DEO (Elementary) 1 Diet Principle 1 ADPC (Ramsa) 1 ADPC (SSA) 5 BEEO	Snowball sampling Workshop	Content Error Analysis

Methodology plays an important role in achieving success towards pre – decided objectives. It is very important to have a clear-cut idea on situation. In fact, option to select an appropriate methodology depends upon the situation. We may have several paths to reach at the desired destination, any path may be obtained but the path which satisfies our objectives may be the best option.

As it is well – known that each method has its own merits and demerits, it depends on the situation of problems and aims which will be the best, one can go with qualitative approach or with quantitative approach. The research requires flexibility rather than rigidity, sometimes number plays crucial role and sometimes quality aspects plays crucial roles. Now, it is solely depends on nature of problem and

objectives to opt exact methodology. Nowadays, we have massive changes in research paradigm. Under new trend, now we have shifted towards a new approach which is known as mixed research methodology.

Mixed research methodology uses both qualitative as well as quantitative approach collectively. As per the requirements, that is, how much objectives require having information in numeric form and how much information require in qualitative form. In case when more objective require information in form of quantity, then we go with sequential explanatory and contrary to it, when more information is required in form of quality, then we go with sequential exploratory.

As statement of problem has a dual nature, that is, it requires information in form of both qualitative as well as quantitative; therefore, researcher has decided to opt a mixed research methodology for research work.

3.2   Justification to Opt Mixed Method

It requires to have a justification that why particular method has been taken by researcher. Researcher justified for opting the mixed methodology on following grounds:-

1. The philosophy of inclusive education had historical evidence. Many efforts have been done, yet this target could not be achieved. To know the actual situation, neither qualitative nor qualitative information individually satisfy the exact reason. Quantitative information gives idea in form of numbers as a raw data and the researcher cannot rely solely on data till it do not match with the real facts

which is known by the qualitative information to have a better conclusion. So, it will be better to opt a mixed method.

2. All information and progress which is shown primarily based on policy made by administration and in forms of data which shows implementation part. But, in fact, quality wise information is matching with quantitative facts or not, the researcher have to utilise a mix approach to decide that where he was lacking to achieve at a desired destination. Therefore, the researcher has to utilise a mixed research methodology.

3. Legal provision and rights were given to divyangjans which is a part of policy. But, to see the impact on ground level execution, that is, how much population exactly is benefitted, requires collecting information numerically as well as qualitatively. Therefore, it requires having a mixed research methodology.

4. To study the gap between promise and achievements, it is essential to have a study in both analysis, viz are, quantitative as well as qualitative and this target can be achieved only by using a mixed research methodology.

5. Actual situation at grass – root level require having information by both methods, that is, quantitative as well as qualitative which can be studied by using both methods of analysis due to which the researcher have to utilise a mixed research methodology.

6. To measure the success of any plan or policy, it requires to have information's in both type of data, that is, quantitative data and qualitative data which can be only achieved by using a mixed research methodology.

7. Validity of content can only be tested by applying both type of method of analysis. Therefore, for getting true results, it is essential to use both type of methods which is only possible by applying a mixed research methodology.

3.3   Objectives

Present research work was done to achieve following objectives:-

- To study the readiness of secondary schools about inclusive education for visually impaired children.

- To study the orientation of teachers about inclusive education for visually impaired children.

- To investigate the present situation of implementation of inclusive education for visually impaired children.

- Finding gaps between policies and practices of inclusive education for visually impaired children.

- To suggest an effective policy framework for future planning towards better inclusion of visually impaired children.

Among above objectives, first three objectives are requiring to have information in quantitative forms, that is, in form of numeric data, whereas, last two objective are requiring to have information in qualitative form. When more objectives required having quantitative information, for which the researcher use a form of mixed research method, which is known as sequential explanatory. Therefore, present work was done by using sequential explanatory method.

CHAPTER- 3
## METHODOLOGY

Objective – wise Sampling:-

1.   To study the readiness of secondary schools about inclusive education for children with visual impairment.

35 secondary schools were taken under following criteria:-

a) There must be special educator.

b) There must be student with visual impairment having medical certificate.

c) There must be resource room.

If any one of the case among these fulfil the criteria, the school was selected for present study.

Method of sampling:- A multistage sampling method was done.

State

⬇

Zone

⬇

Zonal District Headquarter

⬇

Block

⬇

Secondary School

7 x 5 x 1 = 35
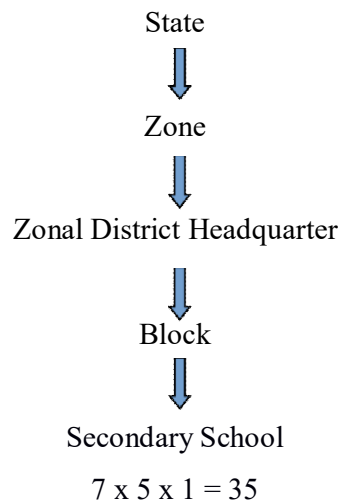
As inclusive education is a policy matter and it has same plan for all state, therefore, this system was taken by the investigator.

As an average, each district has 5 blocks. In Jaisalmer, we have 3 blocks, opposite to it, in Jodhpur, we have 11 blocks and in Jaipur, we have 20 blocks.

CHAPTER- 3
METHODOLOGY

As same plan implements in whole Rajasthan, 5 blocks from each district headquarters was taken for the sampling. Further, it is the policy that only one resource room will be established at block headquarters situated secondary schools, so sample selected is

$$7 \times 5 \times 1 = 35$$

2. To study the orientation of educators for inclusive education of children with visual impairment.

Samples were collected from 350 educators.

As an average, there are 10 teachers in each secondary school, therefore,

$$35 \times 10 = 350$$

350 teachers were taken.

Teacher's sampling was done on the following basis:-
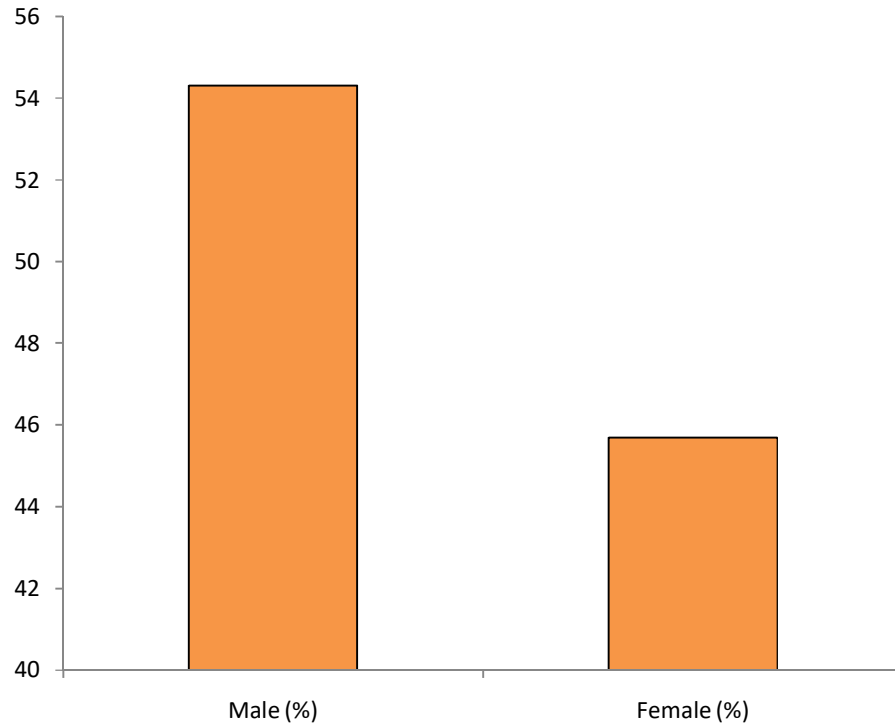
a) Gender wise

Table : 3.2

Gender wiser representation of teachers

Gender	Male	Female
	54.3 Percent	45.7 Percent

Out of collected samples of 350 teachers, when the sampling was done on the basis of gender, findings came out that 54.3 Percent of the teachers were male and 45.7 Percent of the teachers were female which is graphically shown as under:-

Figure : 3.1 – Gender wiser representation of teachers

b) Experience wise

Table : 3.3

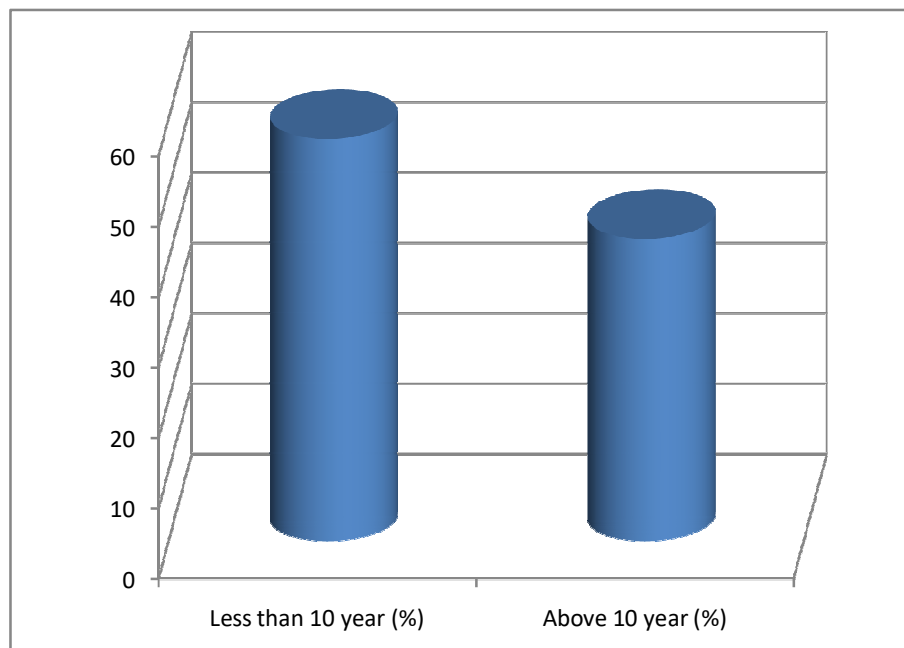**Experience wise representation of teachers**

Experience	Less Than 10 years	Above 10 years
	57.1 Percent	42.9 Percent

CHAPTER- 3

METHODOLOGY

Out of collected samples of 350 teachers, when the sampling was done on the
basis of experience, findings came out that 57.1 Percent of the teachers have
an experience of less than 10 years whereas 42.9 Percent of the teachers were
having an experience of above 10 years. It's graphical representation is shown
below:-

**Figure : 3.2 – Experience wise representation of teachers**

c) Habitation wise

Table : 3.4

Habitation wise representation of teachers

Habitation	Urban	Rural
	71.4 Percent	28.6 Percent

70

CHAPTER- 3

METHODOLOGY

Out of collected samples of 350 teachers, when the sampling was done on the basis of habitation, findings came out that 71.4 Percent of the teachers have urban habitation and 28.6 Percent of the teachers were having rural habitation. Its graphical representation is shown below:-

Figure : 3.3 – Habitation wise representation of teachers
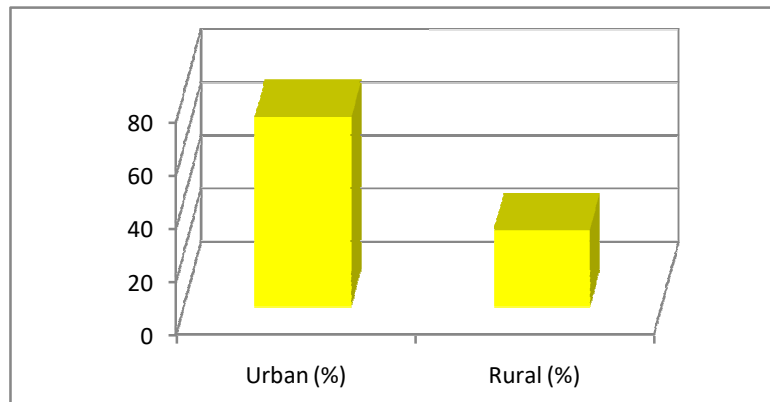
3.   To investigate the present situation of inclusive education for children with visual impairment.

70 children with visual impairment were selected from Netraheen Vikas Sansthan, Jodhpur on the following basis.
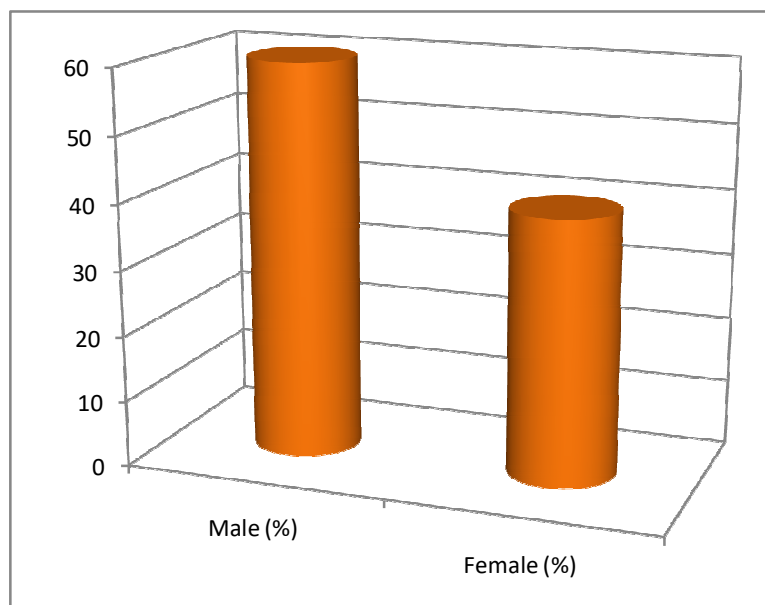
a) Gender wise

Table : 3.5

Gender wise representation of children with visual impairment

Gender	Male	Female
	60 Percent	40 Percent

Out of collected samples of 70 children, when the sampling was done on the basis of gender, findings came out that 60 Percent of the children were male and 40 Percent of the children were female. Its graphical representation is shown below:

Figure: 3.4 – Gender wise representation of children with visual impairment

b) Education wise:-
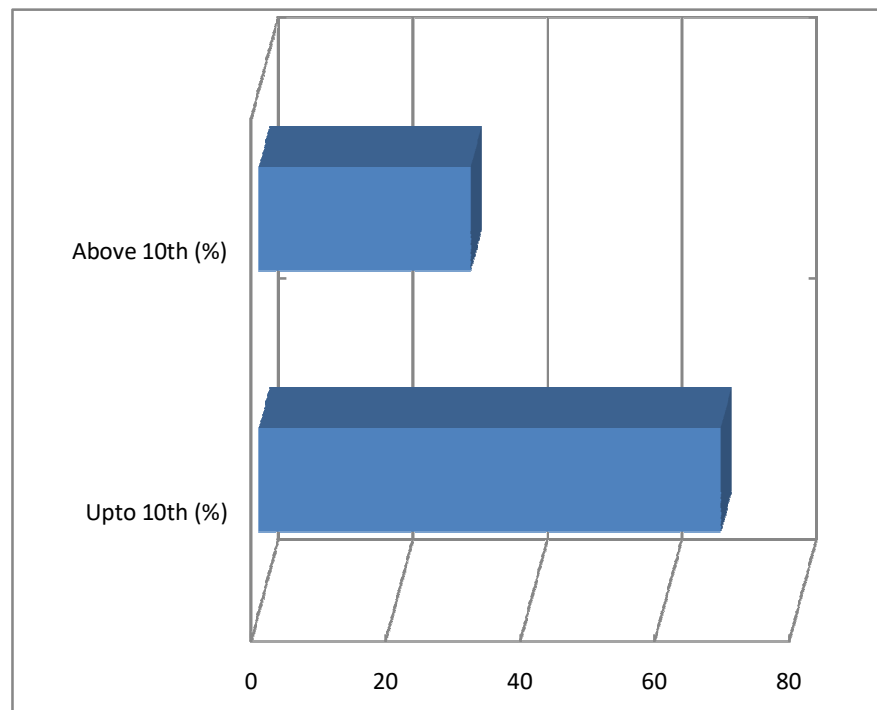
Table : 3.6

Education wise representation of children with visual impairment

Education	Up to 10th	Above 10th
Wise	68.6 Percent	31.4 Percent

Out of collected samples of 70 children, when the sampling was done on the basis of education, findings came out that 68.6 Percent of the children were educated up to 10th and 31.4 Percent of the children were educated above 10th standard. Its graphical representation is shown below:

Figure: 3.5 – Education wise representation of children with visual impairment

c) Habitation wise:-

Table : 3.7

Habitation wise representation of children with visual impairment

Habitation wise	Rural	Urban
	54.3 Percent	45.7 Percent

CHAPTER- 3

METHODOLOGY

Out of collected samples of 70 children, when the sampling was done on the basis of habitation, findings came out that 54.3 Percent of the children were from urban habitation and 45.7 Percent of the children were from rural habitation. Its graphical representation is shown below:

Figure : 3.6 – Habitation wise representation of children with visual impairment
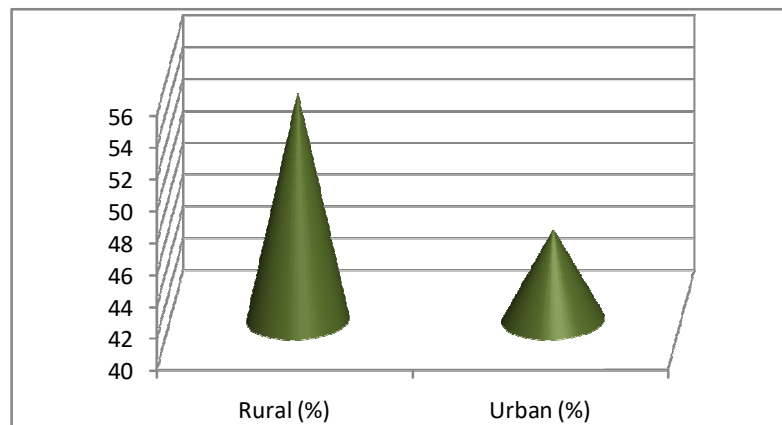
Three point rating scale were administered on children with visual impairment personally by researcher.

Above three objective were administered by using three point rating scale on teachers and students and a check – list was administered on school principals about actual situation of schools for readiness of schools for inclusive education for children with visual impairment in Rajasthan.

4.   Finding gaps between policies and practices of inclusive education for visually impaired children:

CHAPTER- 3
METHODOLOGY

SWOC Analysis was done in which interview from parent, visually challenged person and focus group discussion with teachers was done.

Strength, weakness, opportunities and challenges in implementation of inclusive education was asked from teachers, parents, person with vision challenges through interviews, focus group discussion etc.

Researcher has met with principals, educators, parents, children to find out what are the strengths, weaknesses, opportunities and challenges of inclusive education. As far as concerned, strengths and weaknesses are inner factors and opportunities and challenges are outer factors. When the researcher talked with teachers and principals to know about school readiness, they have told about the strengths, weaknesses, opportunities and challenges of inclusive education.

Strengths of inclusive education included a good sign that the school environment developed positive attitude towards children with visual impairment. School has resources like braille books, assistive devices, etc. In schools, peer acceptance towards children with visual impairment has also increased. Stereotypic attitude is also changed. Children with visual impairment are also given fundamental right of education in appropriate environment.

School has shown various weaknesses which includes that the principals of the schools are not giving admission to the children with visual impairment. They threaten the parents of those children that if your children gets enrolled in the school, they will not be responsible for any mishappenings that may take place with their child. Resource rooms are not available in each and every school. In

total block, only one school has resource room. Special educators are not available in each and every school. A very few number of general educators has given training about methodology to teach children with visual impairment. Moreover, this training is given in between three to five days only. In rural and remote areas, the children with visual impairment are not provided with any facilities.

Opportunities of inclusive education includes the opportunity that children with disabilities have been given fundamental right of education just like other children. Many legal provisions, facilities were available to children with visual impairment.

Social justice and empowerment department and education department are running many projects and schemes for betterment of children with visual impairment. NGOs are also providing many rehabilitation facilities like educational and vocational rehabilitations, etc. Visually impaired persons have many reservation policies in various schemes and also in employment opportunities. There are many technological reforms that are available for betterment of children with visual impairment by which they are becoming more efficient to improve their lifestyles.

Challenges of inclusive education includes that in practice, it is seen that parents still have a negative attitude towards the children with visual impairment and they believe that these children are totally dependent and they cannot achieve anything in life. Many children residing in rural areas remains very far from the benefits of various schemes and laws. All children cannot understand the technological reforms. It is also a big challenge that many

children do not get any benefit from various schemes. Moreover, in practice, many administrative, political and physical barriers create great hurdles by which the concept of inclusive education cannot be implemented as per pre – decided strategy.

Content error analysis was also done to find gap between policies and practices for inclusive education of children with visual impairment in Rajasthan.

5.   To suggest effective planning:

Interviews from eminent personalities those working with field since many years were taken. Snowball sampling was used to know about eminent personalities. Interviews were also taken from Government officers like D.P.C.'s of R.A.M.S.A., S.S.A., etc.

3.4   Tool

Index for Inclusion Development by Neil's Anscow was used. Index of inclusion is developed by Tony Booth and Mr. Anscow, which is published by centre for studies on inclusive education.

First edition was published in March 2000, second edition was published in September 2002 and third edition was published by Tony Booth in 2011.

The index of inclusion suggests us a guideline for developing schools for better inclusion. It has three dimensions that are divided as follows:-

CHAPTER- 3
METHODOLOGY

Dimension   A   :   Creating inclusive culture

              A1   :   Building community

              A2   :   Establishing inclusive values

Dimension   B   :   Producing inclusive policies

              B1   :   Developing the school for all

              B2   :   Organising support for diversity

Dimension   C   :   Evolving inclusive practices

              C1   :   Constructive curricula for all

              C2   :   Orche training learning

Under index of inclusion for all dimensions, some indicators are also indicated. This index tells us about all disabilities.

Researcher studied the index. As research work is concerned with study of readiness of secondary school for children with visual impairment, so researcher decided to develop a check – list for schools and a three point rating scale after connecting a word visual impairment in the statement.

Specially, dimension A is considered mainly but as the process of inclusion in India has taken near about three decades and many efforts had also been done, therefore, researcher took all dimensions by taking important statements which indicates all dimensions as per requirements of children with visual impairment.

Researcher has completed 1st phase and all numeric information were collected. Check – list was administered on 35 secondary schools. A three point rating

scale was also administered on 350 school teachers and 70 children with visual impairment.

II Phase:-

II phase of qualitative data collection is also almost completed. Researcher used focus group discussion method, Interview from parents, person with blindness was taken.

A focus group discussion was done with 30 Government teachers in a training programme which was conducted by Sight Saver International in which all respondent told that they have positive attitude towards children with visual impairment and ready to teach them but they also suggested that they have to be given knowledge about the method to teach them. They all also agreed that it is necessary that there must be at least one special educator in each and every school. All were agree that lack of knowledge, lack of resources, and lack of knowledge about pedagogy is weakness of inclusion.

They all agree and accepted that opportunities like rights, policies are favourable but their execution part is not satisfactory. All were agree that as children with visual impairment are far from main stream education and it is a big challenge for us to execute target of E.F.A., that is, education for all.

These work was done with the help of an eminent personality of filed, well known, **Dr. Sudeep Kumar Dubey, Associate Professor, working in Blind Relief Association, New Delhi.**

An interview was taken with a mother who reported that his son is a congenital blind. She reported that she faced many hurdles for his studies. She further

reported that through starting, she likes that her ward should be taught in general school instead of special schools, so she contacted many schools but not a single school agreed to give admission. Finally, a known to her family was running his school, he agreed on condition that she has to also admit her daughter with him by which she can look after him, finally she contacted at Jagdamba Andh Vidhyalaya Samiti, Ganganagar. As special teacher did not permit her to come with ward, she felt insulted and took back her ward to Jodhpur.

She further admitted her son in a general school by appointing a peon with him but soon, due to lack of resources and lack of knowledge in teachers related to methodology of teaching these children, she again took decision to admit her son to Ganganagar where with the efforts of the special educators, he started his progress but later, she also withdraw him from the school and again admitted him in general school at Jodhpur.

When the researcher asked about the selection of school, she responded that general schools are better for all – round development which indicates that inclusion is better. But, she also reported that lack of resources, lack of special educators, lack of knowledge in general teachers are great challenge for implementation of inclusive education for children with visual impairment in Rajasthan.

A blind student, Kaushal Singh Jadone, resident of a village in Jhalawar, reported that no doubt that situation is changed, rights were recognised, but he reported that situation in practice is worst challenging for person like him. He further stated that he got blindness at the later stage, due to his family support, he successfully overcome all the challenges. He also got B.Ed. in special education (V.I.) from Jhalawar. He reported that three basic hurdles are responsible for successful

implementation of inclusive education for children with visual impairment in Rajasthan.

Especially in rural area, we have great attitudinal problems. In school, we have physical barriers like lack of resources, lack of special toilets, lack of special educators, etc., are great hurdles. He also reported that due to lack of knowledge among general teachers, the system of inclusion can't be applied. He also commented on scribe facility which also creates great hurdle in appearing in exams. Through guidelines, it is stated that there should be no restriction of age, qualification of scribe, any one may be scribe but against of it, they allow younger or those who have no idea about competitive exam due to which they can't get desired success.

Same views were reported by a person, Shyam Bihari Swarnkar of Karauli, that while he was appearing in second grade special teacher exam for Hindi methodology, a convent educated child of 10th class who was very uncomfortable with Hindi, was provided by centre as a scribe to him. He appealed also but no favourable decision was taken. This clearly explains the disguised situation on environment.

3.5   Content Error Analysis

As it is well – known that inclusive education is a policy matter, therefore, it is very much dependent on contents, which was taken for smooth implementation of it. While we go through with different policies, in fact, on paper it seem to be quite satisfactory, but while we see the execution, at many steps, it is felt that we have some defects and drawbacks with content part.

CHAPTER- 3
METHODOLOGY

1. **Legislative contents:-** Under this content, it is decided to develop a resource room in a secondary school which is situated at block level. Same must be situated at block headquarter for which a provision of rupees seventy thousand was made. A demand draft of rupees seventy thousand was issued to headmasters of schools. Error in this content guideline is that no sub guideline regarding what is to be purchased, from where it is to be purchased, etc., no guideline was given.

   What happened that amount goes to dump, moreover, a bad message passes to M.H.R.D. that either no requirement or no need was there, so amount is not utilized and returned back. The mere error occurs due to distribution of fund, it is not given at proper time, due to which the desired target could not be achieved.

2. **Appointment of three special educators at resource room:** Under this content, it was decided to appoint three special educators each one from visual, hearing and intellectual impairment, experts must be appointed.

   Errors are:-

   a)   First of all, one important error occurred that these educators are only formally appointed but their real use is taken in the field activities.

   b)   At some places, it is found that they did not take the charge of resource room.

   c)   Special educators had lack of interest towards education of C.W.S.N. They only provide them assistance in other activities like managing aids and appliances, certification, etc.

d) The actual use of resource must be to develop pre - skills and other therapeutic services to C.W.S.N. but, it is found that there was dust on tools, no reach of C.W.S.N. was there so due to this error, no effective use of these resource room is possible.

e) Though monitoring of these rooms were decided, but error is that no expert is included under monitoring team.

f) One serious error in the content of resource room strengthening was that special educators themselves had no knowledge about the use of particular appliances; they did not even know that what is the name of particular appliances.

g) Most important error is that the provision of post of three special educators under policy is defective, there must be the appointment on these posts on the basis of project base, and that this post must be filled in head of budget given under project instead of deputation. Deputation policy is self – defective. Government posts of special educators must be filled in schools. No education till appropriate teacher must not be posted.

However, Court also not likes this deputation policy or also suggested that project must be generating appointment opportunities but what is done, even if regular teachers are getting their salaries from budget of project, this is serious error. In fact, content errors are playing a crucial role in smooth implementation of policies. It is a reality that we are very strong on paper and on database, but it is very unfortunate that apart from theory, we are very weak in practical, that is, at the level of implementation, there is a huge difference between what is decided and what is done.

CHAPTER- 3
METHODOLOGY

For example, it is decided at secondary stage in I.E.D.S.S. that appointment of special educators is to be done in ratio of 5:1, i.e., for 5 special child, 1 post of special educator must be created, but in real situation, it is not following, which is indicating a serious error in content. Likewise, we have seven examples.

Let's take another example as building of environment which indicates that there should be pre – development of environment as per the needs of children but what is happening, no architectural barrier is removed, no curriculum adaptation is done, no special teachers are in schools which is indicating serious error in content.

We make and develop hospital and also arrange necessary appliances and tools prior to the coming of the patient but instead of that in rehabilitation science, we first wait for the children and after that, we try to manage for them. It is just amazing, isn't it? What happens if we manage an X – Ray Machine prior to counting the patients that require X – Ray facilities for the patients with fracture and accidents, likewise what happens if we appoint a cardiologist after counting the number of patients died with heart attack or the death of cardiac patients, it is big service error in field of inclusion that we wait for children due to which we are lacking with readiness in schools.

One another serious error is that, we are not properly using human resource at proper place. Recently, special educators are posted by Government from general schools to special schools, which is very serious service error. On the one hand, we are talking about inclusion, but after appointment of the special educator in special schools, is creating serious hurdle in path of successful inclusion. Absence of special educators in general schools plays a role of creating big hurdle in implementation of inclusive education, which is also proving that still we are lacking with the readiness

at the level of general schools and for which we have very urgent need of special educators in schools but what was done, they were posted from general schools to special schools.

In content, we are promising to apply inclusion but in real, we are again promoting special education, that is, apart from inclusion, we are creating an exclusion. It is very unfortunate, moreover, it is demanded by special teachers themselves, it is very unfortunate that special educators themselves promoting special education, so it is huge error in content. However, Education Minister had to take some guidance from eminent personalities of field.

We have huge errors due to which the process is not achieving desired targets. In fact, problems were not at the theoretical level, in fact, these are in implementation part due to which instead of many efforts, we are still very far from the target to apply inclusive education.

CHAPTER – 4

ANALYSIS

CHAPTER- 4

ANALYSIS

Analysis of data was done to satisfy objectives of the title of present study.

Title of study was "A Study of readiness of secondary schools for study of inclusive education of children with visual impairment in Rajasthan."

4.1   Objectives of Study

The objectives of study were as follows:-

1. To study the readiness of secondary schools about inclusive education for children with visual impairment.

2. To study orientation of teachers about inclusive education for children with visual impairment.

3. To investigate the present situation of implementation of inclusive education for children with visual impairment.

4. Finding gaps between policies and practices of inclusive education for children with visual impairment.

5. To suggest an effective policy framework for future planning towards better inclusion for children with visual impairment.

4.2   Research Questions

The analysis of data was also done to seek the answers of following research questions.

1. Do the school have readiness about inclusive education for children with visual impairment?

2. Do the teachers are oriented about inclusive education for children with visual impairment?

3. What is the present situation of implementation of inclusive education for children with visual impairment?

4. What is the gap between policies and practises of inclusive education for children with visual impairment?

To satisfy above needs data were collected as attitude wise, environment wise (Physical), knowledge wise, all data collected according to –

(1). Gender wise

(2). Experience wise

(3). Habitation wise.

4.3   Objective Wise Quantities Analysis

1. To study the readiness of secondary schools about inclusive education for children with visual impairment:-

CHAPTER- 4

ANALYSIS

A Sixteen point checklist on 35 secondary schools were administered and data were collected and their analysis is presenting in tabular form, graphical form and statement wise is as follows –

(A). Tabular Analysis

Table – 4.1

Check list for assessing school readiness

S. No.	Statements	Yes (Percent)	No (Percent)
1.	School welcomes children with visual impairment.	60	40
2.	Children with visual impairment studies in general school.	40	60
3.	Special toilets are available in schools.	60	40
4.	Tactile guideline is available in schools.	20	80
5.	Special educator is available in school.	80	20
6.	Braille books are available in schools.	20	80

7.	General teachers are trained in methodology of teaching visually impaired.	0	100
8.	Assistive devices are available in schools.	20	80
9.	Tactile teaching learning materials are available in schools.	0	100
10.	School motivate parents of nearby locality to admit their children with visual impairment in school.	100	0
11.	Disable friendly club is available.	60	40
12.	Staff and peer have positive attitude for children with visual impairment.	100	0
13.	School has supportive environment for children with visual impairment.	80	20
14.	Panel of writer is available in school.	0	100
15.	Curriculum adaptation is done.	0	100
16.	Evaluation process is modified as per the need of children with visual impairment.	0	100

ANALYSIS

(B). Graphical Analysis –

Figure – 4.1 : School welcomes children with visual impairment
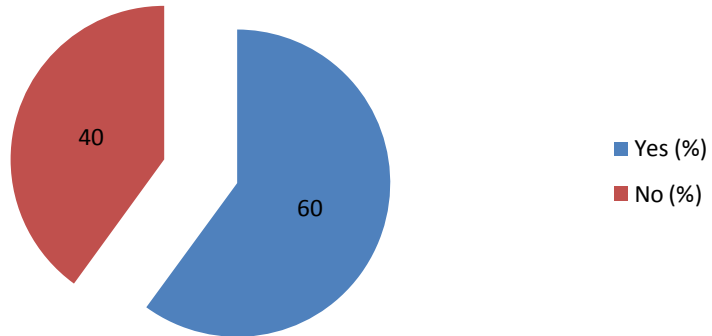
This checklist was administered on school principals to assess school readiness. 60 per cent principals were agreed that school welcomes children with visual impairment, whereas 40 per cent were against the statement and they accepted that school does not welcome children with visual impairment.

**Figure – 4.2 : Children with visual impairment studying in general school**
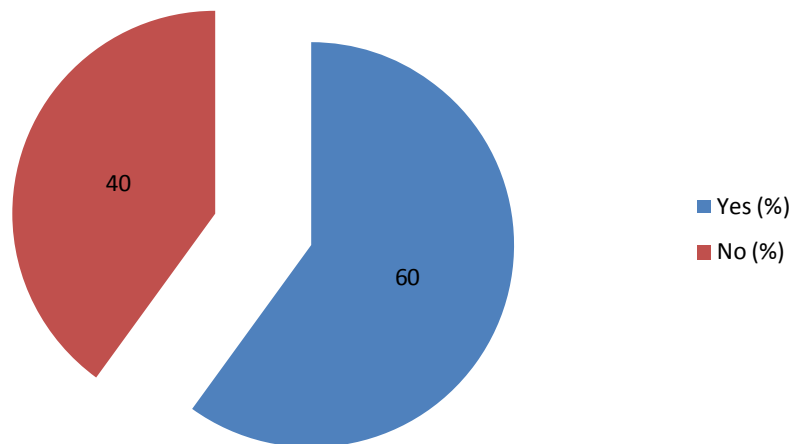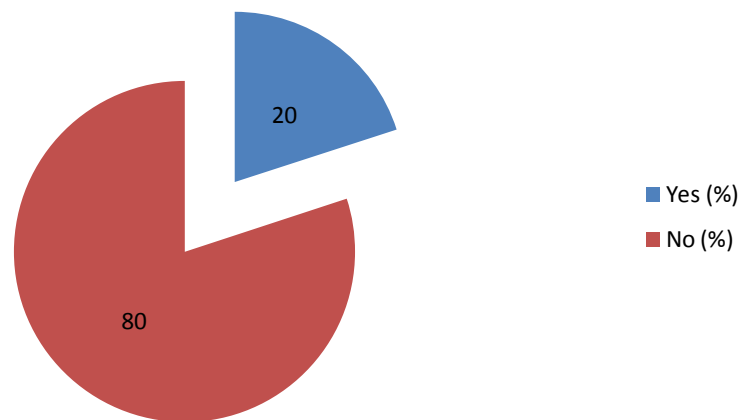
ANALYSIS

The above graphical representation shows that out of 100 per cent principals, only 40 per cent of the principals agree, while 60 per cent of the principals were disagree with the point that the children with visual impairment are studying in general schools.

Figure – 4.3 : Special toilets are available in schools
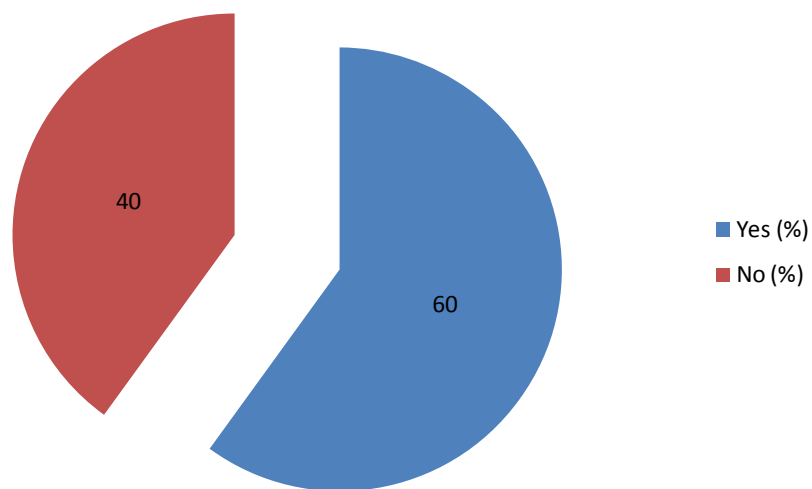
To assess the school readiness, when the principals were asked that whether the special toilets are available in the schools or not, 60 per cent principals were agreed that special toilets are available in schools, on the other hand, 40 per cent principals deny that there is no availability of the special toilets in the schools which is shown in above graph.

CHAPTER- 4

ANALYSIS

Figure – 4.4 : Tactile guideline is available in schools
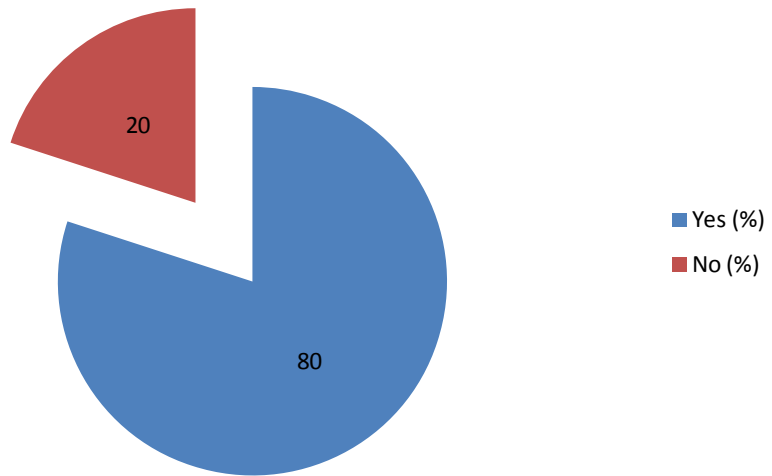
It is represented by the above graph that when the principals were asked that tactile guideline is available in school or not to check the school readiness, then out of 100 per cent, 20 per cent principals were agreed that tactile guidelines are available in schools and 80 per cent principals were against the statement that tactile guidelines are available in schools.

Figure – 4.5 : Special educators are available in schools
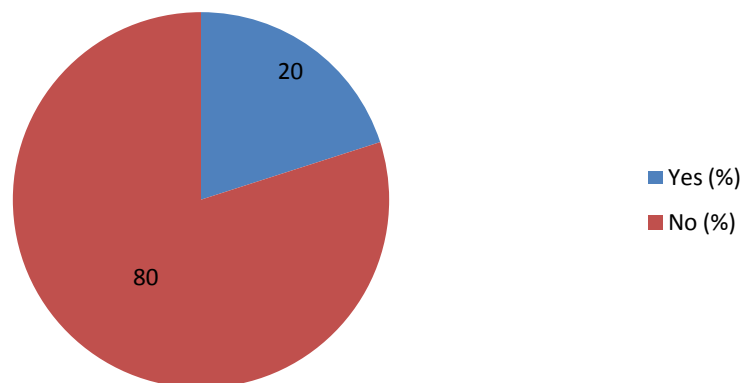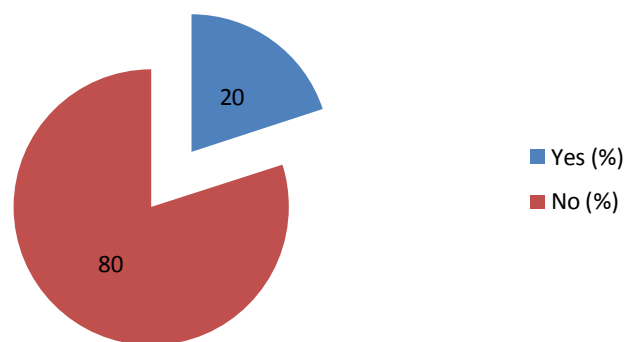
CHAPTER- 4
ANALYSIS

This checklist was administered on school principals to assess school readiness. 80 per cent principals were agreed that special educators are available in schools, whereas 20 per cent principals were against the statement and they accepted that special educators are not available in schools.

Figure – 4.6 : Braille books are available in schools

The above graphical representation shows that out of 100 per cent principals, only 20 per cent principals agree, while 80 per cent principals disagree with the point that braille books are available in schools.

**Figure – 4.7 : Assistive devices are available in schools**

ANALYSIS

To assess the school readiness, when the principals were asked that whether the assistive devices are available in the school or not, only 20 per cent principals were agreed that assistive devices are available in schools, on the other hand, 80 per cent principals were against the statement and they accepted that assistive devices are not available in schools.

Figure – 4.8 : Tactile teaching learning materials are available in schools
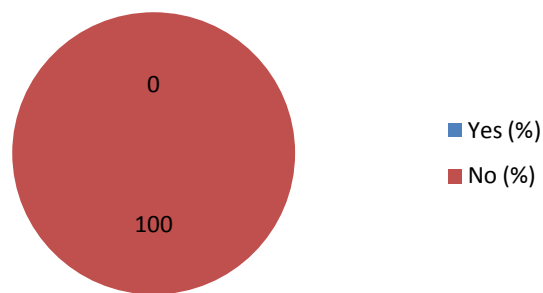
It is represented by the above graph that when the principals were asked that the tactile teaching learning materials are available in the schools, then as per graph, 100 per cent principals are denying the point that tactile teaching learning materials are available in schools.

Figure – 4.9 : School motivate parents of nearby locality to admit their children with visual impairment in school
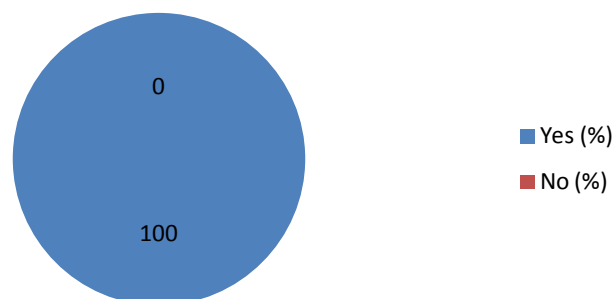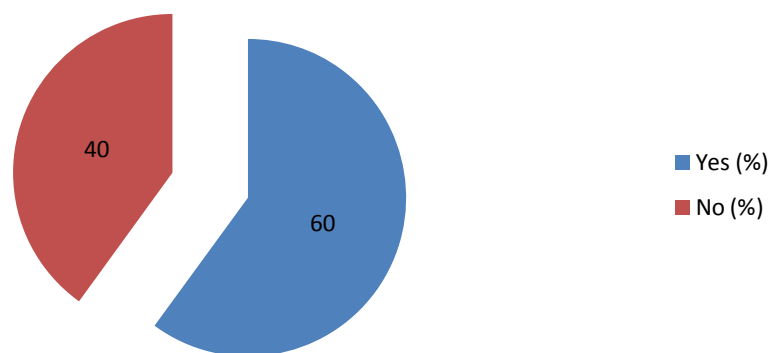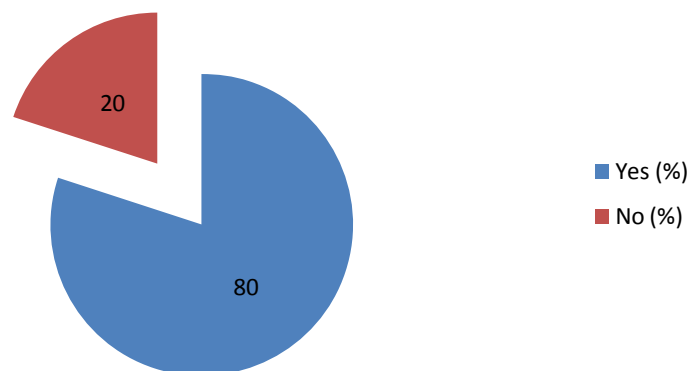
CHAPTER- 4
ANALYSIS

This checklist was administered on school principals to assess school readiness. 100 per cent of the principals were in the favour of the statement that school motivate parents of nearby locality to admit their children with visual impairment in schools.

Figure – 4.10 : Disable friendly club is available

The above graphical representation shows that out of 100 per cent principals, 60 per cent of the principals were agree, while 40 per cent of the principals were disagree with the point that the disable friendly club is available.

Figure – 4.11 : Staff and peer have positive attitude for children with visual impairment
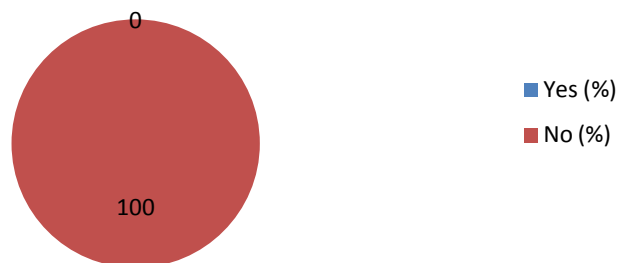
CHAPTER- 4

ANALYSIS

To assess the school readiness, whent the principals were asked that whether the staff and peer have positive attitude for children with visual impairment, then 100 per cent of the principals were in the favour of the statement that staff and peer have positive attitude for children with visual impairment.

Figure – 4.12 : School has supportive environment for children with visual impairment
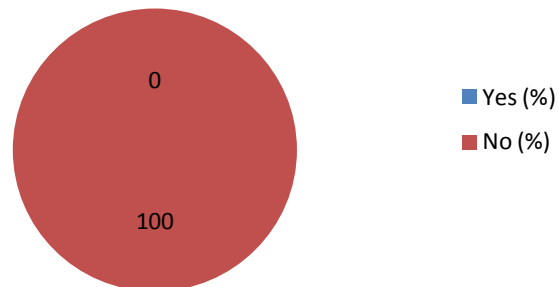
It is represented by the above graph that when the principals were asked that the school has supportive environment for children with visual impairment, then out of 100 per cent, 80 per cent of the principals were agree and 20 per cent of the principals were against the statement that the school has supportive environment for children with visual impairment.

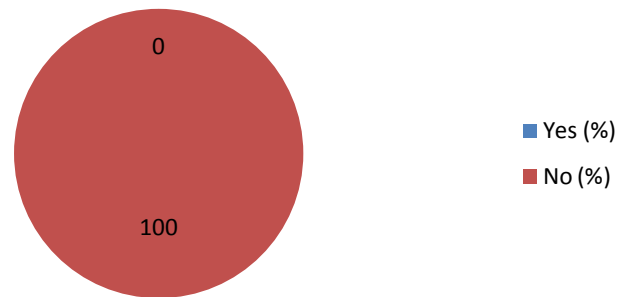**Figure – 4.13 : Panel of writer is available in schools**

ANALYSIS

This checklist was administered on school principals to assess school readiness and 100 per cent of the principals were against the statement and said that panel of writer is not available in schools.

Figure – 4.14 : Curriculum adaptation is done

The above graphical representation shows that when the principals were administred on the point that curriculum adaptation is done, then 100 per cent of the principals were denying the said statement and stated the fact that the curriculum adaptation is not done as per the needs of the children with visual impairment.

Figure – 4.15 : Evaluation process is modified as per the need of children with visual impairment
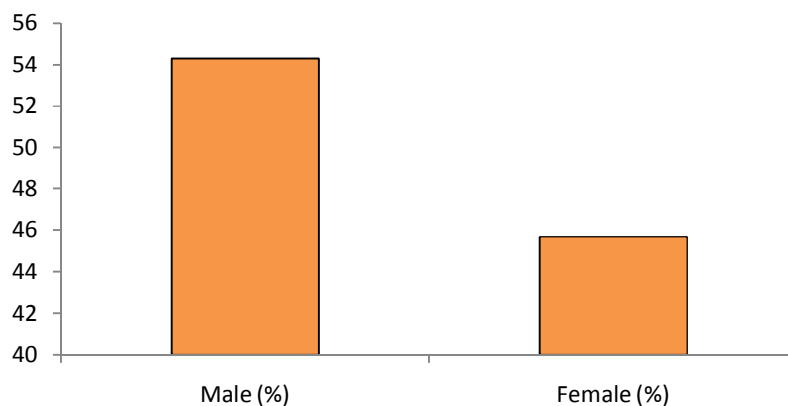
CHAPTER- 4
ANALYSIS

To assess the school readiness, when the principals were asked that whether the evaluation process is modified as per the need of the children with visual impairment, then 100 per cent of the principals were against the statement and accepted that evaluation process is not modified as per the need of children with visual impairment.

(C). Item wise –

1. **School welcomes children with visual impairment:** 60 Percent Principals were in favour of statement whereas 40 Percent were against the statement that the school welcomes children with visual impairment.

2. **Children with visual impairment studies in general school:** 40 Percent Principals were in favour of statement whereas 60 Percent were against the statement that the children with visual impairment studies in general school.

3. **Special toilets are available in schools:** 60 Percent Principals were in favour of statement whereas 40 Percent were against the statement that special toilets are available in schools.

4. **Tactile guideline is available in schools:** 20 Percent Principals were in favour of statement whereas 80 Percent were against the statement that tactile guideline is available in schools.

5. **Special educator is available in school:** 80 Percent Principals were in favour of statement whereas 20 Percent were against the statement that the special educator is available in school.

6. **Braille books are available in schools:** 20 Percent Principals were in favour of statement whereas 80 Percent were against the statement that braille books are available in schools.

7. **General teachers are trained in methodology of teaching visually impaired:** 100 Percent Principals were against the statement that the general teachers are trained in methodology of teaching visually impaired.

8. **Assistive devices are available in schools:** 20 Percent Principals were in favour of statement whereas 80 Percent were against the statement that the assistive devices are available in schools.

9. **Tactile teaching learning materials are available in schools:** 100 Percent Principals were against the statement that the tactile teaching learning materials are available in schools.

10. **School motivate parents of nearby locality to admit their children with visual impairment in school :** 100 Percent Principals were in favour of statement that the school motivate parents of nearby locality to admit their children with visual impairment in school.

11. **Disable friendly club is available:** 60 Percent Principals were in favour of statement whereas 40 Percent were against the statement that the disable friendly club is available.

12. **Staff and peer have positive attitude for children with visual impairment:** 100 Percent Principals were in favour of statement that the staff and peer have positive attitude for children with visual impairment.

13. **School has supportive environment for children with visual impairment:** 80 Percent Principals were in favour of statement whereas 20 Percent were against the statement that the school has supportive environment for children with visual impairment.

14. **Panel of writer is available in school:** 100 Percent Principals were against the statement the the panel of writer is available in school.

15. **Curriculum adaptation is done:** 100 Percent Principals were against the statement that the curriculum adaptation is done.

16. **Evaluation process is modified as per the need of children with visual impairment:** 100 Percent Principals were against the statement that the evaluation process is modified as per the need of children with visual impairment.

2. **To study orientation of teachers about inclusive education for children with visual impairment.**

   To study orientation of teachers about inclusive education for children with visual impairment two different tables were administered on 350 school teachers on two aspects. One is attitude and second is knowledge. Both these tables collected data on three point rating scales and these data were collected their opinion as per agree, not sure and disagree basis.

   These data were collected on three grounds –

   1- Gender wise

   2- Experience wise

   3- Habitation wise

CHAPTER- 4

ANALYSIS

1. Gender wise -

The above graph shows that out of 350 teachers, 54.3 Percent of the teachers were Male teachers where as 45.7 Percent of the teachers were female teachers.

2. Experience wise –

Figure – 4.16 : Experience wise
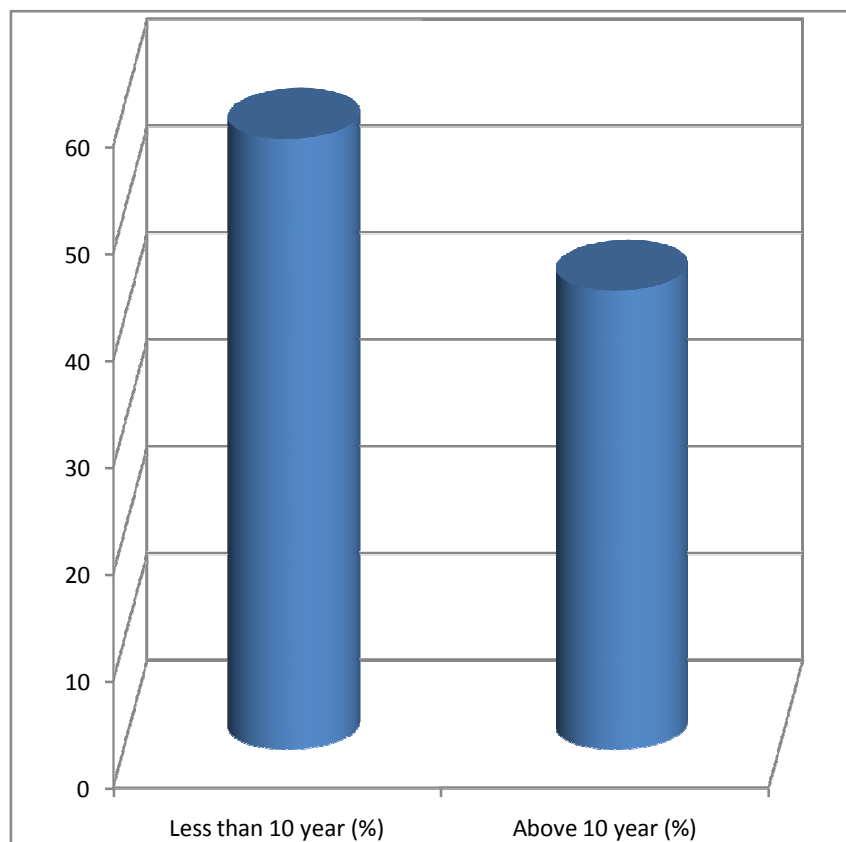
This graphical representation shows that 57.1 Percent of the teachers were having experience of less than 10 years where as 42.9 Percent of the teachers were having experience of above 10 years among all 350 teachers.

CHAPTER- 4

ANALYSIS

3. Habitation wise –

Figure – 4.17 : Habitation wise
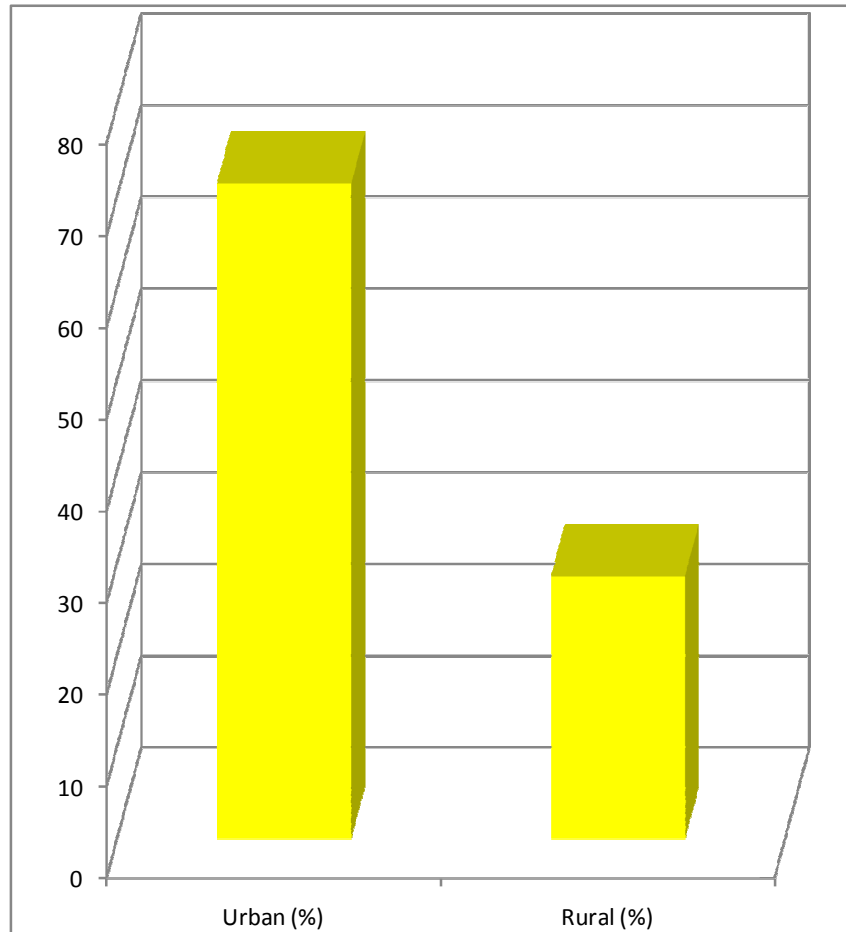
The above graph shows that out of 350 teachers, 71.4 per cent of the teachers were residing in urban area whereas 28.6 per cent of the teachers were residing in rural areas.

CHAPTER- 4

ANALYSIS

Rating Scale for measuring attitude

(A). Tabular Analysis –

Table – 4.2 : Rating Scale for measuring attitude

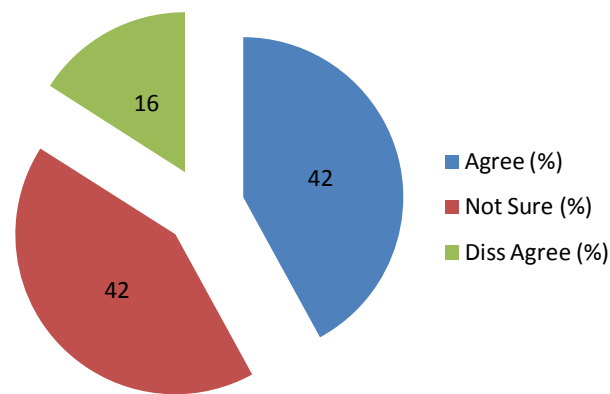| S.No.	Statements	Agree (Percent)	Not Sure (Percent)	Disagree (Percent)
1.	Children with visual impairment have potentiality to learn.	42	42	16
2.	Visually impaired child needs help to perform all activities.	08	30	62
3.	General teachers can teach a visually impaired child.	20	38	42
4.	Visually impaired child has same educational need like that of a sighted child.	20	48	32
5.	Visually impaired child has six senses.	12	10	78
6.	Parents have positive attitude towards their children.	14	64	22
7.	Peer accepts children with visual impairment in their class.	12	60	28

8.	School gives admission to children with visual impairment.	30	50	20
9.	Children with visual impairment have a fundamental right to education as like other children.	90	06	04
10.	School have visually impaired children in their regular classes.	08	22	70

(B). Graphical Analysis

**Figure – 4.18 : Children with visual impairment have potentiality to learn**

The above graph represents the attitude of the school teachers towards the children with visual impairment on the point that the children with visual impairment have potentiality to learn and on that point, the attitude as per the above graph shows that 42 per cent of the teachers were agree, 16 per cent of the teachers were disagree

and 42 per cent of the teachers were not sure about the point that the children with visual impairment have the potentiality to learn.

Figure – 4.19 : Visually impaired child needs help to perform all activities
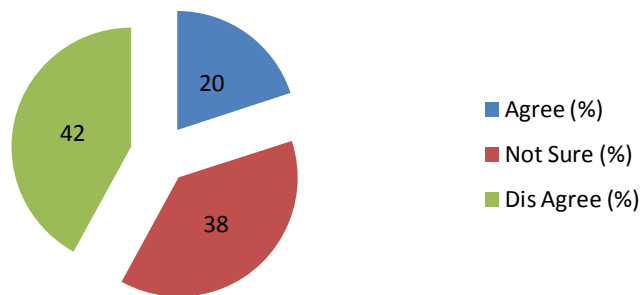
This 3 point rating scale was administered on school teachers to measure attitude of teachers towards knowing that visually impaired child needs help to perform all activities. 8 per cent teachers were agreed that visually impaired child needs help to perform all activities, 30 percent were not sure and 62 percent were disagreed.

Figure – 4.20 : General teachers can teach a visually impaired child
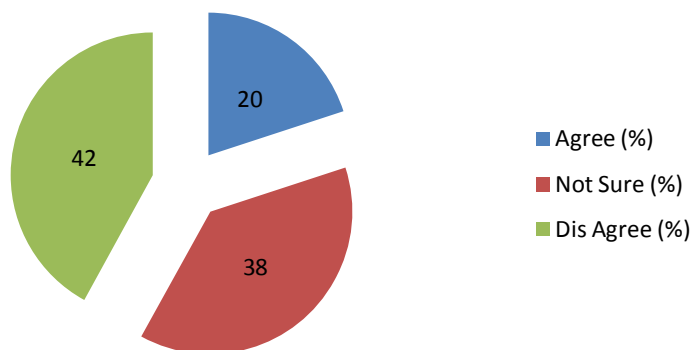
This graphical representation shows the attitude of 350 teachers that among them, 20 percent of the teachers agree, 42 per cent of the teachers disagree and 38 per

cent of the teachers were not sure that the general teachers can teach a visually impaired child.

Figure – 4.21 : Visually impaired child has same educational need like that of a sighted child

The above graph represents the attitude of school teachers on a point that visually impaired child has same educational need like that of a sighted child and on the same, 350 teachers were administered and result came out that out of these 350 teachers, 20 per cent of the teachers were agree, 32 per cent of the teachers were disagree and 48 per cent of the teachers were not sure.
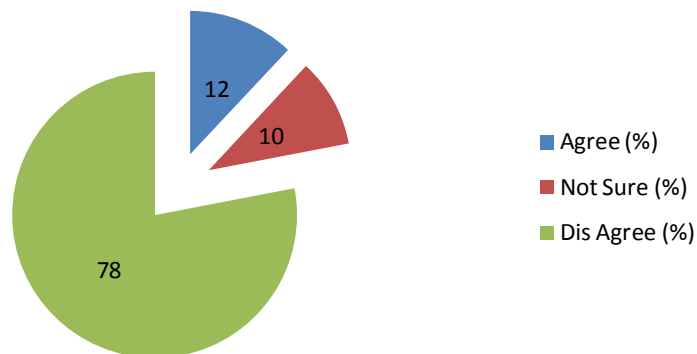
Visually impaired child has six senses:-

This 3 point rating scale was administered on school teachers to measure attitude of teachers towards knowing that visually impaired child has six senses. 12 per cent of the teachers were agree, 10 per cent were not sure and 78 per cent were disagree with the point that visually impaired child has six senses.

Figure – 4.22 : Parents have positive attitude towards their children
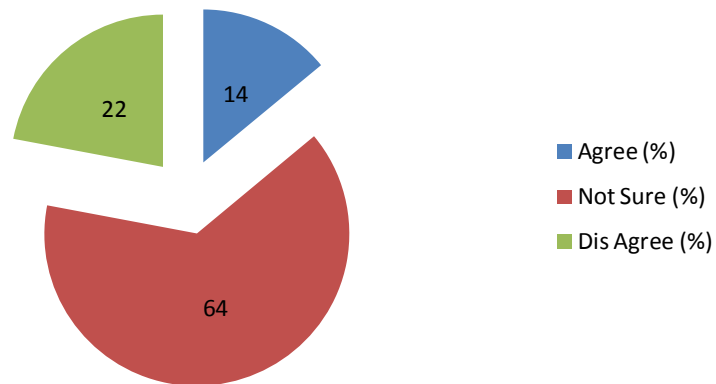
The above graph represents the attitude of teachers towards the visually impaired child on a point that parents have positive attitude towards their children. Among 350 teachers, 14 per cent of the teachers agree, 22 per cent of the teachers were disagree and 64 per cent of the teachers were not sure about the point that parents have positive attitude towards their children.

Figure – 4.23 : Peer accepts children with visual impairment in their class
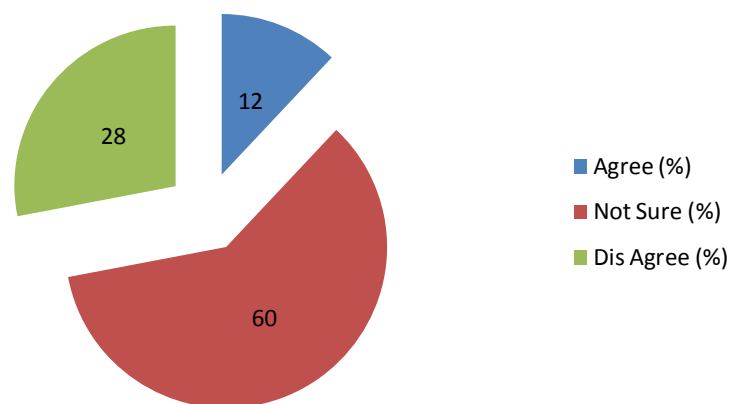
This graphical representation shows that out of 350 teachers, 12 per cent of the teachers were agree, 28 per cent of the teachers were disagree and 60 per cent of the

teachers were not sure about the point that the peer accepts children with visual impairment in their class.

Figure – 4.24 : School gives admission to children with visual impairment
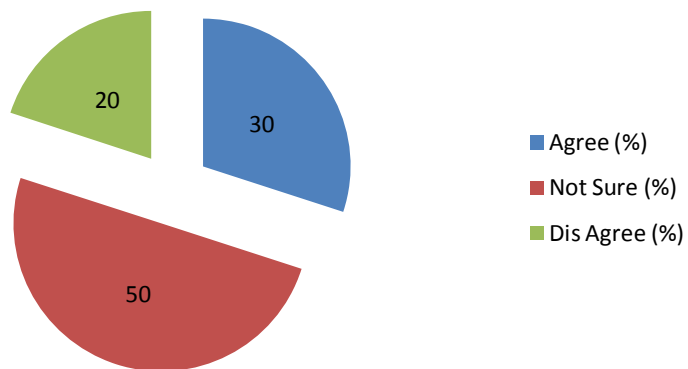
This 3 point rating scale was administered on school teachers to measure attitude of teachers towards knowing that school gives admission to children with visual impairment. The graph shows that among 350 teachers, 30 per cent of the teachers were agree, 20 per cent were disagree and 50 per cent were not sure about the statement that the school gives admission to children with visual impairment.

Figure – 4.25 : Children with visual impairment have a fundamental right to education as like other children
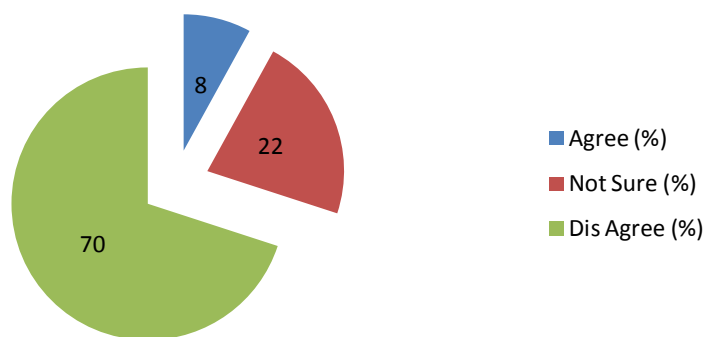
CHAPTER- 4
ANALYSIS

This graphical representation shows the attitude of teachers towards the visually impaired child on the point that children with visual impairment have a fundamental right to education as like other children. Out of 350 teachers administered on this point, 90 per cent of the teachers were agree, 4 per cent of the teachers were disagree and 6 per cent of the teachers were not sure about the point that children with visual impairment have a fundamental right to education as like other children.

School have visually impaired children in their regular classes:-

This 3 point rating scale was administered on school teachers to measure attitude of teachers towards knowing that school have visually impaired children in their regular classes. Out of 350 teachers, 8 per cent of the teachers were agree, 22 per cent were not sure and 70 per cent were disagree with the point that school have visually impaired children in their regular classes.

(C). Item wise –

1. **Children with visual impairment have potentiality to learn**: 42 Percent teachers were agree, 42 Percent were not sure and 16 Percent were disagree with the statement that the children with visual impairment have potentiality to learn.

2. **Visually impaired child needs help to perform all activities:** 8 Percent teachers were agree, 30 Percent were not sure and 62 Percent were disagree with the statement that the visually impaired child needs help to perform all activities.

3. **General teachers can teach a visually impaired child:** 20 Percent teachers were agree, 38 Percent were not sure and 42 Percent were disagree with the statement that the general teachers can teach a visually impaired child.

4. **Visually impaired child has same educational need like that of a sighted child:** 20 Percent teachers were agree, 48 Percent were not sure and 32 Percent were disagree with the statement that the visually impaired child has same educational need like that of a sighted child.

5. **Visually impaired child has six senses:** 12 Percent teachers were agree, 10 Percent were not sure and 78 Percent were disagree with the statement that visually impaired child has six senses.

6. **Parents have positive attitude towards their children:** 14 Percent teachers were agree, 64 Percent were not sure and 22 Percent were disagree with the statement that the parents have positive attitude towards their children.

7. **Peer accepts children with visual impairment in their class:** 12 Percent teachers were agree, 60 Percent were not sure and 28 Percent were disagree with the statement that the peer accepts children with visual impairment in their class.

8. **School gives admission to children with visual impairment:** 30 Percent teachers were agree, 50 Percent were not sure and 20 Percent were disagree with the statement that the school gives admission to children with visual impairment.

9. **Tactile teaching learning materials are available in schools:** 90 Percent teachers were agree, 6 Percent were not sure and 4 Percent were disagree with

the statement that the tactile teaching learning materials are available in schools.

10.   **School have visually impaired children in their regular classes:** 8 Percent teachers were agree, 22 Percent were not sure and 70 Percent were disagree with the statement that the school have visually impaired children in their regular classes.

Knowledge of Inclusion Rating Scale

(A). Tabular Analysis

Table – 4.3 : Knowledge of Inclusion Rating Scale

S.No.	Statements	Agree (Percent)	Not Sure (Percent)	Disagree (Percent)
1.	I have knowledge about inclusion.	24	20	56
2.	A child with visual impairment requires separate curriculum.	06	46	48
3.	Integration and inclusion are same.	12	56	32
4.	Low vision children require different methodology to teach.	36	38	26
5.	All round development of children with visual impairment is possible in general school.	20	58	22

6.	Pre skill development is necessary for inclusion of children with visual impairment.	46	42	12
7.	Curriculum adaptation is necessary for children with visual impairment.	34	26	40
8.	General teacher have knowledge about methodology of teaching children with visual impairment.	70	16	14
9.	General teacher have a knowledge of plus curriculum.	64	24	12
10.	Special educators are very important for better inclusion of children with visual impairment.	76	18	06
11.	Sensory training is a necessity for inclusion of children with visual impairment.	42	48	10
12.	Total communication method helps to include all types of students in class.	46	42	12

(B). Graphical Analysis –

Figure – 4.26 : I have knowledge about inclusion
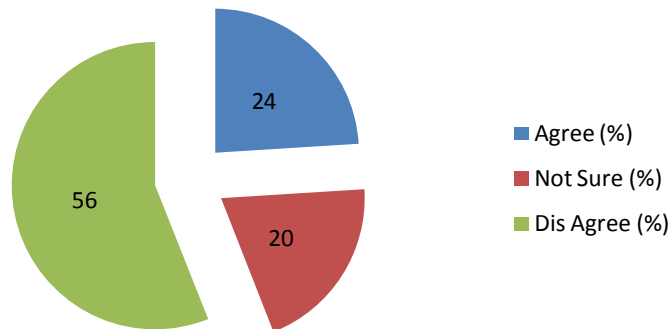
The above graphical representation shows that the knowledge of the teachers was administered and out of 350 teachers, 24 per cent were agree, 56 per cent were disagree and 20 per cent of the teachers were not sure about the point that they have knowledge about inclusion.

Figure – 4.27 : A child with visual impairment requires separate curriculum
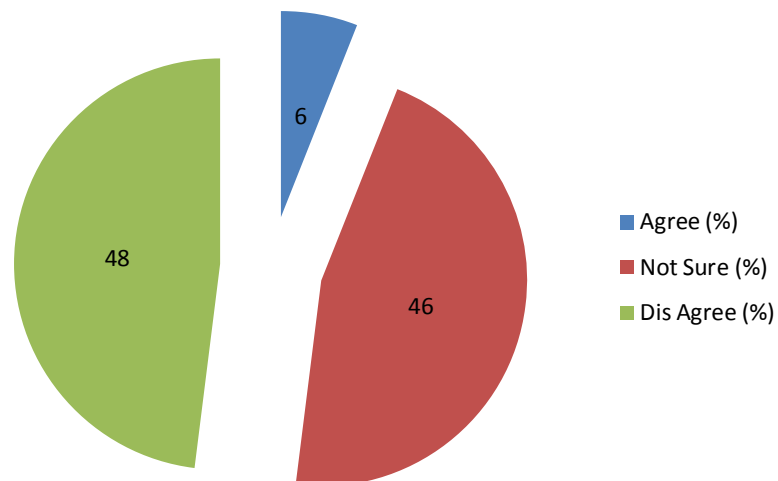
This 3 point rating scale was administered on school teachers to know about their knowledge related to inclusive education of visually impaired children. Among 350 teachers, 6 per cent teachers agree, 48 per cent teachers were disagree and 46 per cent teachers were not sure about the statement that a child with visual impairment requires separate curriculum.

Figure – 4.28 : Integration and inclusion are same
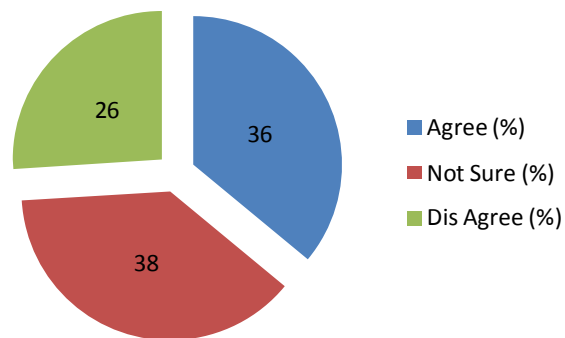
The above graph shows the knowledge of the teachers regarding the point that integration and inclusion are same and as per the graph, 12 per cent of the teachers were agree, 32 per cent of the teachers were disagree and 56 per cent of the teachers were not sure about the statement that integration and inclusion are same.

Low vision children require different methodology is possible in general school

This graphical representation shows the knowledge of the teachers about the point that low vision children require different methodology is possible in general school. Out of 350 teachers, 36 per cent were agree, 26 per cent were disagree and 38 per cent of the teachers were not sure about the statement that low vision children require different methodology is possible in general school.

Figure – 4.29 : All round development of children with visual impairment is possible in general school
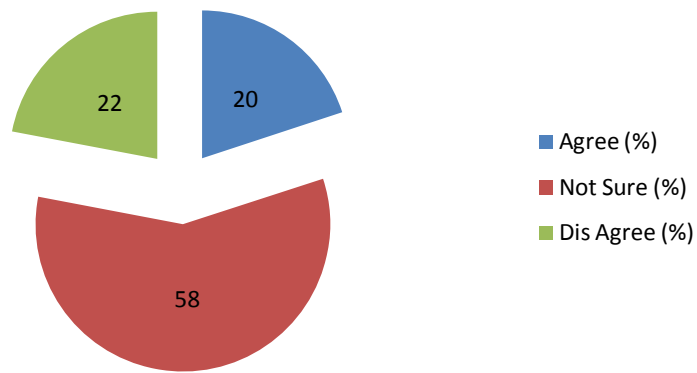
This 3 point rating scale was administered on school teachers to know about their knowledge related to inclusive education of visually impaired children. The above graph shows that 20 per cent of the teachers were agree, 22 per cent of the teachers were disagree and 58 per cent of the teachers were not sure about the statement that all round development of children with visual impairment is possible in general school.

Figure – 4.30 : Pre skill development is necessary for inclusion of children with visual impairment
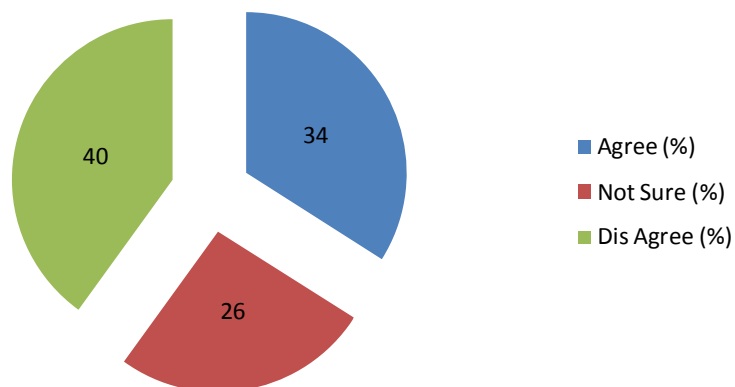
ANALYSIS

The above graph shows the knowledge of the teachers regarding inclusion on the point that pre – skill development is necessary for inclusion of children with visual impairment and as per graph, out of 350 teachers, 46 per cent teachers were agree, 12 per cent teachers were disagree and 42 per cent teachers were not sure about the statement that pre – skill development is necessary for inclusion of children with visual impairment.

Figure – 4.31 : Curriculum adaptation is necessary for children with visual impairment
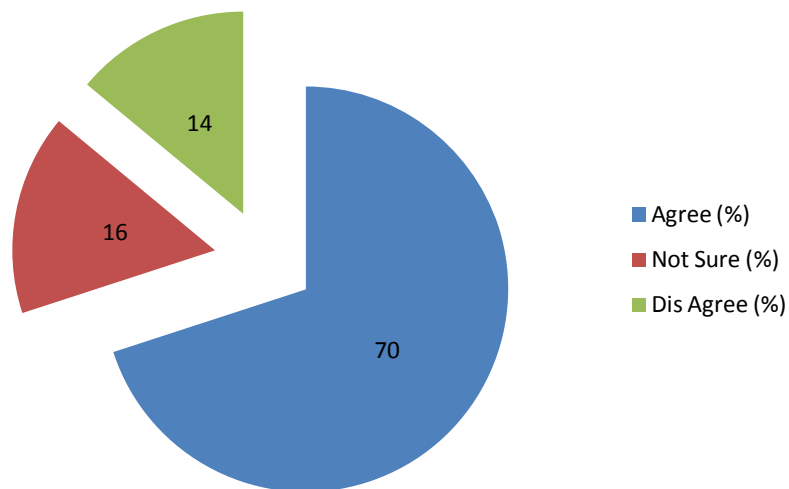
This 3 point rating scale was administered on school teachers to know about their knowledge related to inclusive education of visually impaired children. In this statement, 34 per cent of the teachers were agree, 40 per cent of the teachers were disagree and 26 per cent of the teachers were not sure about the statement that curriculum adaptation is necessary for children with visual impairment.

ANALYSIS

Figure – 4.32 : General teacher have knowledge about methodology of teaching children with visual impairment
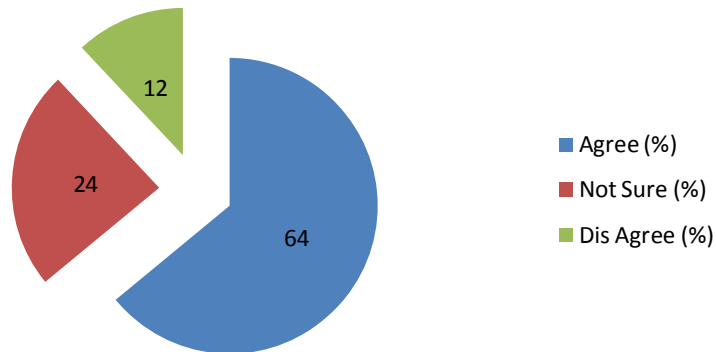
This graphical representation shows the knowledge of the teachers regarding the knowledge about inclusion and out of 350 teachers administered, 70 per cent of the teachers were agree, 14 per cent of the teachers were disagree and 16 per cent of the teachers were not sure about the statement that general teacher have knowledge about methodology of teaching children with visual impairment.

Figure – 4.33 : General teacher have a knowledge of plus curriculum
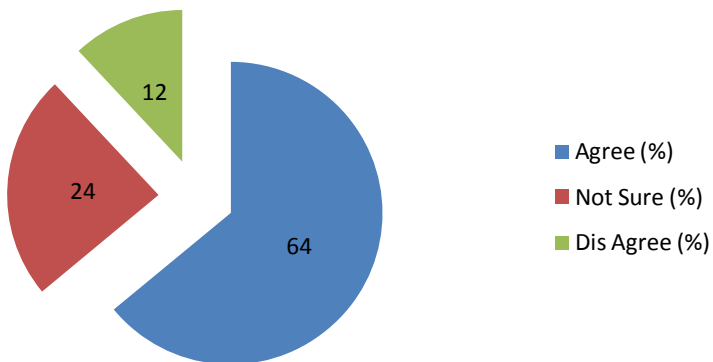
The above graph shows that among 350 teachers, 64 per cent of the teachers were agree, 12 per cent of the teachers were disagree and 24 per cent of the teachers

were not sure about the statement that general teacher have a knowledge of plus curriculum.

Figure – 4.34 : Special educators are very important for better inclusion of children with visual impairment
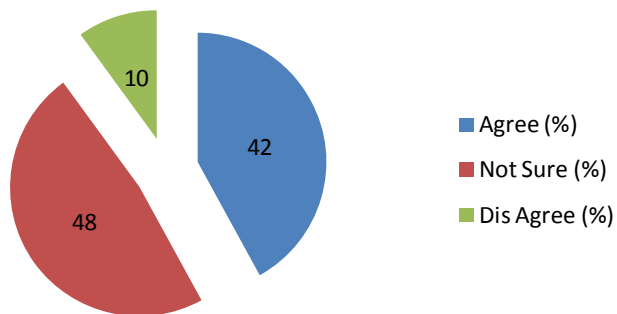
This graphical representation shows the knowledge of the teachers regarding inclusion and out of 350 teachers who were administered, 76 per cent of the teachers were agree, 6 per cent of the teachers were disagree and 18 per cent of the teachers were not sure about the statement that special educators are very important for better inclusion of children with visual impairment.

Figure – 4.35 : Sensory training is a necessity for inclusion of children with visual impairment
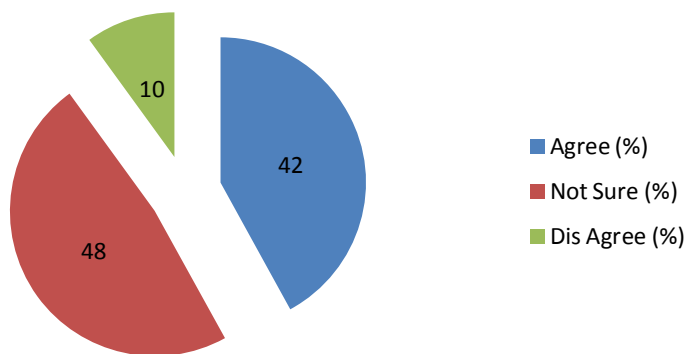
ANALYSIS

This 3 point rating scale was administered on school teachers to know about their knowledge related to inclusive education of visually impaired children. In this statement, 42 per cent of the teachers were agree, 10 per cent of the teachers were disagree and 48 per cent of the teachers were not sure about the statement that sensory training is a necessity for inclusion of children with visual impairment.

Figure – 4.36 : Total communication method helps to include all types of students in class
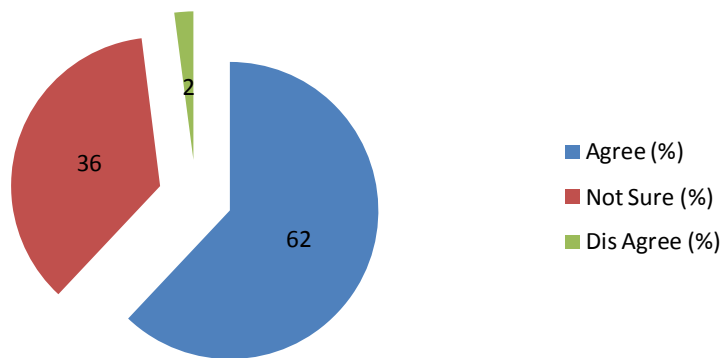
The above graph shows the knowledge of the teachers regarding inclusion and 350 teachers were administered and among them, 46 per cent of the teachers were agree, 12 per cent were disagree and 42 per cent of the teachers were not sure about the statement that total communication method helps to include all types of students in class.

(C). Item wise

1.   **I have knowledge about inclusion:** 24 Percent teachers were agree, 20 Percent were not sure and 56 Percent were disagree with the statement that I have knowledge about inclusion.

CHAPTER- 4
ANALYSIS

2. **A child with visual impairment requires separate curriculum:** 6 Percent teachers were agree, 46 Percent were not sure and 48 Percent were disagree with the statement that a child with visual impairment requires separate curriculum.

3. **Integration and inclusion are same:** 12 Percent teachers were agree, 56 Percent were not sure and 32 Percent were disagree with the statements that the integration and inclusion are same.

4. **Low vision children require different methodology to teach:** 36 Percent teachers were agree, 38 Percent were not sure and 26 Percent were disagree with the statement that the low vision children require different methodology to teach.

5. **All round development of children with visual impairment is possible in general school:** 20 Percent teachers were agree, 58 Percent were not sure and 22 Percent were disagree with the statement that the all round development of children with visual impairment is possible in general school.

6. **Pre skill development is necessary for inclusion of children with visual impairment:** 46 Percent teachers were agree, 42 Percent were not sure and 12 Percent were disagree with the statements that the pres skill development is necessary for inclusion of children with visual impairment.

7. **Curriculum adaptation is necessary for children with visual impairment;** 34 Percent teachers were agree, 26 Percent were not sure and 40 Percent were disagree with the statement that the curriculum adaptation is necessary for children with visual impairment.

8. **General teacher have knowledge about methodology of teaching children with visual impairment:** 70 Percent teachers were agree, 16 Percent were not sure and 14 Percent were disagree with the statements that the general teacher have knowledge about methodology of teaching children with visual impairment.

9. **General teacher have a knowledge of plus curriculum:** 24 Percent teachers were agree, 20 Percent were not sure and 56 Percent were disagree with the statement that the general teacher have a knowledge of plus curriculum.

10. **Special educators are very important for better inclusion of children with visual impairment:** 76 Percent teachers were agree, 18 Percent were not sure and 6 Percent were disagree with the statement that the special educators are very important for better inclusion of children with visual impairment.

11. **Sensory training is a necessity for inclusion of children with visual impairment:** 42 Percent teachers were agree, 48 Percent were not sure and 10 Percent were disagree with the statement that the sensory training is a necessity for inclusion of children with visual impairment.

12. **Total communication method helps to include all types of students in class:** 46 Percent teachers were agree, 42 Percent were not sure and 12 Percent were disagree with the statement that the total communication method helps to include all types of students in class.

CHAPTER- 4

ANALYSIS

3. **To investigate the present situation of implementation of inclusive education for children with visual impairment.**

To satisfy need of the objective, for collection of data a three point rating scale was administered on 350 school teachers to know real situations of implementing inclusive education of children with visual impairment. These three points were –

1. Agree

2. Not Sure

3. Disagree

And teachers were collected on the basis of following three parameters –

1. Gender wise

2. Experience wise

3. Habitation wise

Rating Scale for Physical Environment

(A). Tabular Analysis

Table – 4.4 : Rating Scale for Physical Environment

S.No.	Statements	Agree (Percent)	Not Sure (Percent)	Disagree (Percent)
1.	Special educator is available in each school.	62	36	02

2.	Tactile guideline is available in each school.	76	16	08
3.	Special toilets are available in each school.	62	30	08
4.	Class room is located where there is nearby facilities.	06	76	18
5.	Disable friendly club is maintained in all schools.	24	68	08
6.	Braille books are available in each school.	48	44	08
7.	Mobility instructor is available in schools.	80	14	06
8.	Ramps are available in all schools.	54	42	04
9.	Assistive devices are available in each school.	52	38	10
10.	Snellen chart is available in each school.	62	28	10
11.	Transport allowance is given to children with visual impairment.	22	40	38

12.	Escort allowance is given to parents.	22	44	34
13.	Adapted books are available with proper guideline in each school.	76	20	04
14.	Panel of writers is available in schools.	76	14	10
15.	Large font books are available in each school.	00	48	52

(B). Graphical Analysis

Figure – 4.37 : Special educator is available in each school
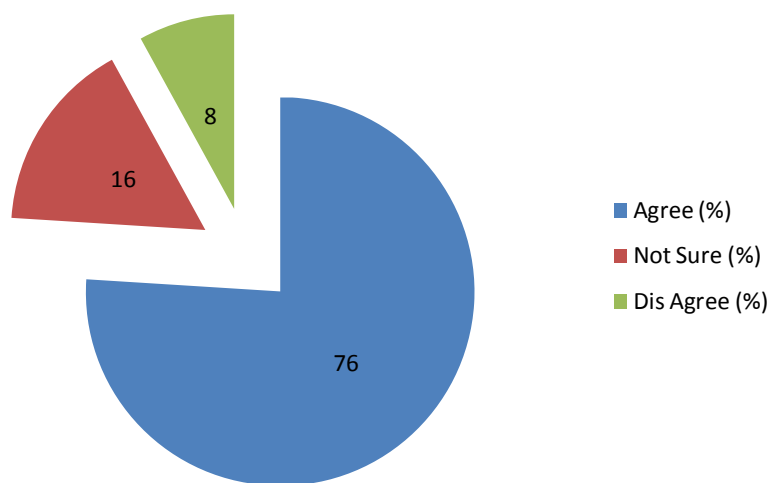
This 3 point rating scale was administered on school teachers to know physical environment as per the requirement of children with visual impairment, 62 per cent of the teachers were agreed that special educator is available in each school, 36 per cent

of the teachers were not sure and 2 per cent of the teachers were disagreed with the statement that special educator is available in each school.

Figure – 4.38 : Tactile guideline is available in each school
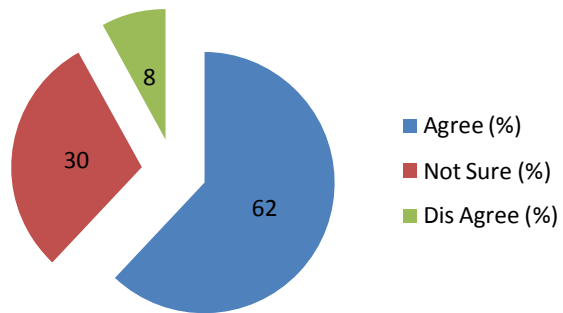
The above graphical representation demonstrate that when 350 teachers were administered on the statement that the tactile guideline is available in each school, then 76 per cent teachers were agree, 8 per cent were disagree and 16 per cent of the teachers were not sure about the statement.

Special toilets are available in each school

As per the above graph, out of 350 teachers, 62 per cent of the teachers were agree, 8 per cent of the teachers were disagree and 30 per cent of the teachers were not sure about the statement that special toilets are available in each school.

Figure – 4.39 : Class room is located where there is nearby facilities
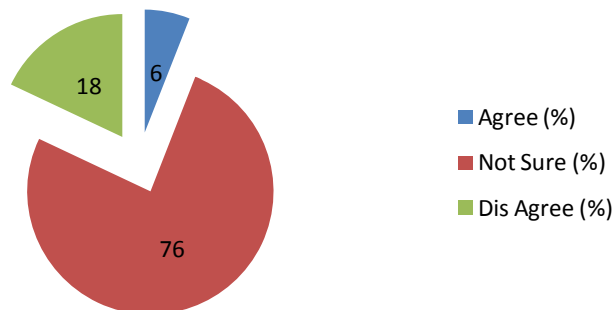
125

ANALYSIS

This 3 point rating scale was administered on school teachers to know physical environment as per the requirement of children with visual impairment, and among them, 6 per cent were agreed that class room is located where there is nearby facilities, 76 per cent were not sure and 18 per cent were disagreed.

Figure – 4.40 : Disable friendly club is maintained in all schools
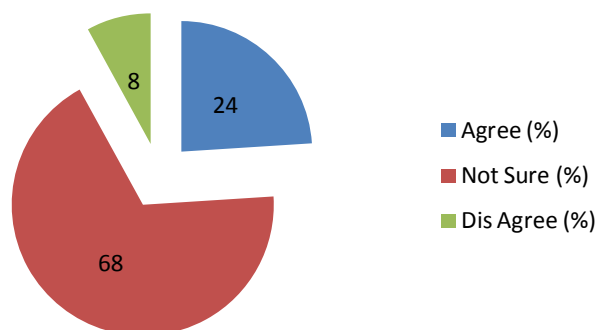
This graph shows the knowledge of the school teachers regarding the physical environment and out of 350 teachers, 24 per cent teachers were agree, 8 per cent teachers were disagree and 68 per cent teachers were not sure about the point that disable friendly club is maintained in all schools.

Figure – 4.41 : Braille books are available in each school

Above graphical representation shows that 48 per cent of the school teachers were agree, 8 per cent of the school teachers were disagree and 44 per cent of the school teachers were not sure regarding the point that braille books are available in each school.

Figure – 4.42: Mobility instructor is available in schools
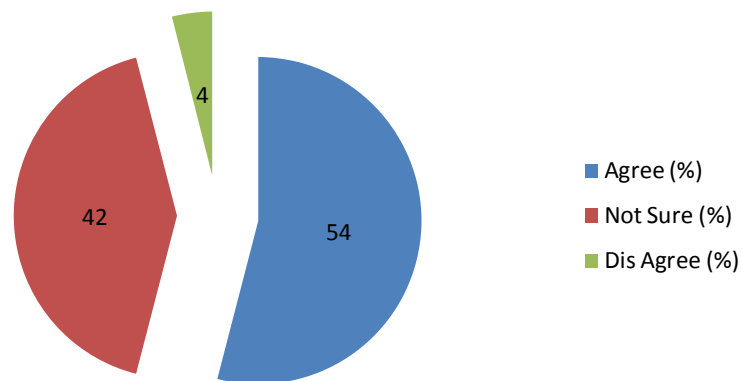
This 3 point rating scale was administered on school teachers to know physical environment as per the requirement of children with visual impairment, 80 per cent were agreed that mobility instructor is available in schools, 14 per cent were not sure and 6 per cent were disagreed.

Ramps are available in all schools

This graph shows that out of 350 teachers, 54 per cent were agree, 4 per cent were disagree and 42 per cent of the teachers were not sure about the statement that ramps are available in all schools.

ANALYSIS

Figure – 4.43 : Assistive devices are available in each school
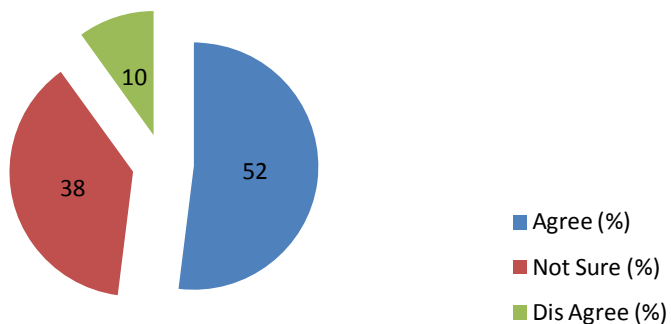
Above graphical representation shows the knowledge of the teachers regarding the physical environment on the point that assistive devices are available in each school and as per graph, 52 per cent teachers were agree, 10 per cent teachers were disagree and 38 per cent teachers were not sure about the said statement.

Figure – 4.44 : Snellen chart is available in each school
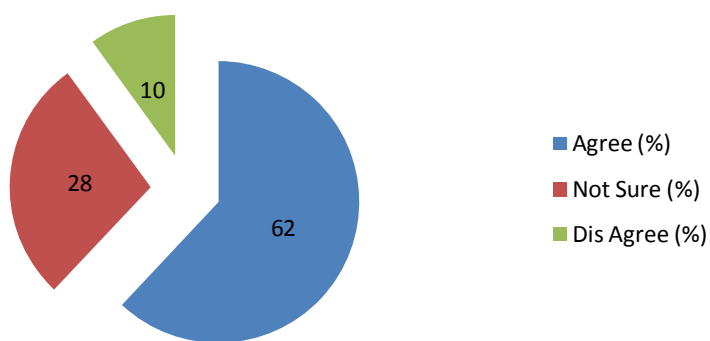
This graph shows among 350 teachers, 62 per cent teachers were agree, 10 per cent teachers were disagree and 28 per cent teachers were not sure about the statement that snellen chart is available in each school.

ANALYSIS

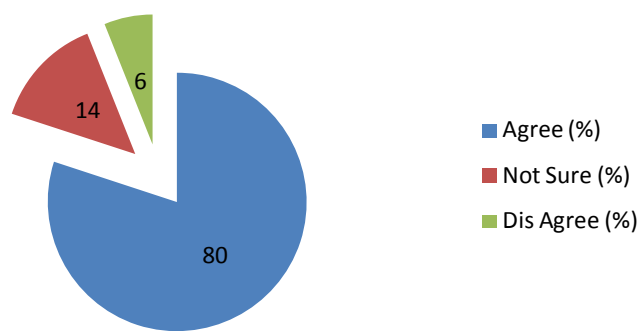**Figure – 4.45 : Transport allowance is given to children with visual impairment**
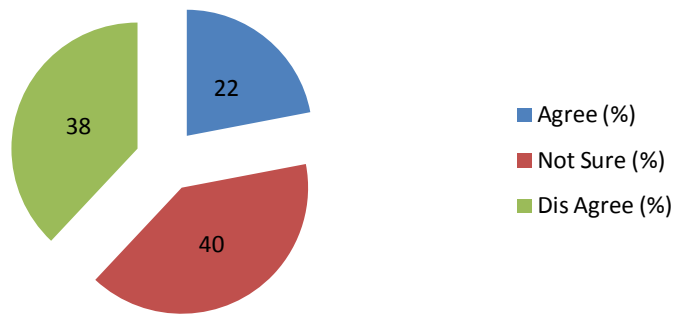
This 3 point rating scale was administered on school teachers to know physical environment as per the requirement of children with visual impairment, 22 per cent were agreed that transport allowance is given to children visual impairment, 40 per cent were not sure and 38 per cent were disagreed.

Figure – 4.46 : Escort allowance is given to parents of children with visual impairment
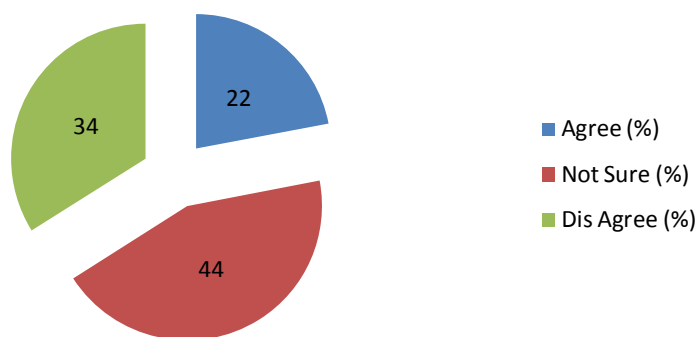
As per the above graph, out of 350 teachers, 22 per cent of the teachers were agree, 34 per cent of the teachers were disagree and 44 per cent of the teachers were

not sure about the statement that escort allowance is given to parents of children with visual impairment.

Figure – 4.47 : Adapted books are available with proper guideline in each school
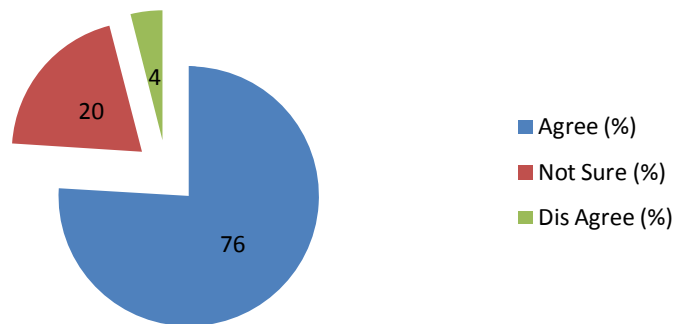
This graphical representation shows the knowledge of the teachers regarding the physical environment for the visually impaired children on the point that adapted books are available with proper guideline in each school and among the teachers administered, 76 per cent were agree, 4 per cent were disagree and 20 per cent were not sure regarding the statement that adapted books are available with proper guideline in each school.

Figure – 4.48 : Panel of writers is available in schools
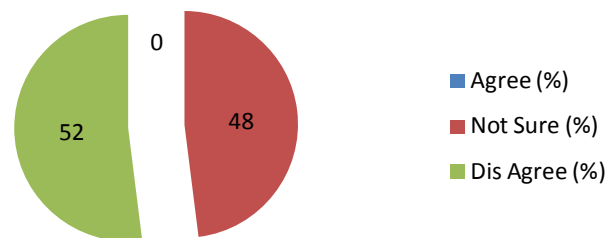
This 3 point rating scale was administered on school teachers to know physical environment as per the requirement of children with visual impairment, 76 per cent were agreed that panel of writers is available in schools, 14 per cent were not sure and 10 per cent were disagreed.

Large font books are available in each school:-

The above graph shows that out of 350 teachers administered through checklists and on the statement that large font books are available in each school, none of the teachers were agree, 52 per cent teachers were disagree and 48 per cent teachers were not sure with the availability of large font books.

C). Item wise –

1. **Special educator is available in each school:** 62 Percent teachers were agree, 36 Percent were not sure and 2 Percent were disagree with the statement that the special educator is available in each school.

2. **Tactile guideline is available in each school:** 76 Percent teachers were agree, 16 Percent were not sure and 8 Percent were disagree with the statement that the tactile guideline is available in each school.

3. **Special toilets are available in each school:** 62 Percent teachers were agree, 30 Percent were not sure and 8 Percent were disagree with the statement that the special toilets are available in each school.

4. **Class room is located where there is nearby facilities:** 76 Percent teachers were agree, 18 Percent were not sure and 6 Percent were disagree with the statement that the class room is located where there is nearby facilities.

5. **Disable friendly club is maintained in all schools:** 24 Percent teachers were agree, 68 Percent were not sure and 8 Percent were disagree with the statement that the disable friendly club is maintained in all schools.

6. **Braille books are available in each school:** 48 Percent teachers were agree, 44 Percent were not sure and 8 Percent were disagree with the statement that the braille books are available in each school.

7. **Mobility instructor is available in schools:** 80 Percent teachers were agree, 14 Percent were not sure and 6 Percent were disagree with the statement that the mobility instructor is available in schools.

8. **Ramps are available in all schools:** 54 Percent teachers were agree, 42 Percent were not sure and 4 Percent were disagree with the statement that the ramps are available in all schools.

9. **Assistive devices are available in each school:** 52 Percent teachers were agree, 38 Percent were not sure and 10 Percent were disagree with the statement that the assistive devices are available in each school.

10. **Snellen chart is available in each school:** 62 Percent teachers were agree, 28 Percent were not sure and 10 Percent were disagree with the statement that the snellen chart is available in each school.

11. **Transport allowance is given to children with visual impairment:** 22 Percent teachers were agree, 40 Percent were not sure and 38 Percent were disagree with the statement that the transport allowance is given to children with visual impairment.

12. **Escort allowance is given to parents:** 22 Percent teachers were agree, 44 Percent were not sure and 34 Percent were disagree with the statement that the escort allowance is given to parents.

13. **Adapted books are available with proper guideline in each school:** 76 Percent teachers were agree, 20 Percent were not sure and 4 Percent were disagree with the statement that the adapted books are available with proper guideline in each school.

14. **Panel of writers is available in schools:** 76 Percent teachers were agree, 14 Percent were not sure and 10 Percent were disagree with the statement that the panel of writers is available in schools.

15. **Large font books are available in each school:** 0 Percent teachers were agree, 48 Percent were not sure and 52 Percent were disagree with the statement that the large font books are available in each school.

4.4 Objective Wise Qualitative Analysis

As per requirement of mix research methodology, in case of sequential explanatory approach less number of objective require information in terms of qualitative data. In present research following two objectives required data in terms of qualitative information. Researcher utilized focus group discussion, interview method to collect qualitative information.

4.5 Finding Gaps between Policies and Practices of Inclusive Education for Children with Visual Impairment

The researcher has taken total 30 samples from five different groups of persons that include special educators, visually impaired children and their parents and the headmasters of the schools. Among these 30 samples, five samples of special educators, ten samples of visually impaired children who are studying in or above 12th standard, ten samples of the parents of the visually impaired children and five samples of the headmasters of the schools were collected.

These samples were collected in the form of checklists and questionnaires. Focus group discussion and interview was conducted to find out qualitative information.

When five special educators were interviewed, all of them have same opinion that they are given additional burden of duty to carry out certain other government activities like elections, counting census, field visits, etc. which creates hurdle in giving proper time to special children and hence, as a result, the target of inclusive education is not achieved. These educators also pointed out that the lack of proper infrastructure facilities, barrier – free environment are becoming a barrier in the process of successful inclusion. All of them also stated that there is a lack of proper appointment of special educators as per the required ration, and due to this, special educator is forced to handle children out of proper ratio. They all even agreed that the negative attitude and opinion of the head of the institutions, general educators and the peer group of these special children also act as a barrier for successful

inclusion. All these views of the special educators are directing that our schools are not yet ready to welcome all kind of children in their classes.

When ten visually impaired children who are studying in and above 12th standard were interviewed, they stated their opinion that the legal rights given to them does not apply in real practice. They stated that under legal documents, it is mentioned that they must be permitted in examinations to appear as per their favourable mode of appearing in an examination and this is not implemented in practice. They have also stated that the selection of scribe is not as per the legal permission. They have also stated that attitudinal, physical and knowledge barrier are still present in each and every level of life. They also have stated their view that they are not allowed to choose their own desired subjects for further studies. They have also stated that under policies, it is mentioned to adopt inclusive education system. But still, the same is not applied in real life practice.

Opinion of students at level of higher education:-

A blind student, Kaushal Singh Jadone, resident of a village in Jhalawar, reported that no doubt that situation is changed, rights were recognised, but he reported that situation in practice is worst challenging for person like him. He further stated that he got blindness at the later stage, due to his family support, he successfully overcome all the challenges.

He also got B.Ed. in special education (V.I.) from Jhalawar. He reported that three basic hurdles are responsible for successful implementation of inclusive education for children with visual impairment in Rajasthan.

ANALYSIS

Especially in rural area, we have great attitudinal problems. In school, we have physical barriers like lack of resources, lack of special toilets, lack of special educators, etc., are great hurdles. He also reported that due to lack of knowledge among general teachers, the system of inclusion can't be applied. He also commented on scribe facility which also creates great hurdle in appearing in exams. Through guidelines, it is stated that there should be no restriction of age, qualification of scribe, any one may be scribe but against of it, they allow younger or those who have no idea about competitive exam due to which they can't get desired success.

Same views were reported by a person, Shyam Bihari Swarnkar of Karauli, that while he was appearing in second grade special teacher exam for Hindi methodology, a convent educated child of 10th class who was very uncomfortable with Hindi, was provided by centre as a scribe to him. He appealed also but no favourable decision was taken. This clearly explains the disguised situation on environment.

In brief, we can say that still, we do not have proper environment for better inclusion of children with visual impairment.

Opinion of parents of visually impaired children:-

Researcher has contacted personally with some parents. Their opinions are as follows:-

(a). An interview was taken with a mother who reported that his son is a congenital blind. She reported that she faced many hurdles for his studies. She further reported that through starting, she likes that her ward should be taught in general

school instead of special schools, so she contacted many schools but not a single school agreed to give admission.

Finally, a known to her family was running his school, he agreed on condition that she has to also admit her daughter with him by which she can look after him, finally she contacted at Jagdamba Andh Vidhyalaya Samiti, Ganganagar. As special teacher did not permit her to come with ward, she felt insulted and took back her ward to Jodhpur. She further admitted her son in a general school by appointing a peon with him but soon, due to lack of resources and lack of knowledge in teachers related to methodology of teaching these children, she again took decision to admit her son to Ganganagar where with the efforts of the special educators, he started his progress but later, she also withdraw him from the school and again admitted him in general school at Jodhpur. When the researcher asked about the selection of school, she responded that general schools are better for all – round development which indicates that inclusion is better. But, she also reported that lack of resources, lack of special educators, lack of knowledge in general teachers are great challenge for implementation of inclusive education for children with visual impairment in Rajasthan.

(b). In rural area, parents have reported that they do not have proper institutes for their children and due to this, they send their children in the government schools which are nearby situated to their residence place where they don't have proper resources like trained teachers, braille books, barrier – free environment. Moreover, they also are also threatened by the administration that they will not take any responsibility for any mishap with their children which clearly indicates that the schools are not ready to accept their children.

When researcher met with the headmasters of the schools and interviewed them after interacting them on the topic of inclusive education, the views of the headmasters revealed that the attitude of general teachers, general peers are negative when any special child gets enrolled in their schools. The reason behind this negative attitude and negative response towards the special children is that the general teachers and general peers do not have proper knowledge related to the needs of children with visual impairment. They also stated that although they have the facility of resource rooms in their schools, they are not properly utilised due to the lack of proper resources like non – availability of special educators, lack of knowledge about use of equipment, non – availability of braille books, no tactile guidelines. Some of them also reported that they have not received administrative cooperation for the implementation of guidelines. Some of the headmasters have also reported that if at all they provide special educators for implementing resource room activities, they are totally not involved in education activities due to their engagement in field activities. Above views clearly indicates that schools are not ready to welcome children with visual impairment.

4.6 To Suggest An Effective Policy Framework for Future Planning Towards Better Inclusion for Children with Visual Impairment.

To satisfy the need of objective, it is required to collect information from administrative officers from concerned departments like education department, department of social justice and empowerment, eminent administrators from NGO.

CHAPTER- 4
ANALYSIS

Due to pandemic, it was very difficult to contact, therefore, researcher has decided to use random sampling as per availability.

Researcher has contacted personally with administrative officer of social justice and empowerment who told that though theoretically, it is said that each and every school is inclusive, but in practice, it is not true. School are not ready for giving admission to children with visual impairment.

Moreover, researcher also contacted to an administrative officer of CBSE Institution who totally refused to admit visually impaired children in their institution. Though theory is telling different story that in case they do not admit children, it is against the legal facilities, they argue that for visually impaired children, we have special schools which is also argued by a Government school administrator that she will not give admission to children with visual impairment.

Researcher has personally met with an eminent personality of Rajasthan who have got national award so many times and working as chairmen in many organisations and is the founder of Netraheen Vikas Sansthaan, Jodhpur, Mrs. Susheela Bohra. Researcher has taken interview of Smt. Sushila Bohra and researcher has directly questioned her:-

(i)   Do school has readiness for children with visual impairment?

Mrs.Bohra answered in clear words that; No! school does not have readiness.

She argues in support as follows:-

a.   Government leaders, teachers and children have negative attitude towards children with visual impairment.

CHAPTER- 4
ANALYSIS

b. In case if they give admission, no education is provided to them, as they do not have resources like Braille Books, computers, special education, etc.

c. Teachers don't have knowledge.

d. In Jodhpur, we also have Government Institutions but there also, general educators are appointed. Moreover, they have permission to admit only 50 children whereas, in her institution, all facilities are available and at present, 750 children are studying in her institute. She also offered her services for children with visual impairment in case government is not able to facilitate these children. She is ready to admit all such children with visual impairment at NetraheenVikas Sansthaan, Jodhpur.

CHAPTER – 5

SUMMARY FINDINGS
AND
RECOMMENDATIONS

CHAPTER – 5

SUMMARY FINDINGS AND RECOMMENDATIONS

5.1   Introduction

The previous chapter provided an analysis of the data, and this chapter will provide a summary of those findings as well as a conclusion based on those findings. In the state of Rajasthan, research was conducted to investigate the readiness of secondary schools for inclusive education of children with visual impairment. The purpose of this study was to determine what the actual situation is and to what extent the goal of inclusion is being met at the level of the school.

5.2   Summary of Research

The primary objective of this research was to determine whether or not secondary schools are prepared to provide inclusive education for students who have visual impairments in actual classroom settings. There are primarily three primary barriers, which are known as "since the beginning," "attitudinal barrier," "physical barrier," and "knowledge barrier." The current situation in relation to these barriers is discussed.

To get a better understanding of the context of this study, we looked at previous research on the subject from a global, national, and local perspective,

CHAPTER – 5
SUMMARY FINDINGS AND RECOMMENDATIONS

focusing specifically on Rajasthan. The history of the research problem covers the unreadiness at the level of schools, with the primary focus being on issues relating to barriers in terms of knowledge, physical accessibility, and attitude.

The researcher utilised a standard tool known as the index of inclusion that was developed by Neil and Anscow. Neil and Anscow had previously granted permission to use statements made under the index in accordance with the researcher's requirements, so no further permission was required.

The following is a list of the objectives of the index of inclusion:

a. to develop a culture that is welcoming to all, which is connected to one's attitude.

b. to develop inclusive policies that are connected to the surrounding physical environment.

c. a developing inclusive practise that is connected to the body of knowledge

In point of fact, this is a worldwide issue that, despite significant efforts, has not been able to achieve the desired goal of inclusion.

Today, we are also confronted with the problem of barriers of attitude, knowledge, and physicality that exist in society, at all levels of schooling, at all levels of administration, and in a variety of political issues. As a result, the researcher has decided to focus on the fundamental level, which in Rajasthan can be found at the school level.

SUMMARY FINDINGS AND RECOMMENDATIONS

5.3   Statement of Problem

"Study of readiness of secondary schools for inclusive education of children with visual impairment in Rajasthan"

Objective of the study were:-

1. To conduct research into the degree to which schools are prepared to provide inclusive education for visually impaired students.

2. To investigate the teachers' perspectives on inclusive education for children with visual impairments and to report our findings.

3. To conduct research into the current state of affairs regarding the incorporation of inclusive education for children with visual impairments.

4. Identifying areas of discordance between inclusive education policies and current practises for children with visual impairments

5. To make recommendations regarding an efficient policy framework for future planning in the direction of improved inclusion for visually impaired children.

Research questions of the study were

1. Are the educational institutions prepared to provide an inclusive environment for students who have a visual impairment?

2. Are the educators knowledgeable about providing an inclusive education for students who have a visual impairment?

3. What is the current state of affairs regarding the implementation of inclusive education for children who are visually impaired?

CHAPTER – 5

SUMMARY FINDINGS AND RECOMMENDATIONS

4.   Where do policies stand in comparison to practises when it comes to inclusive education for children who are visually impaired?

A variety of research approaches were utilised in the conduct of this study. The method of using sequential explanations that is utilised by researchers. In accordance with this methodology, the researchers collected data in two stages. During the first phase, a sample consisting of 350 educators and 70 students who were visually impaired was used to collect numerical data.

71.4 percent of teachers lived in urban areas, while 28.6 percent of teachers lived in rural areas; 60 percent of children with visual impairment were male, while 40 percent of children with visual impairment were female; 68.6 percent of children with visual impairment were u.s. citizens. The researcher chose 35 secondary schools to sample, and the following multistage sampling procedures were used for those schools:

<div align="center">

State

↓

Zone

↓

Administrative Center for Each Zonal District

↓

Block

↓

Middle and High School

7 x 5 x 1 = 35

</div>
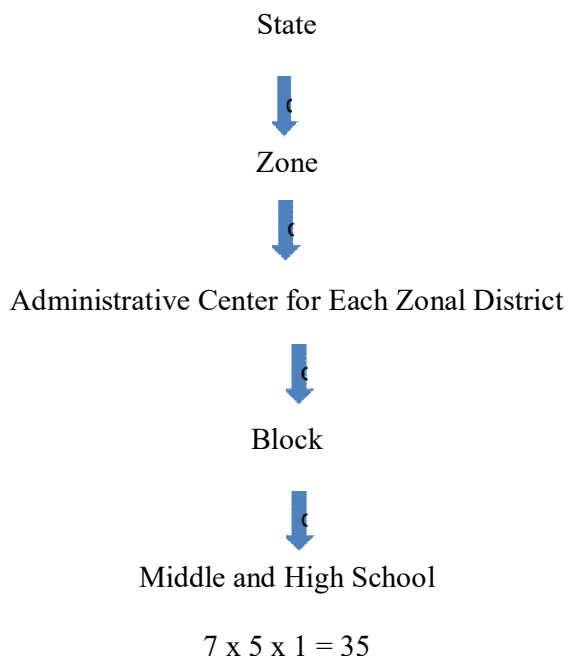
CHAPTER – 5

SUMMARY FINDINGS AND RECOMMENDATIONS

In the second phase of data collection, qualitative information was gathered through the use of interviews as a data collection method. Interviews were conducted with children who had visual impairments, headmasters, parents, and eminent personalities according to the availability of samples.

5.4   Key Findings of the Study

The researcher has formulated a few research questions in order to arrive at the conclusion and the findings of the study. Furthermore, through the course of the current study and analysis, the researcher leads to the finding with the assistance of the questions that are listed below:

The first research question asks: whether or not schools are prepared to provide an inclusive education for students who have visual impairments.

The second research question asks: whether or not teachers receive training on inclusive education practises for students who have visual impairments.

The third research question asks: What is the current state of affairs regarding the implementation of inclusive education for children who are visually impaired?

The fourth research question that was asked was: What are the differences between the policies and practises of inclusive education for children who are visually impaired?

The first question for this line of inquiry is as follows: Are schools prepared to offer an inclusive education to children who have a visual impairment?

SUMMARY FINDINGS AND RECOMMENDATIONS

Both qualitative and quantitative approaches were taken in the collection of data for the study. The analysis of the quantity data was carried out on a graphical and percentage basis. The use of questionnaires crafted on the foundation of a standard tool for index inclusion was employed throughout the data collection process. It was reported by the largest percentage of teachers that they lacked resources, that they lacked knowledge about inclusion, that they did not use a special process of evaluation, that there was no proper environment for children with visual impairments, such as no tactile guideline or brailley books, and that children with visually impaired students faced hostility from their peers. Additionally, educators mentioned that this was due to their participation in a variety of field activities. Even they were unable to finish the curriculum for regular children; therefore, it is difficult to fathom how one could possibly teach children who have a visual impairment. The same views were reported by government special educators, who stated that the students are taking part in a variety of field activities, which is why they are unable to maintain resource room activity.

Headmasters have also reported the same views, which are that they do not have resources for children who have visual impairments. They lack the knowledge necessary to properly understand inclusive education. Every child who is visually impaired also mentioned that the general education system does not provide an appropriate environment for them, that general educators lack knowledge, and that their peers have a negative attitude. Previous researchers have shown similar views, including but not limited to the following:

Bharti Sharma (2010). According to the findings of the study, schools suffer from inadequate maintenance and usage of fundamental facilities. There was no

146

special educator assigned, there was no dedicated resource room, and there was no equipment or materials provided. Teachers are in agreement that a lack of specialised knowledge is a barrier when working with students who have special requirements.

Yogendra Pande (2009). According to the findings of the study, the vast majority of principals and teachers are completely ignorant about inclusive education. They were unable to understand the difference between the ideas of inclusion and integration. The vast majority of principals and teachers have an inadequate understanding of the different kinds of disabilities. The vast majority of principals did not take any actions to improve the educational opportunities available to children who have special needs. The majority of principals did not accept the idea that these children could receive an education in regular schools because they did not believe it was possible. The majority of principals and teachers are oblivious to the existence of visually impaired students and those with visual disabilities.

Therefore, it is possible to draw the conclusion that, in addition to many other reforms, we can say that still, at the level of schools, we are lacking with readiness.

The second research question asks whether or not educators receive training on inclusive education practises for students who have visual impairments.

According to the data that was analysed, only a very small number of educators were oriented for inclusive education of children with visual impairment, which was not enough to apply inclusion on the level of the school. It has been reported that teachers have no idea about how to educate children who have visual impairments, and only a small number of general educators have received training lasting between three and five days.

CHAPTER – 5
SUMMARY FINDINGS AND RECOMMENDATIONS

These are the teachers that we selected from the schools where we have a resource room. However, it is important to keep in mind that only one school out of the whole block has a resource room, so this cannot be accepted as an optimal way to meet the needs of students with special educational needs. Previous research has found similar views, such as:

Ravikala Kamath and Chandip Johalat (1992). According to the findings of the study, the majority of teachers have indicated that they are both ready and willing to learn, which suggests that there is a strong need for improved training inputs for teachers as a pre-requisite for the successful implementation of integrated education.

Soodak et al (1988). According to the findings of the study, the affective responses were related to teacher characteristics, student disability categories, and conditions that were based in the school. It was discovered that teachers who possessed low teaching efficacy, who lacked experience in teaching, or who had low utilisation of differentiated teaching practises and teacher collaboration were found to be less receptive to inclusion.

The third set of research questions focuses on the current state of the implementation of inclusive education for visually impaired students.

According to the findings of an analysis of the data, the situation regarding the implementation of inclusive education for children who have a visual impairment in Rajasthan is currently very serious. Children who have a visual impairment now have the same rights to an education as other students, including the right to receive a free and obligatory education in a typical setting provided by schools in the area. This right was established when the Right to Education was extended to these children. Children who have visual impairments have stated that they do not believe that

CHAPTER – 5
SUMMARY FINDINGS AND RECOMMENDATIONS

general schools have facilities such as knowledge of teachers, acceptance of general peers, or special educators. As a result, it is just impossible to get an education in a general environment that is inclusive of children with visual impairments. It has also been reported that school administrators and teachers lack an understanding of the unique requirements that we have. The same user also reported that an eminent personality from Rajasthan, who has been working for children in Rajasthan who suffer from visual impairments since 1979, She reported that not a single school in Rajasthan was prepared in any way, including not having any braille books available, not having any special educators available, not having any tactile guidelines, not having any barrier-free environments, etc.

When the researcher went to a seminar in 2018 to be made into a national level resource person for children with visual impairment, at that time, the Chief Consultant of MHRD, Ms. Anupriya Chadda, also accepted that still we are lacking with the concept of education in inclusive education. She also promised to apply the inclusive education concept beginning in 2019, but it is very unfortunate to say that now we have reached in 2022, but still this system could not be applied, which is a problem. Inclusive education is

The fourth question to be investigated is as follows: Where do inclusive education policies stand in comparison to their actual implementation for students with visual impairments?

The findings of the entire study indicated that despite the fact that a significant amount of work had been put into the implementation of inclusive education and that significant amounts of money had been spent on doing so, the target of inclusion had not been reached. A preliminary study that the researcher himself conducted revealed,

among other things, that we face difficulties in the area of implementation, which is the root cause of the fact that, despite our improved policies, the desired result of increased inclusion was not attainable. It is necessary to acknowledge that there are many discrepancies between our policies and our practises. These can be broken down into the following categories for further explanation.

1. **Gap at the level of politics:** As we are all aware of the concept that each and every department of the government is headed by a Minister, and that in order for something to be implemented, it must first receive the sanction of the concerned ministry, there is a gap at this level. It is very unfortunate to say that the political system is not bothering about the education of challenged children, even if it refused to appoint educators for these children and no policies are following to provide educational rehabilitation for SEN. Although it is clearly mentioned in the Right to Education Act that it is the responsibility of local government to provide free and compulsory education for all of the children residing under State, it is very unfortunate to say that the political system is not bothering about the education of challenged children.

    Despite the fact that the High Court and the Supreme Court were issuing guidelines to appoint at least one educator for the education of these children, no ministry has taken the initiative to ensure that these guidelines are put into practise, which has resulted in a disconnect between official policies and actual government procedures.

2. **Gap at the level of administration:** We also have a significant vacancy at the level of administration, which is the place where policy is to be put into effect. Everyone here is aware that Administrative Officers do not have the necessary

knowledge to put the policy into effect. This fact is common knowledge. A very recent case study that the researcher would like to share with you one day is one in which a government special educator informed him that I need your assistance. When the researcher questioned him about the issue, his response was extremely shocking. He explained that his Officer wants him to sign a document in which he will be required to certify that the child who was given to him fulfils the requirements that are placed on children who have a visual impairment. He was given a pencil, a rubber, a note book, some charts, and other items in the name of brail kid. However, he refused to sign for any of these items, which resulted in a show cause notice being sent to him. The current example demonstrates the void at the level of administration, and it is this void that is being shown.

3. It is required to appoint special educators in school on the basis of a ratio of 5:1, which means that for every five special children, one special educator must be appointed; however, this requirement is being completely ignored by appointing authorities. Only CBSE schools have adapted the proper guideline regarding the appointment of special educators; however, the Rajasthan Board is still not applying the policies, which is creating a serious gap between policies.

The appointment process that the government uses is flawed as well; as a result of this, under successive appointments of special educators, the fewest number of special educators for visual impairment were appointed, and under identification, the fewest number of children with visual impairment were counted as data. As it stands right now, teaching cross-disability is required of all B.Ed. candidates in order

SUMMARY FINDINGS AND RECOMMENDATIONS

to graduate with their degrees. Education for Special Needs Therefore, these postings should be done on an equal basis, as this is currently a barrier to the implementation of inclusive education for children in Rajasthan who have a visual impairment.

1. Gap caused by a lack of coordination between the government sector and the non-government sector Although it is common knowledge to all of us that most of the time, it is discovered that the government possesses sufficient funds and the non-government sector possesses expertized knowledge, it is generally seen that while policies are implemented at the grass-root level, the success of these policies depends on better coordination among the government sector and the non-government sector. However, in reality, both of these sectors do not have mutual understanding a gap caused by this lack Because there is a lack of coordination, there is a gap in the implementation of inclusive education for children in Rajasthan who have a visual impairment. The projects that we are working on have many policies, but these policies can only be confirmed if there is coordination.

2. The implementation of inclusive education for children with visual impairment creates a gap between policies and practise due to not following legislative rights for children with visual impairment as it is compulsory for children with visual impairment for appearing in exam through their desired mode, but it is ignoring and only scribe system available for them to appear in exam. This creates a gap between policies and practise due to not following legislative rights for children with visual impairment as it is required for children with visual impairment to appear in exam through their desired mode. In light of this, it is not only impolite but also overly rude of their right to

choose independently the writer for writing, despite the fact that in practise, they were not given this freedom. However, this requirement is not being met in actual practise, despite the fact that the policy mandates that each testing location must have a pen and paper available for candidates. While these children were participating in more difficult and competitive examinations, this divide became very tense. Because of this, the idea of inclusive education is not being put into practise because there is a gap between the theoretical concept and the practical implementation of this idea.

3. The lack of a complete understanding of inclusive education can be attributed to the fact that previous studies have confirmed the hypothesis that the meaning of the term "inclusion" is ambiguous and that it can refer to a variety of different things depending on where it is used. As a result, there is a significant knowledge gap between inclusive education policies and practises. For instance, in the country of India, the idea of inclusion is being implemented in a variety of ways across the various states.

Although this idea is currently being tested as part of a project that is being carried out across the entirety of India, the fact that it is being put into practise in a manner that differs from state to state is contributing to a significant disconnect between official policies and actual business procedures.

5.5   Limitations of the Study

The situation of a pandemic was the biggest limitation that the researcher faced in his studies. As a result of this situation, all forms of gathering and all modes

of communication were banned. As a consequence of this situation, the researcher was forced to collect information from special schools because there were no children with visual impairments available in general schools.

5.6 Suggestions

At the conclusion of this body of research, the researchers would like to make some recommendations for improved implementation, which are as follows:

1. The guidelines that the CBSE is following for educating children who have visual impairments should be applied by the Rajasthan Board.

2. The evaluation process used by the Rajasthan Board ought to be the same as that used by the CBSE.

3. Every educator who works with students who have special needs ought to receive the same compensation. Specifically, it has come to our attention that the state of Rajasthan employs three distinct types of special educators. One group is called Government Special Educators, another is called Special Educators Appointed Based on Contact, and the final group is Special Educators Appointed by Non-Governmental Organizations (NGOs). It is very unfortunate that although the cadre and services are comparable, we have a large difference in remuneration for each category. Because of this discrepancy, the individuals in each category are demotivated, which in turn has a negative impact on inclusive education.

4. Only those special educators who have special categories, such as those who work with students who have visual impairments, should be posted in

government special schools. Other special educators working for the government should be assigned to general schools.

5. It is the responsibility of the government to establish support groups for the education of children living in rural areas who have a visual impairment.

6. In light of the fact that IBR is not capable of catering to the requirements of the children who live in rural and remote areas, CBR ought to be implemented there.

7. Included in the required training for general educators during the summer break should be a mandatory session on inclusive education. This will result in an increase in the number of general educators who are knowledgeable about the education of children with special needs.

8. It is important to carry out thorough monitoring.

9. Every administrator ought to go through some sort of inclusive education training.

In the interest of future researchers:

This research work was carried out solely for the purpose of examining the status of schools in Rajasthan in terms of their readiness to provide an inclusive education to children who have a visual impairment. It is possible to choose the same topic for several different areas of specialisation.

Appendix

Rating Scale for Measuring Attitude

S. No.	Statements	Agree	Not Sure	Disagree
1.	Children with visual impairment have potentiality to learn.			
2.	Visually impaired child needs help to perform all activities.			
3.	General teachers can teach a visually impaired child.			
4.	Visually impaired child has same educational need like that of a sighted child.			
5.	Visually impaired child has six senses.			
6.	Parents have positive attitude towards their children.			
7.	Peer accepts children with visual impairment in their class.			
8.	School gives admission to children with visual impairment.			
9.	Children with visual impairment have a fundamental right to education as like other children.			
10.	School have visually impaired children in their regular classes.			

Appendix

Rating Scale for Physical Environment

S. No.	Statements	Agree	Not Sure	Disagree
1.	Special educator is available in each school.			
2.	Tactiole guideline is available in each school.			
3.	Special toilets are available in each school.			
4.	Classroom is located where there is nearby facilities.			
5.	Disable friendly club is maintained in all schools.			
6.	Braille books are available in each school.			
7.	Mobility instructor is available in schools.			
8.	Ramps are available in all schools.			
9.	Assistive devices are available in each school.			
10.	Snallen chart is available in each school.			
11.	Transport allowance is given to children with visual impairment.			
12.	Escort allowance is given to parents.			

13.	Adapted books are available with proper guideline in each school.			
14.	Panel of writers is available in schools.			
15.	Large font books are available in each school.			

Appendix

Rating Scale for Knowledge of Inclusion

S. No.	Statements	Agree	Not Sure	Disagree
1.	I have knowledge about inclusion.			
2.	A child with visual impairment requires separate curriculum.			
3.	Integration and inclusion are same.			
4.	Low vision children require different methodology to teach.			
5.	All round development of children with visual impairment is possible in general school.			
6.	Pre – skill development is necessary for inclusion of children with visual impairment.			
7.	Curriculum adaptation is necessary for children with visual impairment.			
8.	General teacher have knowledge about methodology of teaching children with visual impairment.			
9.	General teacher have a knowledge of plus curriculum.			

10.	Special educators are very important for better inclusion of children with visual impairment.			
11.	Sensory training is a necessity for inclusion of children with visual impairment.			
12.	Total communication method helps to include all types of students in class.			

Checklist for Assessing School Readiness

S. No.	Statements	Yes	No
1.	School welcomes children with visual impairment.		
2.	Children with visual impairment studies in general school.		
3.	Special toilets are available in school.		
4.	Tactile guideline is available in school.		
5.	Special educator is available in school.		
6.	Braille books are available in school.		
7.	General teachers are trained in methodology of teaching visually impaired.		
8.	Assistive devices are available in school.		
9.	Tactile teaching learning materials are available in school.		
10.	School motivate parents of nearby locality to admit their children with visual impairment in school.		
11.	Disable friendly club is available.		
12.	Staff and peer have positive attitude for children with visual impairment.		

13.	School has supportive environment for children with visual impairment.		
14.	Panel of writer is available in school.		
15.	Curriculum adaptation is done.		
16.	Evaluation process is modified as per the need of children with visual impairment.		

BIBLIOGRAPHY

Bibliography

Ainscow (1999). Understanding the development of inclusive schools. London: Falmer Press.

Ainscow (2005). From special education to effective schools for all. Keynote presentation at the International Special Education Conference, Glasgow, Scotland, 1-4 August. Retrieved 25th August, 2008, from the stated link:-

http://www.isec2005.org.uk/isec/abstracts/papers_a/ainscow_m.shtml

Ainscow, Booth, Dyson, Farrell, Frankham, Fallannaugh, Howes and Smith (2006) Improving schools, developing inclusion. London: Routledge.

Ballard (1995). Inclusion paradigms, power and participation. In C. Clark, A. Dyson and A. Millwards (Eds.), Towards inclusive schools. London: David Fulton.

Ballard (Ed.) (1999). Inclusive education: International voices on disability and justice. London: Falmer Press.

Ballard (2003). Inclusion, exclusion, poverty, racism and education: An outline of some present issue. New Zealand: University of Otago.

Booth (1996). A perspective on inclusion from England, Cambridge Journal of Education, 26(1), 87-99.

Booth and Ainscow (1998). From them to us: An international study of inclusion in education. London: Routledge.

Booth and Ainscow (2002). Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies on Inclusive Education.

Bibliography

Booth, Nes and Stromstad (Eds.) (2003). Developing Inclusive teacher education. London: Routledge/Falmer.

Clark, Dyson and Millward (1995).Towards inclusive schools? London: David Fulton.

Farrell (1997). The integration of children with severe learning difficulties: a review of the recent literature. Journal of Applied research in Learning Disabilities, 10, 1-14.

Farrell (2000).The impact of research on developments in inclusive education. International Journal of Inclusive Education, 4(2), 53-162.

Farrell (2003). Understanding special educational needs: A guide for practitioners. London: Sage/Paul Chapman.

Farrell (2004). Inclusion at the crossroads: Special education – concepts and values. London: David Fulton.

Farrell and Ainscow (2002). Making special education inclusive: From research to practice. London: David Fulton Publishers.

Florian (1998). Inclusive practice – What, why and how? In C. Tilstone, L. Florian, and R. Rose (Eds) Promoting inclusive practice. London: Routledge.

Florian (2005). Inclusive practice: What, why and how? In K. Topping and S. Maloney (Eds.), The RoutledgeFalmer reader in inclusive education. Oxon, UK: Routledge, 29-40.

Forest and Pearpoint (Eds.) (1992). Putting all kids on the MAP. Educational Leadership, 50(2), 26-31.

Bibliography

Giangreco (1997). Key lessons learned about inclusive education: Summary of the 1996 Schonell Memorial Lecture. International Journal of Disability, Development and Education, 44(3), 193-206.

Hall (1996). Integration, inclusion: What does it all mean? In J. Coupe O'Kane and J. Goldbart (Eds.), Whose choice: Contentious issues for those working with people with learning difficulties? London: David Fulton.

Idol (1997).Creating collaborative and inclusive schools. New York: Eitel Press.

Mercer (1970).Sociological perspectives on mild mental retardation. In H.C. Haywood (Ed.), Sociocultural aspects of mental retardation. Englewood Cliffs, NJ: Prentice Hall.

Norwich (2002). Education, inclusion and individual differences: Recognising and resolving dilemmas. British Journal of Educational Studies, 50 (4), 482-502.

Norwich and Kelly (2004) Pupil's views on inclusion: moderate learning difficulties and bullying in mainstream and special schools. British Educational Research Journal, 30(1), 43-65.

Pijl and Meijer (1994) Introduction. In C.J.W. Meijer, S.J. Pijl and S. Hegarty (Eds.), New perspectives in special education. London: Routledge.

Pjil, Meijer and Hegarty (Eds.) (1997). Inclusive education: A global agenda. London: Routledge.

Sebba (1996). Developing inclusive schools.University of Cambridge, Institute of Education, Monograph No 31, p.3.

Sebba and Sachdev (1997). What works in inclusive education? Essex, UK: Barnardo's Publications.

Publications

"Study of readiness of secondary schools for inclusive education of children with visual impairment in Jhalawar city".

Ravi Srivastava*, Akhilesh Kumar**

ABSTRACT

The question of inclusion is very much connected with the issue of empowerment. Empowerment is meant to delegate what is said in theory into practical life. After implementation of right to education it becomes a right of challenged child to get quality education without making any discrimination in a nearby situated school. Recently Government of India has enacted The Rights of Persons with Disabilities Act, 2016 which is a landmark in disability rehabilitation in India. Recently enacted RPWD Act 2016 which came in to force in 2017 intends to provide inclusive education for children with disabilities. In Rajasthan, all Government Schools are declared as Inclusive Schools. Present study intended to find out whether schools in Rajasthan in general and schools in Jhalawar District of Rajasthan in particular are ready for inclusion. The data were collected from ten schools of Jhalawar district using a purposive sampling method. The data revealed that to achieve inclusive education Jhalawar in particular and Rajasthan state in general has long way to go.

***Key words: -** Inclusion , Empowerment, Visual Impairment, RPWD*

Introduction

Educating a child is an innovative challenge. As Swami Vivekananda said, "We cannot really educate a child. But can only provide the child with inputs. It is the child who learns from what he sees, hears, smells, tastes and touches. He learns from his experiences and we as teachers provide the child with experience that are suitable to his age and abilities."

Definition of Education:-

T. Raymont has rightly remarked "Education is that process of development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical, social and spiritual environment."

Aim of Education:-

The aims of education are as follows:

1. Intellectual development
2. Physical development
3. Moral development
4. Spiritual development
5. Livelihood
6. Development of personality
7. Training for civic life
8. Aesthetic development
9. Social development
10. Cultural development
11. Total development

History of Education of Visually Impaired Children:-

In primitive area, education of visually impaired was a neglected subject and it is understood that these children are useless and burden on societies. It is also understood that these children can't be taught.

There has been an evolutionary process in

*Research Scholar (Special Education), V.M.O.U, Kota
**Assistant Professor, V.M.O.U, Kota

changing the attitude of society towards blindness. Blindness is as old as life itself but it is perhaps incorrect to say that the evolution of services for blind has always kept pace with the advancement of civilization. For centuries, blindness has had, and still has both negative and positive connotations with negative feelings predominantly.

Attitude towards blind people have varied from culture to culture with religious belief and mythology playing a predominant role.

Visually impaired are endowed but they are ignored. They have innate potentiality like others. Work for children with visual impairment in India is more than a century old.

Miss Anne Sharp founded the first school for the blind in Amritsar in India (1887). One of the largest school for the blind in India, which is located in Pally amkotti, was started in year 1890. Shri Lal Bihari Shah was the first Indian to start the Calcutta Blind School in 1897 (Mureckan and Kareparampil, 1995).

Besides efforts from the voluntary sector, the government too initiated constructive activities towards the development of services for children with visual impairment. In 1942, the government of India invited Sir Clutha Mackenzie from New Zealand to conduct a survey on blindness in India. The recommendations of his famous report on blindness (1944) have great influence on the programme for person with visual impairment.

In 1947, a unit on blindness was set up in the ministry of education, which was headed by Sir Lal Advani.

The pre – independence period which witnessed the growth of only 32 schools for blind rose to a remarkable 400 in the post – independence period. Still the beneficiaries of the services constitute only 5 percent of the population. The present education system is enabling them to achieve their life goal effectively.

The government efforts and supports are also conducive for them and help to become productive member in society. The social and parental attitude towards blindness has drastically changed towards positively and they are realizing the good qualities of the visually impaired persons.

The problem of disability has an important social dimension in so far as the relationship between the disabled person and his environment is concerned. "The Seeing member of Society and self – regarding attitude they induce in the blind are responsible for the emotional disturbances found in the blind as a group" – Culsforth 1951 (1).

The observance of the 1981 as international year of disabled person (IYDP) has had an accentuating impact. The motto of IYDP "Full Participation and Equality" has opened for the disable a horizon of hope.

The article 45 of the constitution of India is assuring better services to person with disabilities. The education commission report (1964-1966) recommended placement of the disabled child as far as possible in ordinary schools.

After the implementation of person with disability act (1995) education of disabled child considered as the right of child rather than a welfare activity.

The world conference on "education for all" held in March 1990 in Jomtein, Thailand adopted a declaration calling upon all members states and international agencies to take effective steps for the achievement of education for all bythe year 2010 which is now extended upto the end of 2015.

It is a matter of satisfaction that on the occasion of World Disabled Day; 3 December, 2015, honourable Prime Minister Shri Narendra Modi has launched a campaign of accessible India and to achieve this goal by the end of 2019 – 2020 and he also declared that India will be first country among developing nations which will make accessible India.

The present study is expected to throw light on process of implementation of inclusive education for children with visual impairment at secondary level and also study whether secondary schools have readiness about this or not especially in Jhalawar city, Rajasthan. It is also hoped that the findings of the study may give direction for further research in this area.

Statement Of The Problem:-

"A Study of Readiness of Secondary Schools for Inclusive Education of Children with Visual Impairment in Jahalawar city".

Significance Of The Study:-

As we all know that current plan of education is inclusive education and soon it will be going to implement at secondary level under Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Present study will be significant on following grounds:-

- Study will be helpful in developing positive attitude among teachers.
- Study will be helpful in minimizing the gaps between policy and practice.
- Study will be helpful in developing a better way for implementation of Inclusive education for children with visual impairment.
- Study will be helpful in achieving the goal of education for all.

OBJECTIVES OF THE STUDY:-

- The present study will be based on achievement of following objectives:-
- To study the readiness of schools about Inclusive education for Visually Impaired Children.
- To investigate the present situation of implementation of Inclusive education for Visually Impaired Children.
- Finding gaps between policies and practices of Inclusive education for Visually Impaired Children.

- To suggest an effective policy framework for future planning towards better Inclusion for Visually Impaired Children.

Research Questions Of The Study:-

Present study will try to seek the answers of following question:-

1. Do the schools have readiness about inclusive education for children with visual impairment?

Operational Definition Of Technical Words:-

In India, the broad definition of visual impairment as adopted in the persons with disabilities act (PWD), 1995 as well as under the national programme for control of blindness (NPCB) is given as :-

Blindness refers to a condition where a person suffers from any of the following condition:-

1. Total absence of sight
2. Visual acuity not exceeding 6/6 or 20/200 (Snellaen) in better eye with the best possible correction.
3. Field of vision subtending an angle of 20 degree or worse.

Low Vision:-

"Markedly reduced functional vision" is referred to as low vision.

The World Health Organization (1992) define 'Low Vision' as follows:-

"A person with low vision is one who has impairment of visual functioning even after treatment and / or standard refractive correction, and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degree from the point of fixation, but who uses, or its potentiality able to use vision for the planning and / or execution of a task".

Inclusive Education:-

Inclusive education is a system in which we impart education to children with special need in

general school with development of environment all favourable to the needs of special children.

Empowerment:-

Empowerment is meant by a situation in which system offer the rights in real practice to the person's for whom concern.

Delimitation Of Study:-

While analyzing policies, it may be more appropriate to include all the disabilities but considering the research constraints like time and resources, only children with visual impairment has considered for the present study.

While analyzing the school readiness, number of schools selected will be Government schools.

Population:-

Sample collected from ten Goverment Secondary school's situated in Jhalawar city.

Sample And Sampling Method:-

10 school will be taken on the criteria of government schools.

Research Tools:-

•   A close ended checklist administered on ten secondary School.

Statistical Treatment:-

Descriptive survey was done and simple percentage analysis was done.

"Analysis"

In checklist sixteen statements were administered on ten Secondary Schools. Statement wise percent analysis as follows:-

1. School welcomes children with visual impairment.

    •   After administered above statement it is found that all Schools were ready to welcome children with visual impairment.

2. Children with visual impairment studies in general School.

Ø   After administered above statement it is found that 70% were disagree and 30% were agree.

3. Special toilet are available in Schools :-

    •   After administered above statement it is found that only 10% Schools had special toilet.

4. Tactile guideline available in Schools :-

    •   After administered above statement it is found that in all School's no tactile guideline was available.

5. Special educator is available in School :-

    •   After administered above statement it is found that no special educator is found their.

6. Braille books are available in Schools:-

    •   After administered above statement it is found that only 10% school has Braille books.

7. General teachers are trained in methodology of teaching visual impaired :-

    •   After administered above statement it is found that only 10% general teachers have orientation about methodology, which is imparted in only three to five days training.

8. Assistive devices are available in schools :-

    •   After administered above statement it is found that in not a single school assistive device found.

9. Tactile teaching learning materials are available in schools :-

    •   After administered above statement it is found that in not a single school tactile teaching learning material was found.

10. School motivate parents of nearby locality to admit their children with visual impairment in school :-

    •   After administered above statement it is found that due to lack of resources schools have no keen interest to motive the parent of children with visual impairment.

11. Disable friendly club is available :-

- After administered above statement it is found that no schools have disable friendly club.

12. Staff and peer have positive attitude for children with visual impairment :-

- After administered above statement it is found that all have positive attitude for children with visual impairment.

13. School has supporting environment for children with visual impairment :-

- After administered above statement it is found that only attitude wise support was found but physical barriers were there.

14. Panel of writer is available in school :-

- After administered above statement it is found that no schools have panel of writer.

15. Curriculum adaptation is done :-

- After administered above statement it is found

that no curriculum adaptation was done.

16. Evaluation process is modified as per the need of children with visual impairment :-

- After administered above statement it is found that no evaluation process was modified.

Findings:- finding of study revels that due to lack of essential resources like barrier free environment, tactile guidelines, lack of knowledge about methodology and lack of special educator no children with visual impairment were found in general schools.

In the light of above analysis is can be concluded that still schools are lacking with readiness to welcome children with visual impairment in their environment and this fact is also supporting by newly made RPWD Act of 2016, in which a time of two year will be given to schools to get readiness about inclusive education for children with visual impairment.

"Appendix"

Check list for school:-

S. No.	Statements	Yes	No
1.	School welcomes children with visual impairment.		
2.	Children with visual impairment studies in general school.		
3.	Special toilets are available in schools.		
4.	Tactile guideline is available in schools.		
5.	Special educator is available in school.		
6.	Braille books are available in schools.		
7.	General teachers are trained in methodology of teaching visually impaired.		
8.	Assistive devices are available in schools.		
9.	Tactile teaching learning materials are available in schools.		
10.	School motivate parents of nearby locality to admit their children with visual impairment in school.		
11.	Disable friendly club is available.		
12.	Staff and peer have positive attitude for children with visual impairment.		
13.	School has supportive environment for children with visual impairment.		
14.	Panel of writer is available in school.		
15.	Curriculum adaptation is done.		
16.	Evaluation process is modified as per the need of children with visual impairment.		

REFERENCES AND BIBLIOGRAPHY

Parasuram, K. (2006). Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. Disability & Society, 21(3), 231-242.

Miles, S., &Singal, N. (2010). The Education for All and inclusive education debate: conflict, contradiction or opportunity?. International Journal of Inclusive Education, 14(1), 1-15.

Artiles, A. J., Kozleski, E. B., &Waitoller, F. R. (2011). Inclusive Education: Examining Equity on Five Continents. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

Sharma, U., Forlin, C., &Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. Disability & Society, 23(7), 773-785.

Corbett, J. (2001). Teaching approaches which support inclusive education: a connective pedagogy. British journal of special education, 28(2), 55-59.

Barton, L., & Armstrong, F. (Eds.). (2007). Policy, experience and change: cross-cultural reflections on inclusive education (Vol. 4). Dordrecht: Springer.

Giffard-Lindsay, K. (2007). Inclusive Education in India: Interpretation, Implementation, and Issues. CREATE Pathways to Access. Research Monograph No. 15.

Singal, N. (2006). Inclusive education in India: International concept, national interpretation. International Journal of Disability, Development and Education,53(3), 351-369.

Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education. International Journal of Inclusive Education, 13(2), 195-209.

Alur, M. (2001). Some cultural and moral implications of inclusive education in India—a personal view. Journal of moral education, 30(3), 287-292.

Srivastava, M., de Boer, A., &Pijl, S. J. (2015). Inclusive education in developing countries: a closer look at its implementation in the last 10 years.Educational Review, 67(2), 179-195.

Sawhney, S. (2015). Unpacking the nature and practices of inclusive education: the case of two schools in Hyderabad, India. International Journal of Inclusive Education, (ahead-of-print), 1-21.

Sharma, U., & Das, A. (2015). Inclusive education in India: past, present and future. Support for Learning, 30(1), 55-68.

Psychological Issues, Interventions and Remediations

Editors

Prof. Suresh Makvana, Ankit Patel, Dr. Dileep Sharma, Dr. Arpita Kackar

The International Journal of INDIAN PSYCHOLOGY | prime

The International Journal of
INDIAN PSYCHOLOGY

Effectiveness of Implementation of Inclusive Education for Visually Challenged Children under Various Modes in Jodhpur City

Ravi Shrivastava[1]*

ABSTRACT

Inclusive education is latest plan for 21st Century. It is emphasizing under plan and perspectives to teach special children as far as possible under general schools. After implementation of Sarva Siksha Abhiyan, the concept of inclusion has replaced in place of integration. Present paper study the implementation of effectiveness of inclusive education for visually challenged children under various modes in Jodhpur city. The aim of study was to analyse the attitude of general as well as special children, general teacher as well as special teacher and administrators of both government and non – government sectors towards the implementation of inclusive education. The sample of the present investigation consisted of 20 general children, 20 special children, 20 general educator, 20 special educator, 5 administrator of government sector and 5 administrator of non – government sector. Self – made attitude scale was used for data collection. The obtained data were subjected to necessary statistical computation. The data were mainly analysed in terms of percentage, average and t – Analysis. It was found that attitude wise there is no difference among children, teachers and administrators. Finding of study reveals that though hypothesis may be accepted yet it can't be said that process of implementation is effective. Due to lack of proper coordination and cooperation between Government and Non – Government sector process has many hurdles and target of zero rejection policy is yet not achieved.

Keywords: Inclusive Education, Visually, Children, Jodhpur City

Inclusive education in the current context typically means "that students with disabilities are served primarily in the general education settings, under the responsibility of a regular classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as a resource room" (*Mastropieri & Scruggs, 2004*). Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. The feeling of belongingness among all community members – teachers, students and other functionaries is developed through inclusive education.

[1] Research Scholar, Vardhman Mahaveer Open University, Kota, India
*Responding Author

Inclusive education is for all, irrespective of any social community, caste and class gender and disability of the child.

The concept of inclusion has been finding its reference in many national education documents in the post independent period. The article 45 of the Constitution of India is assuring better services to person with disabilities. The Education Commission report (1964 – 1966) recommended placement of the disabled child as far as possible in ordinary schools. The national policy on education, 1986 include a full chapter on education of the handicapped and formulated guideline for action. The phrase "inclusive education" has attracted much attention in recent years. After the implementation of Person with Disabilities Act 1995, education of disabled child is considered as the right of child rather than a welfare activity.

In developing countries where there are growing numbers of visually impaired children, inclusion can be apparent as a substitute to reach out children who are not yet reached. The EFA Global monitoring report estimated that one – third of the 77 million children who are still out of school have disability. The report recommended that inclusive education should be the top priority if government wants to achieve EFA. In India, considerable work has been done over the years for the growth of education of special children. It is, however, faced with several problems like limited coverage, lack of qualified teachers etc. The problem of India in inclusion is not in policies and models but in expansion, it is indicating that we might have some sort of problem in the process of implementation. The present study is expected to throw light on process of implementation of inclusive education for visual impaired children through various modes in Jodhpur. It is also hoped that the findings of the study may give direction for further research in this area.

OPERATIONAL DEFINITION

1. Effectiveness
Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

2. Inclusive Education
Inclusive education is a system in which we impart education to children with special need in general school with development of environment all favourable to the needs of special children.

3. Blindness
Blindness refers to a condition where a person suffers from any of the following condition:-

a. Total absence of sight.

b. Visual acuity not exceeding 6/60 or 20/200 (Snellaen) in better eye with the best possible correction.

c. Field of visual subtending an angle of 20 degree or worse.

4. Low Vision

"Markedly reduced functional vision" is referred to as low vision.

The World Health Organization (1992) defines 'Low Vision' as follows:-

"A person with low vision is one who has impairment of visual functioning even after treatment and / or standard refractive correction and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degree from the point of fixation, but who uses, or its potentiality able to use vision for the planning and / or execution of a task".

Statement of the Problem

"Study of Effectiveness of Inclusive Education for Visually Challenged Children under Various Modes in Jodhpur"

Rational of the Study

1. The study will help to know the feelings of visually impaired person towards implementation of inclusive education.
2. The study will be of immense use for understanding of major issues and challenges in the way of implementation of inclusive education.
3. The study will also throw the light on the use of sighted people.
4. It will suggest way for better implementation.
5. It will bring attention of administration.

Objectives

1. To develop tools for measuring attitudes of educators and administrators of government and non – government organizations as well as effective implementation of inclusive education for visually challenged children.
2. To study the effective implementation of inclusive education for visually challenged children.
3. To identify factors which, effects implementation of inclusive education for visually challenged children.
4. To study attitude of educators or administrators of government as well as NGOs.

Hypotheses

1. There will be significant difference among attitude of government and non–government educators or administrators.
2. Implementation of inclusive programme for visually challenged children will be more effective in Government Organizations as compared to Non–Government Organizations.

METHODOLOGY

Sample

In this study the investigator selected Jodhpur City for collection of data from general children as well as visually challenged children, general educator as well as special educator and administrators from government as well as non–government institutions. The sampling method was purposive and non – probability sampling.

Design:

The sample consist of 20 visually challenged children as well as 20 general children, 20 special educators as well as 20 general educators and 5 administrators from each government and non – government organization.

Tools:

Two questionnaire was developed, one for measuring attitude of special and general children, general educators and special educators and another questionnaire for measuring attitude of government and non – government organizations administrators.

Development of Tool:-

The aim of study is to find out views about implementation of inclusive education for visually challenged children under various modes in Jodhpur city. For this purpose, investigator developed questionnaire which consists two part, one part contain demographic information and second part contains different statements for measuring attitude of children, educators and administrators.

The questionnaire for children and teachers consist of 30 closed ended statements whereas questionnaire for administrators consists of 40 closed ended statements. The responses were rated on a three point rating scale as agree, disagree and not sure.

Validation of Questionnaire:-

Face validity was established by giving the check list to 15 professionals who have adequate experience of working with visually challenged children to rate on three point scale. All professionals accepted the given statements of questionnaire.

Scoring:

Statement Response	Positive	Negative
Agree	3	1
Not Sure	2	2
Disagree	1	3

Research Method:

In order to achieve the objective of study, the investigator adopted descriptive method. The present study is surveying the views and measuring attitude of children, educators and administrators towards implementation of inclusive education under various modes for visually challenged children in Jodhpur city.

Statistical Techniques:-

The data were mainly analysed in terms of percentage analysis, mean and standard deviation. The 't' test was used to find out the significance of differences. To find out the level of significance, the calculated t values were compared with the table values.

RESULT AND DISCUSSION

Table 1: Showing Mean, SD and 't' values for various categories for attitude towards implementation of inclusion.

Variable		Category	N	Mean	SD	t – value	Significance Level
Gender	Male	Special	11	68.27	5.04	2.27	p<.05
		General	12	62.83	5.88		
	Female	Special	9	68.44	6.36	0.54	p>.05
		General	8	66.75	5.65		
Age	10 – 15	Special	7	70.42	5.85	1.61	p>.05
		General	11	65.09	6.83		
	Above 15	Special	13	67.23	5.24	1.45	p>.05
		General	9	63.55	6.07		
Education	Upto 10	Special	14	68.42	5.60	1.18	p>.05
		General	12	65.58	6.19		
	Above 10	Special	6	68.16	5.81	1.35	p>.05
		General	8	62.62	7.79		

Table 1 indicates as per the gender, mean values of special and general male children are 68.27 and 62.83, SD values of special and general children are 5.04 and 5.88. t – value is 2.227 (P<0.05), which indicates highly significant difference among male. This difference might be due to non acceptance of general children for children with visual impairment. In case of female, mean values of special and general children are 68.44 and 66.75, SD values in special and general children are 6.36 and 5.65. t – value is 0.54 (P>0.05), which indicates non significant difference among female children.

As per age of 10 – 15 years, mean values of special and general children are 70.72 and 65.09, SD values of special and general are 5.85 and 6.83. t – value is 1.61 (P>0.05), which indicates non significant difference. In case of age above 15, mean values of special and general children are

67.23 and 63.55, SD values are 5.24 and 6.07. t – value is 1.45 (P>0.05), which indicates non significant difference.

As per education upto 10th, mean values of special and general children are 68.42 and 65.58, SD values are 5.60 and 6.19. t – value is 1.18 (P>0.05), which indicates non significant difference. In case of above 10th, mean values of special and general children are 68.16 and 62.62, SD values are 5.81 and 7.79. t – value is 1.35 (P>0.05), which indicates non significant difference.

Table 2: Showing Mean, SD and 't' value for Attitude of General and Special Educators for various categories.

Variable		Category	N	Mean	SD	t – value	Significance Level
Gender	Male	Special	14	66.21	5.64	0.76	p>0.05
		General	11	664.54	4.58		
	Female	Special	6	62	5.35	1.25	p>0.05
		General	9	65.22	3.97		
Age	20 – 35	Special	6	65.5	4.54	0.55	p>0.05
		General	5	64.2	1.67		
	Above 35	Special	14	63.92	8.91	0.44	p >0.05
		General	15	65.13	4.86		
Experience	0 – 10	Special	6	65	2.71	0.04	p >0.05
		General	11	64.9	6.13		
	Above 10	Special	14	64.78	4.84	1.03	p >0.05
		General	9	67.22	5.88		

Table 2 reported the mean values of special and general male educators are 66.21 and 66.45, SD values of special and general educators are 5.64 and 4.58. t – value is 0.76 (P>0.05), which indicates non significant difference among male. In case of female, mean values of special and general educators are 62 and 65.22, SD values in special and general educators are 5.35 and 3.97. t – value is 1.25 (P>0.05), which indicates non significant difference among female educators.

As per age of 20 – 35 years, mean values of special and general educators are 65.5 and 64.2, SD values of special and general are 4.54 and 1.67. t – value is 0.55 (P>0.05), which indicates non significant difference. In case of age above 35, mean values of special and general educators are 63.92 and 65.13, SD values are 8.91 and 4.86. t – value is 0.44 (P>0.05), which indicates non significant difference.

As per experience0 – 10 years, mean values of special and general educators are 65 and 64.9, SD values are 2.71 and 6.13. t – value is 0.04 (P>0.05), which indicates non significant difference. In case of above 10years, mean values of special and general educators are 64.78 and 67.22, SD values are 4.84 and 5.88. t – value is 1.03 (P>0.05), which indicates non significant difference.

Table 3: Showing Mean, SD and 't' value for Attitude of Government and non – Government administrators for various categories

Variable	Category	N	Mean	SD	t – value	Significance Level
Gender	Male	6	96.17	6.31	1.01	p>0.05
	Female	4	92	4.74		
Age	Under 40	4	96	12.25	0.44	p>0.05
	Above 40	6	93.5	1.61		
Experience	Less than 15	3	93.33	13.09	0.28	p>0.05
	Above 15	7	95	3.96		

Table 3 indicates mean, standard deviation and t – values as per the gender, mean values of government and non – government administrators, male and female are 96.17 and 92, SD values are 6.31 and 4.74. t – value is 1.01 (P>0.05), which indicates non significant difference among administrators.

As per age of under 40 years and above 40, mean values are 96 and 93.5, SD are 12.25 and 1.61. t – value is 0.44 (P>0.05), which indicates non significant difference.

As per experienceless than 15 and above 15 years, mean values are 93.33 and 95, SD values are 13.09 and 3.96. t – value is 0.28 (P>0.05), which indicates non significant difference.

Finding of study reveals that as per the t – analysis, we have no significant difference among children, educators and administrators. On the basis of percentage, investigator likes to highlight following key points:-

1. Almost all administrators have accepted that the goal of EFA is still not achieved and children with visual impairment are not in mainstreaming.
2. Only 20 per cent agree that we have accessibility in schools for visually challenged children.
3. Only 15 per cent agree with that visually challenged children are getting equal opportunity as far as concerned with education.
4. 40 per cent administrators are still lacking knowledge about integration and inclusion.
5. Only 30 per cent administrators agree that we have ample infrastructure.
6. 90 per cent administrators agree with this that for better implementation, there must be cooperation between Government and Non – Government sector.
7. 80 per cent were agreeing that lack of special educator is a great hurdle in the process of implementation of inclusive education.
8. 80 per cent were agreeing that the target of zero rejection policy is not achieved.
9. Only 30 per cent were agreeing that NGOs are performing well.
10. 80 per cent were agreeing that in Government sector, financial resources are not being utilised properly.

11. 80 per cent were agreeing that the implementation of legal provision is not applying in practise for VICs in real life.

12. 90 per cent were agreeing that lack of expertise knowledge is a hurdle in way of implementation.

13. Most of administrators were disagreeing about following of missionary concept.

14. 80 per cent were disagreeing that fare remuneration is given to special educator though 90 per cent were agreeing that duty of special educator is tough.

SUGGESTIONS

Investigator likes to give following suggestions:-

- Separate identification should be done for low vision children.
- Low vision children should be taught by utilizing appropriate methodology.
- Accessibility must be developed for visually challenged children in general school.
- At least one special educator must be appointed in each general school.
- Fare remuneration must be paid to special educators.
- Implementation must be done under supervision of experts of special education.
- Pre skill for visually challenged children must be developed.
- Administrators must be trained.
- Inclusive education must be implemented.
- Proper co – ordination and co – operation must be developed among Government as well as Non – Government sector.

CONCLUSION

We can summarise that we have several hurdles in the way of implementation, due to subjectivity, we cannot generalize the result. We can say that the process of implementation has serious drawbacks and neither NGOs nor Government is doing 100 per cent well due to not proper coordination and cooperation. Hypothesis may be accepted but we cannot say that implementation is effective.

Acknowledgments

Conflict of Interests

The author declared no conflict of interests.

REFERENCES

Advani. L. (2002) *Education a Fundamental Right of Every Child Regardless of His / Her Special Needs: Journal of Indian Education;* Special Issue on Education of Learners with Special Needs, New Delhi, NCERT

Effectiveness of Implementation of Inclusive Education for Visually Challenged Children under Various Modes in Jodhpur City

Ainscow, M. (1991) *Effective Schools for All*, London: David Fulton Publishers

Ainscow, M. (2005) *From Special Education to Effective Schools for All*, Keynote presentation at the Inclusive and Supportive Education Congress 2005, University of Strathclyde, Glasgow

Lindsay Giffard, K (2007) *Inclusive Education in India: Interpretation, Implementation and Issues, CREATE PATHWAYS TO ACCESS*, Research Monograph No 15, Sep 2007 at the web link http://www.create-rpc.org/ pdf_documents/PTA15.pdf

Mastropieri, M.A., & Scruggs, T.E. (2004). *The inclusive classroom: Strategies for effective instruction.* NY: Pearson