
Summary

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The research problem addressed in this study was attempted to understand the existing position, teachers' perceptions and problems of the implementation of inclusive education for children with intellectual disability in New Delhi. The perceptions of the school heads and special education teachers regarding intellectual disability in learning at inclusive classroom were answered.

Background of the Study

Every child is unique and needs help and assistance in developing, adjusting, refining, adapting to life situations. Some children require more time, more help and assistance than others to accomplish some development of task. For example children with Intellectual Disability often need more attention and help for problems faced in learning social and academic skills. Some of them may be academic problems, slow development of reasoning, problem solving and generalizing skills. These children are also slow in language development (**Olivier & Williams, 2005**). Based on the research findings the investigator attempted to explore this area with a point of view of teachers teaching children with intellectual disability, the problems faced by the children with intellectual disability have been stated in various educational policies and commissions. *The Kothari Commission* observed that many children with disabilities found psychologically disturbed in regular school and these children could be sent to special schools. *The National Policy of Education 1986* has emphasized the need for special support and provision for the proper development of children with various needs. Section IV of the national policy of education entitled "Education for Equality" states that the children with motor handicapped and with mild disability will be provided education in integrated educational settings. In 1991 the Indian Government came up with a plan known as *Integrated Education for Disabled Children (IEDC)* to inspire regular schools to admit children with special needs (**Randhawa, 2011**). *The UN General Assembly's* declared 1981 as International year of disabled persons. Subsequently, the '*World Conference on Special Needs Education' Salamanca in 1994* played a major role in bringing the spotlight to children with disabilities, especially in education as a vehicle for integration and empowerment. A similar effort was articulated in the *Person with Disabilities Act*,

1995. The act endeavoured to encourage the integration of children with disabilities in the regular schools” and also supported the “establishment and availability of special schools across the India” in both Government and private sectors as required. In 2001, a modification to the Constitution explicitly included children with disabilities and made access to education, a fundamental right for children ages 6-14 (*Bhatnagar & Das, 2014; Kohama, 2012; Singal, Jeffery, Jain, & Sood, 2009; Singh, 2016*). According to census 2011, there are 5.6% people with intellectual disability (ID) of total disability population in India. Approximately 85% of the populations with Intellectual Disabilities are with Mild Intellectual Disability (MID) (*Kowsalya, 2013*). Mild intellectually disabled student is the one who although lagging behind from typically developing children have the capacity to lead life relatively independently as compared to the other groups of Intellectual disability.

All over the world the education of children with disabilities has evolved through five stages. The first stage was of rejection or neglect as they were not considered to have the right to live in the society. The second stage refers to the stage of mercy or pity which allowed them to live in the society and not to die. This was followed by the era of education of these children which resulted in the establishment of special schools by philanthropists and social reformers. Then came the time when the concepts of mainstreaming and integration of these children in regular schools were evolved. This stage was quite encouraging from the viewpoint of their personality as well as academic development. The latest trend is of inclusive education which emphasizes placing the persons with disabilities in the general education system. In developed countries school systems which have historically parallel general and special schools are moving from mainstreaming and integration towards evolving inclusive schools (*Ainscow, 1994*). The knowledge and processes of educating the disabled children came to India in the last two decades of the 19th century in the form of special education. Christian missionaries in 1880s started schools for the disabled as charitable undertakings. Later on in 1883 an institute for the deaf and mute was established in Bombay. The first school for the blind was established in 1887 by Miss Anne Sharp in Amritsar. The services for the physically disabled were also initiated in the middle of the 20th century. Unfortunately children with mental retardation were the last to receive attention as the first school for these children was established only in 1984 (*Mishra, 2000*). The history reveals that earlier special education programmes were heavily dependent on voluntary initiatives but efforts have also been made by the Indian Government in this regard. In 1944, the Central Advisory

Board of Education (CABE) report was presented by John Sargent. The report clarified that whatever had been done till 1944 it was done by voluntary agencies. The report also suggested that the education of the handicapped should not be ignored by the government of India. This report has the status of a landmark in the policy of education of disabled as it emphasized for the first time that these children should be taught in special schools only when it is not possible to teach them in general schools. It made two most important recommendations:

- a) Education of disabled should be an integral part of the education system of India;
- b) Separate fund for the education of disabled should be allocated.

After independence the Education Commission was appointed in 1964 headed by Dr. D.S.Kothari and the report was presented in 1966. The Commission made many recommendations on equalization of educational opportunities including the recommendations for handicapped children's education and rehabilitation. It stated "Their education has to be organized not merely on humanitarian grounds, but also on grounds of utility. Proper education generally enables a handicapped child to overcome largely (his or her) handicap, and makes him a useful citizen". Further it suggested that "the education of handicapped children should be an inseparable part of the general educational system".

"National Sample Survey Organization of India" just completed the 76th round of the "National Survey of Persons with Disabilities" (July- December 2018). The main goal of the NSSO's 76th round of the Survey of Persons with Disabilities was to identify different indicators of disability incidence, different cause of disability, providing ease of facilities to persons with disabilities, barriers faced by disabled persons in accessing/using public buildings and transportation, care giver arrangement, and so on. The following table depicts the disabled population in the country as per the 2011 Census report (July- December 2018).

**Table 1.1 Total Population and the population of disabled persons in India -
Census, 2011 report (July- December 2018).**

Population of India (2011)-census			Disabled Population of India (2011)-census		
<i>Persons</i>	<i>Male</i>	<i>Female</i>	<i>Persons</i>	<i>Male</i>	<i>Female</i>
121.08 crore	62.32 crore	58.76 crore	2.68 crore	1.50 crore	1.18 crore

Source: Census of India 2011, G.O.I.

**Table 1.2 Total Population and the Disabled Population in Delhi- Census, 2011 report
(July- December 2018).**

Population of Delhi (2011)		Disabled Population of Delhi (2011)		
Total	16787941	Total	234882	
<i>Literacy status of disabled population of Delhi - Census, 2011 report (July- December 2018)</i>				
<i>Literate</i>	<i>Illiterate</i>	<i>Total Disabled</i>	<i>% literates</i>	<i>Total Literacy rate of population</i>
153420	81462	234882	65.32	86.34

Source: Census of India 2011, G.O.I.

According to the 2011 Census, India's overall population is 121 million, with 2.68 million handicapped people accounting for 2.21 percent of the total population. People with disabilities are a great human resource for the country, according to the “National Policy for Persons with Disabilities” (2006), which aims to establish an environment that offers equal opportunity, protection of their rights, and full involvement in society. People with disabilities are vulnerable because of the numerous challenges they experience, which include attitudinal, physical, social, psychological, and economical limitations. It is within our power to overcome these obstacles, and we owe it to ourselves to do so. Most importantly, reducing these barriers would enable many people with disabilities to make major contributions to society. Governments all across the world can no longer ignore the hundreds of millions of disabled individuals who are denied health care, assistance, education, and career opportunities, and who will never be able to shine.

**Table- 1.3 Education Level of Disabled persons in India & Delhi – Census 2011
report (July- December 2018).**

<i>Education Levels</i>	<i>India</i>			<i>Delhi</i>		
	<i>Persons</i>	<i>Male</i>	<i>Female</i>	<i>Persons</i>	<i>Male</i>	<i>Female</i>
Illiterate	12196642	5640241	6556402	81462	40022	41440
Literate	14618354	9348354	5270001	153420	98357	55063
Literate but below Primary	2440345	1706442	1133905	15787	9481	6306
Primary but below Middle	3554859	2195934	1358927	31394	19137	12257
Middle but below Secondary	24480	1616538	831533	24793	16359	8434
Secondary but below Graduate	3448650	2330080	1118570	45945	31013	14932
Graduate & Above	1246857	839702	407155	26747	16984	9763
Total	26814994	14988593	11826401	234882	138379	96503

According to the census of 2011, there are 7.1 lakh people with various types of disabilities in New Delhi, accounting for 2.41 % of the total recorded population of the state. According to the National Sample Survey Organization (NSSO) and estimates, the state's children with specific needs are 1.4 percent, as reported in UNICEF's "state plan of action for children." Children with particular visual difficulties, hearing impairment, speech impairment, locomotors disabilities, and mental disabilities are included in this category. There are 3.1 lakh people with vision impairments, 0.69 lakh people with speech impairments, 0.84 lakh people with hearing impairments, 1.81 lakh people with mobility impairments, and 1.6 lakh people with intellectual disabilities. The following table depicts the different aspects of disabled population in Delhi as per the 2011-Census report (July- December 2018).

Table-1.4 depicts the different aspects of disabled population in Delhi as per the NCERT (2008- 7th All India School Education Survey for Physically Challenged Children, NCERT, New Delhi).

<i>Enrolment statistics of disabled child in Delhi</i>				
Types of Disabilities	Primary	Upper Primary	Secondary	Higher Secondary
Hearing Impairment	448	143	223	151
Multiple Impairment	327	20	18	12
<i>Total no. of schools for admitting disabled child in Delhi</i>				
Visual Impairment	-----	59	65	42
Hearing Impairment	-----	50	88	46
Multiple Impairment	-----	15	6	9
Others	-----	36	24	14

Source: NCERT (2008- 7th All India School Education Survey for Physically Challenged Children, NCERT, New Delhi).

The National Education Policy (NEP, 1968) followed all the recommendations made by the Education Commission (1964-66). “Integrated Programmes” were the main focus of the policy for enabling the handicapped children for studying in the schools meant for non-disabled or normal children. The policy also recommended for the expansion of educational facilities for physically and mentally handicapped children. Then after two decades the national Policy on Education (NPE, 1986) underneath the heading of “Education for the Handicapped” suggested to teach the gently disabled in comprehensive education system and severely disabled in special colleges. The Policy conjointly suggested coaching programs to affect special difficulties of disabled youngsters. Some modifications within the NPE (1986) were felt essential. So the Programme of Action (1992) was chalked out. The POA emphasized on universal enrolment by the end of 9th five year plan for both categories of children: those who

could be educated in general primary schools and those who required education in special schools or special classes in general schools (**MHRD, 1992**). The reorientation of pre-service and in-service teacher teaching programs was conjointly emphasized. Excluding this in 1974 the govt. of Asian country launched the centrally sponsored theme of Integrated Education for Disabled children (IEDC). The main focus of the theme was to produce instructional opportunities to youngsters with special needs in regular colleges, to facilitate their retention within the establishment, and to put youngsters from special colleges to common colleges. With the funding from UNICEF the National Council of Educational Research and Training (NCERT) enforced the Project of Integrated Education for the Disabled (PIED) throughout 1987. The purpose was to strengthen implementation of IEDC among the framework and goals of the **NPE (1986)**. UNICEF provided support for creating educational material, counseling and training of parents and personnel, mobilizing community support and co-ordination of the project in remote and rural areas and troublesome places. By the middle Nineties evolving from the national expertise with space specific comes, a nationwide arrange popularly called District Primary Education Programme (DPEP) place native communities guilty of education. From the year 1995 the education of child with disabilities has conjointly been enclosed as integral part of the programme. It emphasized that each one of such child within some selected districts would be listed for comprehensive education at the first level. With the adoption of the Salamanca Statement and Framework for action (1994) on Special needs Education, a policy agenda for comprehensive education has been implemented on worldwide basis. Asian country India is a signatory to the Salamanca Statement (**UNESCO, 1994**). There's a speedy incorporation of the term “inclusive education” in numerous official documents, reports revealed by establishments like the NCERT and media once adoption of this framework. The National program Framework for college Education flatly suggested comprehensive colleges for CWSN by creating applicable modifications within the content, presentation and dealings methods, getting ready lecturers and developing learning-friendly analysis procedures (**NCERT, 2000**).

“The mental health act 1987”: This act came into force on 1st April 1993 in all the state and union territories. The goal of this act is to govern the admission of mentally ill people to psychiatric hospitals or nursing homes who lack the comprehension to seek treatment on their own initiative, as well as to guarantee their rights while in detention. Any individual who requires therapy for a mental disease other than mental retardation is considered mentally sick.

“Rehabilitation Council of India Act, 1992”: The Rehabilitation Council of India Act, 1992 was enacted with the goal of establishing a rehabilitation council to regulate rehabilitation professional training and maintain a central rehabilitation registers. The RTI Amendment Act of 2008 was updated to include a new goal of monitoring rehabilitation professional training and personal promotion of rehabilitation and special education research.

“Rights of the disabled under RCI Act, 1992”:

- To have the right to be served by skilled and certified rehabilitation specialists whose names are included on the council's registry.
- To obtain the assurance that the minimal educational standards necessary for the recognition of rehabilitated qualifications by Indian universities and institutions are maintained.
- To have the assurance that professional behaviour and etiquette will be maintained under the threat of disciplinary action and removal from the council's register.
- To have the assurance that the rehabilitation profession would be regulated by a statutory council under the jurisdiction of the central government and within the bounds set by the state government.

“Persons with disability (equal opportunities, protection of rights and full participation) Act, 1995”:

This legislation aims to give effect to the Asian and Pacific region's declaration on disabled people's full participation and equality. The proclamation was issued from 1 to 5 December 1992 in Beijing, China, to kick off the Asian and Pacific decade of the handicapped person, which was hosted by the Economic and Social Commission for Asia and the Pacific area. As a signatory to the aforementioned declaration, India was obligated to enact appropriate legislation for the disabled's benefit.

“Rights of the disabled under PWD act 1995”:

The following are the disabled's Cardinal Rights, which are entrenched in the act's name:

- Equal chance for handicapped and non-disabled people.
- Protection of handicapped people's legal rights.
- The right to full involvement in all aspects of life, on par with non-disabled people.
- The disabled have the right to be cared for and rehabilitated in society;
- The disabled have been statutorily recognised, and the different types of disability have been given legal definitions by this act.
- It is the responsibility of the federal and state governments to adopt preventative measures to reduce the occurrence of disabilities by providing training to personnel at primary health care facilities and improving cleanliness, health, and sanitation. At least once a year, school children should be screened to detect problematic cases and referred to referral institutions.
- Every child with a disability has the right to a free education in a suitable environment until the age of 18, and the government should establish special schools to provide special education, promote the integration of disabled students into regular schools, and provide vocational training opportunities for disabled children.
- Disabled children who have completed the fifth grade can continue their education as part-time students at open schools or open universities, and they are eligible for free special books and equipment from the government.
- For all categories, there will be a 1-percentage-point reserve of posts for the disabled.

“The national trust for welfare of persons with Autism, cerebral palsy, mental retardation and multiple disabilities Act, 1999”:

The bill stipulates the composition of the national institution for the “welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities”. The bill defines the different disabilities mentioned as:

Autism: It refers to “a condition of uneven development of skills, which mainly affects the communication and social skills of people characterized by repetitive and ritual behaviors.”

Cerebral palsy: refers to “a group of non-progressive diseases in humans, which is characterized by brain damage or damage that occurs before and after childbirth or during infant development that leads to abnormal motor control posture.”

Mental retardation (Low intelligence): refers to “a state of stagnant or incomplete mental development of a person, especially characterized by lower than normal intelligence.”

Multiple disabilities: “This refers to a combination of two or more disability as defined in Section 2(1) of the PWDs Act of 1995. They are blindness, low vision, leprosy cure, hearing impairment, movement disorder, low intelligence and multiple disabilities.”

“Sarva Siksha Abhiyan”: The Government of India launched “Sarva Shiksha Abhiyan SSA” in 2002 with an aim to achieve universalization of elementary education. It was stated that the universalization of elementary education cannot be achieved unless disabled children are provided education in an appropriate environment. Therefore, inclusive education for children with special needs was made one of the interventions in “Sarva Shiksha Abhiyan”. The policy of inclusive education in “Sarva Shiksha Abhiyan” deals with education of disabled children up to class 8th. Afterwards, a scheme named inclusive education for the disabled children launched in 2009 caters to the need of disabled children up to 12th class. The interventions for inclusive education under “Sarva Shiksha Abhiyan” are identification and assessment appropriate educational provisions of aids and appliances preparation of individual education plan resource support removal of architectural problems teacher training parental counseling and community mobilization with research. It is important to mention that the “Sarva Shiksha Abhiyan” documents have used the term children with special needs to refer to the children with disabilities.

“Right to Education Act, 2009”: The “Right to Free and Obligatory Education (RTE) Act, 2009” ensures that all children, including CWSNs, receive free and

compulsory primary education. This legislation establishes a legislative framework that guarantees all children aged 6 to 14 years free and obligatory elementary school enrollment, attendance, and completion. The RTE Act's Section 3, (2) emphasizes the need of early childhood education for disabled children. A child with various or severe impairments have the right to choose “home-based education”, according to the 2012 Amendment. For children with exceptional needs, the component also stresses the implementation of the Right to Free and Compulsory Education (RTE) Act, 2009. (Within the age group of 6-14 years). Separate resource support (financial help for special educators' salaries) is also made available in order to adequately meet the demands of CWSNs inside the school.

“Rights of Persons with Disabilities Act, 2016”: Repeal the “Disabled Persons (Equal Opportunities, Rights Protection and Full Participation) Act 1995”. It is in line with India's commitments under the “UN Convention on the Rights of Persons with Disabilities (UNCRPD)”. According to the "Rights of Persons with Disabilities (RPwD) Act 2016" promulgated on December 28, 2016 and effective on April 19, 2017, the definition of disability is based on an evolving dynamic concept.

Features of RPwD Act, 2016:

The number of sorts of impairments has been extended from seven to twenty-one, and the Government have the authority to add more. The following are the 21 disabilities:-

- Physical Impairment.
- Disability of the Loco-motor system.
- Person with leprosy cure.
- Cerebral Palsy: a condition that affects the brain.
- A condition of Dwarfism.
- Muscular Dystrophy: a kind of “muscular dystrophy”.
- Victims of “Acid Attack”.
- Impairment of vision.
- A condition of Blindness.
- Low Visibility.
- Impairment of hearing.
- “Deaf” and hard-of-hearing people.

- Disability in “Speech and Language”.
- Intellectual Disabilities.
- Learning Disabilities that are Specific.
- Autism Spectrum Disorder (ASD) is a group of disorders.
- Mental Attitudes (Mental Illness).
- “Chronic Neurological Conditions”, such as “Multiple Sclerosis”, cause disability.
- “Parkinson's disease”: a neurological disorder that affects people.
- Ailment of the Blood.
- Haemophilia.
- Thalassaemia.
- Sickle Cell Disease is a kind of sickle cell disease.
- Multiple Illnesses.
- Individuals with "benchmark disabilities" are individuals who have been certified to have at least 40% of the impairments listed above.

Significance of the Study

Learning is the innate nature of human beings. A few months after birth, they started to imitate the activities of the persons with whom they come into contact. As they grows a little, whatever new they see, they asks questions ‘what, why and how’, and gains knowledge about the objects and activities around him. As they grow a little more, they sent to school. There he/she gains knowledge of different subjects and get training in different activities with the help of their teachers. Generally this is called learning. Psychologist **Woodworth** has defined it in his words,” The process of acquiring new knowledge and new responses is the process of learning. When we take teaching-learning as a joint concept it has five components- learner (student), trainer (teacher), material to be taught (curriculum), teaching methods and environment for teaching-learning. It is necessary to maintain these five components properly in order to make the process of teaching-learning effective.

Teacher is the most important component of teaching-learning process and when it comes to disabled children, the role of teachers becomes more important. However, no matter what the disability or its severity, students can still learn best, when their learning styles

are identified through systematic assessment and appropriate teaching methods by a teachers.

This study discusses the different perspectives of teachers in inclusive school of New Delhi with respect to intellectually disabled students at secondary level. The prime objective of the research is to study and explore the factors affecting the process of learning of students with intellectual disability from a teacher's point of view. The research data is analysed qualitatively and reveals that some of the different factors in learning of students with Intellectual disability are the age of onset of intelligence loss, level of intellectual disability, social factors, social exposure, psychological factors and learning environmental factors, school environment, family support, attitude of parents, past and present experiences of teachers in inclusive school.

- As far as the intellectually disabled child is concerned, at the initial stage of the life, the child lives in a protective world along with his/her family members. Then, if the family decides to educate the child, the family has two options, either to send the child in a special school, i.e. school for mentally challenged children or to send the child in a mainstream school, where all the children without discrimination study together. In this whole process since the birth, a child develops his/ her memory and other learning skills. Now, the issue under study is how the school, policies, curriculum developers in this initial stage are reacting and contributing towards learning processes of students with Intellectual disability.
- Through researches it has been found that the curriculum, its transaction, school environment and home environment affects the quality of learning process. (*Radvansky, 2015*) Students with low IQ from various region, gender, socio-cultural and socio- economic conditions have scored low on learning process due to their ability to learn. It reveals that there are some problems due to which the students fails to inculcate in them and these problem can be overcome with the help of teacher. Competencies of teachers, freedom of teaching methodology and other aspects of teaching make inclusive education interesting for teachers and also for students.
- Various factors have been identified in the different studies like content and teaching methodology are closely related but also identical, it can be said that there will be no learning without using appropriate transaction methods. Having intellectual disability with low IQ level students with mild intellectual disability has poor academic performance, low enrolment rate and large dropout rates in Indian schools. And it is

the important issues of concern for the educationist and Investigator also. The main problem of such students is that they are not comfortable with their school environment used for all types of learning processes. According to researcher, a teacher itself can create a favourable environment for students in school or in classroom also, so it would be great if the policy-makers can form a policy or curriculum according to teachers who has experienced lot of time in teaching students with intellectual disabilities.

- In this study researcher attempts to explore the views of teachers related to the factors influencing learning process in term of ability of the students with intellectual disability to gain from schools and at home; including the application of different strategies, problems of concentration, different learning methods and knowledge necessary for their life.
- This study provides an insight to everyone who relates themselves to inclusive education in somehow place and especially the future teachers in teaching- learning of students with intellectual disability into different factors towards learning of students with respect to teaching-learning, role of school environment, home environment, psychological and social factors also. It would help to appreciate the positive aspects of students with intellectual disability regarding their education, transaction techniques and at the same time it would help to make a better learning environment for them if any loopholes are found.

Statement of the Problem

The study aims to throw light on dealing teacher's way of experiencing the whole process of learning, school environment, psychological factors, social factors and other aspects of learning processes towards intellectually disabled students. Therefore, the study titled as **“Factors Affecting Students with Intellectual disability in Learning at School Level: A Qualitative Analysis”**

Operational Definition of Keywords

Teacher: Teacher is a person who teaches his/her students, provides education to them.

Learning: Learning is a process by which an individual receives new facts and learns how to do new activities or by learning is meant acquiring new facts and getting training.

Intellectual Disability: A form of mental disability that involves problems affecting functioning of mental abilities like Intellectual functioning (such as learning, problem solving, judgments) and Adaptive functioning (activities of daily life such as communication and independent living).

Inclusive School: Inclusive school means all children get education under the same roof including disabled child, minority, backwards and a normal child.

Objectives of the Study

1. To study the perceptions of teachers for factors affecting the learning of intellectually disabled students.
 - a) Psychological Factors,
 - b) Social Factors,
 - c) Learning-Environment Factors,
2. To explore the barriers perceived by teachers in learning of intellectually disabled students.
3. To identify the skills of teachers needed to enhance learning of intellectually disabled students.
4. To identify the support structures of government schools for implementing the inclusive education with special reference to intellectually disabled students in New Delhi.

Research Questions

1. What are the perceptions of teachers for factors affecting the learning of intellectually disabled students?
 - a) Psychological Factors,
 - b) Social Factors,
 - c) Learning-Environment Factors,
2. What do teachers perceive to be barriers in learning of intellectually disabled students?
3. What are the skills teachers think they need in order to enhance learning of intellectually disabled students?
4. What are the support structures of government schools for implementing the inclusive education with special reference to intellectually disabled students in New Delhi?

Delimitation of the Study

To explicate the extent of the problem under investigation was carried out with the following delimitation:

- The study was confined to the secondary stage in government inclusive schools of New Delhi.
- The study was confined to only 60 teachers of government inclusive schools of New Delhi.

Research Design

The present examination lies in the domain of descriptive research and nature of the study is explorative design. It will be used to investigate teacher's point of view and different experiences related to the different factors influencing learning based on social factors, psychological factors, school environment and home environment of students with intellectual disability. It will also explore the contribution of inclusive setup schools in the process of enhancing learning of students with intellectual disabilities in New Delhi. The present study is a descriptive study in nature with qualitative methods employed in data collection and analysis.

Population

The population for the present study comprised School Heads and Special Education Teachers of government inclusive school at secondary level in New Delhi.

Sample & Sampling

The sample for this study was taken through convenient sampling (non-probability sampling) technique. The sample size for the study was proposed to be 30-30 Special Education Teachers and School Heads from 30 schools, teaching students with intellectual disability in an Inclusive setup. The sample for the study was 60 participants (Two participants from each school: $2 * 30 = 60$,

- School Head* and,

- ii) *Special Education Teacher*, who is actively used to teach Intellectually disabled students) those were involved actively in teaching to students with intellectual disability in their schools before school closure due to COVID – 19 pandemic.

Tools

To serve the purpose of the present study following tools as per objectives were used:

1. Observation Schedule

The implementation of the position of inclusive education for intellectually disabled students was measured through observation. It contained 61 items divided into 8 section related to the present study.

2. Semi-Structured Interview

Another research instrument used was semi-structured Interview, to state participants' views of, experiences in personal, professional and social environment. Initially 50 questions were framed for the Interview, of which 14 questions were rejected and only 36 questions were finalized by incorporating experts' suggestions. A pilot study was conducted on a small group of 15 sample subject to make sure that the content and language of the items was clear, understandable and error-free.

Data Collection

Initially for data collection, researcher took telephonic and face to face interviews both types of sample i.e. special education teachers as well as school heads of respected schools and then observations were done. The observation schedule was filled up by the investigator herself after having interaction with the sample subject and inspecting the school physically as well as verifying the data from school records; in order to understand the provided facilities in govt. schools and teacher's perceptions for psychological, social and learning environmental factors affecting the learning of students with intellectual disability in inclusive settings. And it was clearly informed them that data would be an anonymous depiction. Thus, it can be said that the responses of teachers and principals were authentic, having no prejudices.

Evaluation and Scoring of Data

The data was analysed using the following Data Analysis Techniques into several steps: The final results of this study were analysed using qualitative analysis. The Interview statements of the Teachers' Perceptions related to Intellectual Disability- (TPID) were analysed qualitatively by examining and categorizing the results into themes for further description and analysis. Thematic content analysis was used as it emphasizes both the commonalities and the differences found in the educators' responses and relates them to the dominant themes found within the research (*Breakwell, Hammond, Fife-Schaw & Smith, 2006*). Thematic content analysis was used to identify, analyse and report themes within a set of data. It is able to minimally organize and describe the data set in rich detail (*Braun & Clarke, 2006*). In order to increase the validity and reliability of the results, data was analysed by reading and re-reading the 36 questions responses, assigning codes to portions of the data and then identifying emerging themes (*Maxwell, 1992*). The researcher reached theoretical saturation when no more new themes emerged from the data (*Glaser & Strauss, 1967*).

Findings

The important findings of the study are:

Objective 1: To study the perceptions of teachers for different factors affecting the learning of intellectually disabled students.

<i>Table 4.1: Percentage of the perceptions of teachers for different factors affecting the learning of intellectually disabled students</i>	
Concept of Intellectual disability	The bulk of the respondents (62.5 percent; n=35) said that the cause of intellectual disability involves pupils of various abilities and disabilities.
	Some participants (10.71%; n=6) felt that they are unable to understand the concept or misunderstood it.
	Only participants (17.85%; n=10) mentioned the intellectual disability definition and policies, for example: "Rights of Person with Disability Act" 2016 (RPWD Act 2016)
	Only participant (8.92 percent; n=5) acknowledged the advantages of

	intellectual disability education to the individual's community and society.
Inclusion of Intellectually disabled Students	“Participants (53.57 percent; n=30) were able to explain the advantages of inclusive education not only from their own perspectives, but also from the perspectives of the students.”
	Only (30.35%; n=17) of the participants responded negatively and support special schools for the education of intellectually disabled students in spite of inclusive school.
	While (16.07%; n=9) had a neutral responses towards the inclusion of intellectually disabled students in regular schools.
Exclusion of Intellectually disabled Students	Sixty two percent of the participants (62.5%; n=35) responded positively for the exclusion of intellectually disabled student.
	Participants favoured inclusion (37.5 percent; n=21) because they believed that inclusive education was obstructing these students' education.
Inadequate Training	Due to a lack of appropriate training programmes, fourteen percent of participants (14.28 percent; n=8) indicated a poor opinion of the inclusive education concept for the learning of intellectually impaired students.
	While (80.35%; n=45) responded positively about their training programmes teaching in an inclusive settings.
	Only (5.35%; n=3) participants reported that they have not gone through any training programmes in their teaching places with special reference to intellectually disabled child.
Availability of Resources	Money, auxiliary teachers, remedial facilities, equipment, and physical resources, according to some participants (53.57 percent; n=30), would be required to ameliorate the problems in educating students with intellectual disabilities in learning.
	(44.64%; n=25) participants reported that lack of reinforcement also is an important barrier in the education.
	Only (1.78%; n=1) participant feels that resource of the schools and the community within which the school place is never impact on teachers’ teaching and learning process.
Ability to supply special attention	(90%; n=51) responded positively for the statement that the importance of allocating special attention to the students with intellectual disability in learning; however, based on the comments,

	<p>this appears to be a very challenging assignment, especially in inclusive classroom.</p> <p>Only ten percent (10%; n=5) participants reported negatively like for teachers every student is equal.</p>
Expectations of Teachers	<p>“Most of the participants (75%; n=42) in this study stressed upon the expectations of schools and families regarding inclusion and academic performance of students with intellectual disability”.</p>
	<p>Some participants (25%; n=14) stated that inclusion of students with intellectual disability is more challenging to compare with others.</p>
Online Teaching-Learning	<p>Most of the participants (80.35%; n=45) responded negatively because they feel that intellectually disabled students do not have required resources and competency for online teaching-learning.</p>
	<p>Only (19.65%; n=11) participants responded positively that teachers should readily accept intellectually disabled students in inclusive classroom and offer these students different activities that they may be at ease in online learning.</p>
Negative realities of Education system	<p>In this study almost sixty percent of the responses (60%; n=33) were unfavourable and despondent towards the education system.</p>
	<p>Forty percent of the participants (40%; n=23) responded positively. For example, <i>“Some learning hurdles, I believe, are simply too tough to overcome in the classroom.”</i></p>
Lack of Awareness	<p>Most of the participants (64.28%; n= 36) responded that biggest problem is lack of awareness in parents, community, school teachers and heads of schools.</p>
	<p>Only (35.72%; n=20) participants agreed that they are aware and awareness is not an issue, they stressed that practical knowledge is more useful then theoretical knowledge of dealing with intellectually disabled students.</p>

The purpose of this research was to find out what educators thought about inclusive education. During the previous decade, the Indian educational system has undergone significant changes. As a result of these changes, children with learning difficulties have been integrated into mainstream classrooms, which have influenced instructors' teaching methods. The perspectives of government inclusive school instructors about

inclusive education for intellectually impaired children, learning challenges, needed abilities, and support systems within an inclusive environment were studied in this study.

d) *Psychological Factors:* The researcher discovered themes or categories that were shared by all of the instructors in the study. This featured education is based on an individual's ability or handicap, all children's rights, policy viewpoints, and the school as a social extension. The majority of teachers thought of inclusive education as a way to accommodate a child's ability or impairment. Pupils with intellectual disability are considered as having a deficiency, and hence are unable to function like "normal" students, according to a medical paradigm (*Hays, 2009; Engelbrecht, 2006*). Teachers in this study, on the other hand, did not regard these students as having a "disability," but rather as being unable to cope with the demands of a typical classroom. In India, inclusive education is a human rights technique that incorporates inclusion principles into the rights of many marginalised children (*Engelbrecht, 2006*). Regardless of their IQ, disability, gender, colour, ethnicity, or socio-economic background, inclusive education aspires to promote educational fairness as well as social, economic, and political equality to all pupils (Shongwe, 2005). These findings support those of Moolla (2005), who claimed that teachers do not have a good knowledge of how to educate intellectually impaired kids in inclusive settings because they lack a strong theoretical understanding of the movement toward inclusion, and teachers are unsure how their roles and responsibilities should be adjusted accordingly. Teachers expressed a lack of time and ability to provide individualized attention to students with intellectual disability. This was also the situation observed by *Avramidis, et al. (2000)*, linked many of the learning hurdles to teachers' inability to adequately address all inclusive educational methods due to a lack of time. In this study teachers claimed that students without disabilities were demanding and needed more involvement from them. Teachers, on the other hand, appeared to be split on whether or not to demand more from children with intellectual disability. Some of the teachers said that they felt it was necessary to remove students with intellectual disabilities from class in order to provide additional help. This might be due to their belief that they are unable to provide one-on-one attention in the classroom, since time constraints were considered to be a barrier to the successful implementation of inclusive education in this study. These findings are

in line with those of Downing and Williams (1997), who discovered that in an inclusive setting, all students become more aware of others' needs and more comfortable with people with intellectual impairments. The number of instructors who agreed and disagreed with this assumption was equal in this survey. As a result, many teachers regard the inclusion of kids with intellectual impairments in the classroom as a negative and damaging experience for all pupils. These findings are consistent with *Shongwe (2005)*, who believes that include students who have intellectual disability may be good and advantageous, as well as negative and disastrous.

e) Social Factors: The majority of favourable replies in this study lacked context as to why teachers are in support of inclusive education policy. It seemed that teachers gave more society based answers, and that they may not have expressed their genuine feelings towards inclusive education. Although inclusive education was seen positively, teachers believed that India may face challenges by implementing inclusive education system. This recent study emphasized teachers' positive views on inclusion, which entails integrating students with intellectual disabilities into regular classrooms. According to *Pavri & Monda-Amaya (2001)*, *Wylde (2007)*, and *Shongwe (2005)*, inclusive education can help students with intellectual disabilities to feel a sense of belonging and membership, as well as improve their social well-being. The findings of this study concluded that teachers believe in inclusion because it gives opportunity for students who have no impediments to learning to become used to new situations.

f) Learning Environment Factors: Due to a lack of adequate training programmes, teachers have a negative image of the inclusive education idea for the learning of intellectually impaired pupils. The participants were discouraged by their own lack of training in both inclusive education philosophy and the abilities necessary to become a successful educator. In terms of answers, there was a sense of desperation based on what the participants thought they could take. Effective training is an important aspect of a teacher's teaching-learning process, and schools should make this available to both special and ordinary teachers. Teachers' unfavorable comments were connected to poor opinions of inclusive education for intellectually disabled as a result of training, unreasonable expectations, resources, inability to provide

adequate attention, teachers' personal perspectives, and lastly class size. The majority of teachers see the amount of the challenges in learning as a reason for inclusion failure and the formation of unfavorable views. Due to a lack of or insufficient preparation, teachers had unfavorable attitudes toward intellectually disabled students in an inclusive education. This outcome is consistent with the research, which shows that training on inclusive policies improves teachers' attitudes and views (*Avramidis & Norwich, 2002; Thomas, Walker & Webb, 1998*). Teachers expressed dissatisfaction with the lack of training and skills required to execute inclusive education successfully, which is in line with Scott's (2006) results. The paucity of resources in schools, according to the teachers in this study, has an impact on the implementation of inclusive education. Many instructors considered that inclusive education was a costly activity, hence money was deemed to be a desirable resource. According to reports, there was a scarcity of human resources, such as remedial instructors and resource centre schools. This appears to be linked to teachers' attitudes of students with intellectual disabilities who attend special schools, with the majority agreeing that they should be there while a considerable number disagree. Insufficient resources were recognised as a prevalent problem in studies by “*O. Rourke and Houghton (2008), Lifshitz, Glaubman, and Issawi (2004)*”, and *Engelbrecht et al. (2003)*, who found that limited resources was a common concern with relation to the successful implementation of inclusive education. In the past, insufficient materials were supplied to teachers, was the central tenet for strain in teachers, according to *Engelbrecht et al. (2003)*.

Objective 2: To explore the barriers perceived by teachers in learning of intellectually disabled students.

<i>S. No.</i>	<i>Perceived Barriers</i>	<i>Findings</i>
I.	Psychological Barriers:	The majority of the participants (75%; n=42) mentioned that psychological barriers prevent learning from taking place effectively within the classroom. Fifty-six percent of the participants (n=28) expressed considerable worry about the intellectually disabled students' home structure, citing how these patterns might become hurdles to learning in the classroom.

		<p>The socio-economic position of the intellectually disabled students' and their families was cited by (53.57 percent; n=30) of the participants as a hindrance to learning.</p> <p>Twenty two (39.28%) participants stated that emotional elements such as emotional disorders and behavioral problems were a hindrance to learning in the classroom.</p>
2.	Cognitive Barriers	<p>Only a small number of participants (17.85%; n=10) participants mentioned cognitive deficits as a barrier to learning with intellectually disabled students within the classroom.</p> <p>Majority of the participants (56.25%; n=31) reported that because of less knowledge and awareness about intellectual disability; teachers deal with some barriers to learning in their classrooms.</p> <p>This is due to participants (66.46%; n=38) viewing learning difficulties as a cognitive deficiency and resulting in cognitive barriers to learning.</p>
3.	Social Barriers	<p>Only (83.93%; n=47) participants mentioned lack of socialization as a barrier to learning with intellectually disabled students within the classroom. Teachers perceived that socialization is very important to learn new experiences.</p> <p>Almost (73.85%, n=41) participants stressed on the community support for the over-all development of Intellectually disabled students.</p> <p>Majority of the teachers (53.93%; n=30) perceived that socialization is very important to learn new experiences.</p>
4.	Learning Environment Barriers	<p>When coping with learning difficulties, majority of the participants (87.5%; n=49) claimed that they needed certain competencies and a joyful environment for</p>

		<p>teaching-learning process.</p> <p>Participants (69.03%; n=39) emphasized the necessity of including the curriculum, inclusive education, different learning activities and learning by doing in the classroom of intellectually disabled students.</p> <p>Participants (52.92%; n=29) emphasized the necessity of more practical knowledge for educators to become more skilled and informed about the theory and practices needed to implement in the classroom of intellectually disabled students in an inclusive classroom effectively.</p>
5.	Cultural Barriers	<p>Cultural characteristics like caste and creed discrimination were identified by just a few participants (54.30%; n=31) as a barrier to learning in the classroom of individual differences like intellectually disabled students, physically disabled students, different caste, creed and religion.</p> <p>Almost (62.50%; n=35) of the participant reported, <i>“Most of the students study with their friends of equal financial status and get mix with them also”</i>.</p> <p>. As a result, learning and teaching approaches are heavily influenced by culture, according to the (73.50%; n=42) participants thinks that language and religion are a kind of barriers in an inclusive classroom and a most accurate reasons for individual differences.</p>

Intrinsic and extrinsic variables that might either inhibit optimum learning or limit the amount to which students can benefit from education are referred to as learning barriers (*Amod, 2003*). Teachers in this research emphasized the importance of removing obstacles to learning in the classroom, and they were able to link intellectually disabled students' barriers to learning to their school performance. Only a few teachers were able to link students' academic success to their overall social functioning. This showed that teachers were aware that some learning hurdles, if not addressed in the classroom, may limit a child's capacity to attain their full potential beyond school.

Hays (2009) classified learning hurdles into four categories: cognitive barriers, physical barriers, emotional barriers, and environmental barriers. Participants in this study stated and emphasized specific learning hurdles, which were thus viewed as crucial issues that should not be included in the four key themes discussed. Pervasive societal circumstances and attitudes, improper education policies, unhelpful home or school environments, or a classroom scenario that does not fit the learning needs of an intellectually disabled student are all considered as "barriers in learning" (*Booth, 1999; Engelbrecht, Green, Naicker & Engelbrecht, 1999*).

Psychological barriers in learning, cognitive barriers in learning, communication barriers, social barriers in learning and cultural variables were the primary challenges in learning of intellectually disabled students in this study. Emotional barriers in learning were shown to be the most common and severe hurdles to learning in the classroom as a consequence of this study. This is in line with study, which found that instructors regarded emotional and behavioural challenges as the most difficult to incorporate into the classroom (*Avramidis & Norwich, 2002; Avramidis & Kalyva, 2007; Avramidis et al., 2000; Hays, 2009*). According to *Engelbrecht et al. (2003)*, parents' active participation and involvement in their children's learning and development is a critical component. However, as seen by the findings, teachers pointed to a lack of parental participation as a hindrance to learning.

This reflected the findings of studies on students with intellectual disabilities, as well as the evident absence of parental participation, which has an influence on those students' capacity to study at their best (*Engelbrecht et al., 2003*). This study was place at government schools, where the majority of students came from low-income families. This study has linked a lack of parental participation to transportation issues, implying that these families lack the financial resources to participate physically in their children's schooling. Poor health care for low-income families is thought to have an influence on family engagement, since many parents are too unwell to actively assist their children with homework at home (*Engelbrecht et al., 2003*). Within this study, the intellectually disabled students' and their families' socioeconomic position, which was referred to as "poverty," was considered as a significant hindrance to learning.

Objective 3: To identify the skills of teachers needed to enhance learning of intellectually disabled students.

1. Teaching Methodologies:

Most of the participants (53.57%; n=30) in this study mentioned the importance of adapting lesson plans and utilizing aids in order to assist in effectively teaching students with intellectual disability in learning.

Twenty eight percent of the participants (28.57%; n=16) reported the significance of devoting extra time and attention to pupils who may be experiencing academic difficulties.

Finally, participants (17.85%; n=10) emphasized the necessity of differentiated worksheets in order to assign easiest worksheets to students with intellectual disability.

2. Understanding the Psychology of Students with Intellectual disability:

The necessity for psychological abilities or awareness of children's emotional well-being was emphasized by 48 participants (85.71 %).

Fourteen percent of the participants (14.28%; n=8) mentioned providing extra lessons after school or during breaks since they suggested that students with intellectual disability needed more one-on-one attention.

3. Classroom Management:

Thirty eight participants (67.85%) mentioned classroom skills that are perceived to be effective in the implementation of inclusive education for intellectually disabled students.

A few instructors (32.14 %; n=18) said that meeting all of their students' requirements in the classroom was impossible. They said it was difficult to meet the requirements of all children because of standards that demand files to be kept up to date, which is challenging owing to time constraints.

4. Remedial Teaching Skills:

Many instructors are not remedially competent, according to a few participants (41.07 %; n=23). As a result, the remedial work supplied to intellectually disabled students may be unproductive.

All impediments to learning were reported to be accommodated by remedial teaching skills; however participants (58.92%; n=33) indicated their belief that instructors without that sort of certification are unable to successfully implement inclusive educational techniques in the classroom.

5. Communication Skills:

The capacity to communicate effectively with educators, parents, and health-care providers is an essential skill that needs to be improved in an inclusive school context according to the majority of the participants (72%; n=41).

Participants (26.78%, n=15) also emphasized the need of developing communication skills between the teacher and the students.

Teaching is not an easy or simple profession to learn; it is one of the most challenging to master (Engelbrecht et al., 2003). In order to make teaching more positive and effective, teachers must have certain skills. Teachers in this study related training courses and workshops to the skills they required to deliver inclusive education for intellectually disabled students. It was as though these teachers did not believe they have these abilities and needed to learn them. According to Engelbrecht et al. (2003), administrative issues, exposure to best inclusive practices, and practical skills for teaching intellectually disabled children should all be included in inclusive education training. The needs of curriculum, inclusive education, and learning hurdles in training were all proven in this study. Teachers in an inclusive classroom would benefit from these types of training courses because they would be more aware of and knowledgeable about diversity and inclusion. Teachers should undergo extensive training in coping with the emotional and behavioural challenges of intellectually impaired students in the classroom, according to Engelbrecht et al. (2003). The importance of psychological and counseling skills in comprehending the emotional

and behavioural challenges of intellectually impaired pupils was highlighted in this study. This is important because emotional barriers to learning were shown to be common in this study, and they are regarded to be more difficult to overcome (*Avramidis & Norwich, 2002; Avramidis & Kalyva, 2007; Avramidis et al., 2000; Hays, 2009; Engelbrecht et al., 2003*). Patience, compassion, flexibility, empathy, understanding, perseverance, and care were identified as essential human traits by teachers for implementing inclusive education. Psychological and counseling training might be used to teach and foster these personal attributes.

According to this study, teachers in Delhi are providing counseling in and out of the classroom to help students who are experiencing emotional hurdles to learning. This includes teachers providing extra classes after school to help difficult students; this is considered as a highly particular trait of teachers, as not all teachers in this study acknowledged such venture.

The way teachers educate in the classroom is viewed as a crucial skill in ensuring that inclusive education is implemented successfully. Flexible timetables, course differentiation, and the use of several languages, Outcomes Based Education (OBE), session pace, and practical exercises are all examples of innovative teaching methods, and the capacity to be aware of all students at all times were all mentioned by the teachers in this research. *Salend and Dorney (1997)* revealed that mainstream educators can promote linguistics' of second language learners, social, and academic improvement in English, but that general instructors are unprepared to address these students' educational needs in the classroom. Experts like as psychologists, speech and language therapists, and remedial therapists, to name a few, are needed by instructors, according to study (*Moolla, 2005; Shongwe, 2005*). These experts master specific skills that teachers' lack, allowing them to educate intellectually disabled students more effectively. Teachers in this survey emphasized the importance of remedial skills to facilitate all students efficiently. Within the classroom, remedial abilities were viewed to successfully cater to all students' requirements; nevertheless, this study revealed that teachers may not be competent to take extra classes, and hence may be regarded to be performing ineffective teaching work with children. This suggests that the teachers in this research do not see these skills as important.

Objective 4: To identify the support structures of government schools for the implementation of inclusive education with special reference to intellectually disabled students in New Delhi.

Section-1 Enrollment of children with intellectual disability:

This section provide evidences that (100%; n=40) schools take admission throughout the year for students with intellectual disability. It also reveals that there is no rejection policy in admission of (100%; n=40) schools and only (87.5%; n=35) schools are getting enrolled to an age appropriate class. This also reveals that a small no of schools (20%; n=8) enrolled out of school children with intellectual disability. Learners with disabilities are enrolled throughout the year during a session. The records as observed were well labeled that described the date of enrollment.

Section-2 Functional and Formal assessment of students with intellectual disability:

It has been found that almost (100%; n=40) schools facilitates students with intellectual disability with annual identification and assessment camp for children with intellectual disability. It has been found that in (85%; n=34) schools children with intellectual disability being assessed by a team of experts to ascertain the type, nature and degree of disability and only in (72.5%; n=29) schools done medical assessment of children with intellectual disability conducted as per the policy of RTE Act, 2009 and RPwD Act, 2016. Almost in (90%; n=36) schools done annual medical assessment camp for children with intellectual disability.

Section-3 Provision of Aids & Appliances for students with intellectual disability:

It has been indicated that (100%; n=40) schools gives the facility of free textbook and uniform provided to children with intellectual disability, quality of aids and appliances provided by school considered as good and well in time. According to this section only (57.5%; n=23) schools facilitates with aids and appliances to children with intellectual disability and (85.5%; n=33) schools provide Charts/Maps, Abacus, Material for drawing, Large print books, Slate/Sheets etc. Almost (92.5%; n=37)

schools got repaired aids and appliances when required. Only (70%; n=28) schools provided resource room for children with intellectual disability. According to this section most of the schools (67.5%; n=27) facilitates students with intellectual disability with specialized teaching-learning materials. And almost (45%; n=18) schools give services of attendant/helper to children with severe disabilities.

Section-4 Financial Assistance for students with intellectual disability:

It has been found that (100%; n=40) schools provides transportation allowance and different exemptions and concessions provided by CBSE to children with intellectual disability is studying in class 10 and children with disability is studying in the lower classes also. While (0%; n=0) schools provide reader allowance and escort allowance for students with intellectual disability. Only (50%; n=20) schools allowed therapeutic allowance to the students and (45%; n=18) schools provide the facilities of Top up scholarships to the students with intellectual disability. It indicated that only (57.5%; n=23) schools provide girls stipend to the girls students with intellectual disability.

Section-5 Learning Environment for Students with intellectual disability:

It has been found that (47.5%; n=19) schools provide training to regular teachers on inclusive education under general orientation programs of 20 days in-service training. It revealed that (42.5%; n=17) schools provide some Special orientation program for regular teacher exclusively on inclusive education to make them understand the problems need and effective classroom management of children with intellectual disability. It revealed that (85%; n=34) schools' Orientation program cover training of regular teachers on curriculum adaptation for children with intellectual disability. It revealed that (100%; n=40) schools' orientation program have a positive impact on classroom teaching-learning environment for intellectual disabled students for effective transactions. It revealed that (92.5%; n=37) schools has budget allocation for such orientation/training programs. It revealed that (75%; n=30) schools trained the teacher to effectively deal with the behavior problem of children with intellectual disability. It revealed that (100%; n=40) schools provides services of a special education teacher are more effective regarding teaching-learning of children with intellectual disability. It revealed that (22.5%; n=9) schools

provide orientation/training of teachers on inclusive education through SCERT. It revealed that (25%; n=10) schools provides orientation of principals, educational administrators, regular teachers and non-teaching staffs regarding children with intellectual disability. It revealed that (100%; n=40) schools provide different subject options available for children with disabilities studying in class 9th and 10th. It reveals that (42.5%; n=17) schools have special teachers posted at school on contractual base. It revealed that (100%; n=40) schools have development and implementation of individualized education program (IEP) for children with disabilities. It revealed that (100%; n=40) schools provide Individualized education program prepared for each children with intellectual disability. It revealed that in (100%; n=40) schools regular teachers work in collaboration with special teachers for preparing Individual Education Program. According to the findings of this section, only in (87.5%; n=35) schools special teachers have access to support services such as paraprofessional e.g. (speech therapist, physiotherapist, occasional therapist etc). In (75.5%; n=29) schools special teachers are competence/skilled to deal with bullying and harassment of disabled children in an inclusive classroom (in place bullying and harassment is observed by the observer). And in (80%; n=32) schools special teachers use appropriate teaching devices/appliances/modalities in the classroom.

Section-6 Home-based Education for Students with intellectual disability:

It has been found that there is (0%; n=0) schools don't have provision of home-based education for children with intellectual disability in the school of New Delhi.

Section-7 Social Awareness for Positive Attitude towards Students with intellectual disability:

It revealed that (65%; n=26) schools organized Awareness camps for parents and community to remove the myths and misconceptions about children with intellectual disability. It revealed that (52.5%; n=21) School management and teachers involved in community mobilization activities for children with intellectual disability. It revealed that (50%; n=20) schools feel that there is a positive impact of awareness and community mobilization activities on inclusive education. It reveals that (55%; n=22) schools conducted awareness programs for educational administrators on issues

related children with intellectual disability. It revealed that (87.5%; n=35) schools organized counseling of parents of children with disabilities. It revealed that (90%; n=36) schools organized weekly meetings of parents of children with disabilities and special education teachers.

Section-8 Co-Curricular activities for Students with intellectual disability:

It revealed that (45%; n=18) schools ensure the participation of children with intellectual disability along with non-disability child in cultural activities. Only (40%; n=16) schools organized Sports activities in the school for Children with intellectual disability. This also indicated that only (32.5%; n=13) Schools organized Tours, Excursions & Exposure visits for children with intellectual disability.

The purpose of this research was to find out what teachers thought about inclusive education of intellectually disabled students in New Delhi. During the previous decade, the Indian educational system has undergone significant changes. As a result of these changes, children with learning difficulties have been integrated into mainstream classrooms, which have influenced instructors' teaching methods. The perspectives of government inclusive school instructors about inclusive education for intellectually impaired children, learning challenges, needed abilities, and support systems within an inclusive environment were studied in this study. The findings of this survey explored that in New Delhi, there were roughly similar numbers of favourable and negative attitudes for inclusive education for intellectually impaired pupils. Appropriate training, excessive expectations, expedient, time, and class size were among the most common unfavorable judgments of intellectually impaired students' schooling. Learning challenges, inclusive administration, syllabi modification, and behavioural traits training to improve teachers' linguistic skills and techniques to cope with emotional obstacles to learning are some of these topics. The importance of parental support for implementing inclusive education for their children was stressed; yet, instructors reported having little help and communication with parents. Findings of the study indicated that in New Delhi Home-based education system is neglected but it should practice by teachers and schools should have a strict follow on rule and regulation for Home-based education for intellectually disabled students and not only for such students but also for all types of disabilities. The

findings of this study shed light on instructors' perspectives on the learning challenges they face in the classroom. Teachers said emotional barriers to learning were the most common, followed by cognitive hurdles to learning, according to the findings. This suggested that the majority of educators believe they lack the requisite abilities and resources to deal with the challenges of educating pupils who are intellectually impaired and face these obstacles to learning. This study was conducted with the aim of identifying the perceptions of educators towards inclusive education. In the past decade, Indian education system has undergone many changes. These changes have resulted in the inclusion of students experiencing barriers to learning within the mainstream school and this has impacted on teachers' methods of teaching. This study investigated government inclusive school teachers' perceptions of inclusive education for intellectually disabled students, barriers to learning, required skills, and the support structures within an inclusive setting. The results of this study indicated that there were equal amounts of positive and negative perceptions towards inclusive education for intellectually disabled students in New Delhi.

Major Findings of the Study

- This study was conducted with the aim of identifying the perceptions of educators towards inclusive education. In the past decade, Indian education system has undergone many changes. These changes have resulted in the inclusion of students experiencing barriers to learning within the mainstream school and this has impacted on teachers' methods of teaching. This study investigated government inclusive school teachers' perceptions of inclusive education for intellectually disabled students, barriers to learning, required skills, and the support structures within an inclusive setting.
- The results of this study indicated that there were equal amounts of positive and negative perceptions towards inclusive education for intellectually disabled students in New Delhi. The prominent negative perceptions towards the education of intellectually disabled students involved the lack of training, unrealistic expectations, resources, time and class size. These areas include learning difficulties, inclusion administration and policy, curriculum adaptation and psychological training to improve communication skills of teachers and ways to deal with emotional barriers of learning.

- This study highlighted the perceptions of teachers towards the barriers of learning that are experienced within the classroom. The results indicated that teachers perceived emotional barriers to learning as the most prevalent barriers to learning, then cognitive barriers to learning. This then indicated that the majority of educators felt they do not possess the necessary skills and resources that are needed in order to cope with the demands of teaching students with intellectually disabled experiencing these barriers to learning.
- Parental support was highlighted as being fundamental to the implementation of inclusive education for their child; however, teachers reported having minimal support and contact with parents. Without comprehensive support for teachers who deliver education, inclusive education cannot promise that all students will benefit from the system.

Educational Implications

The usefulness of the present study lies in:

- To remove the gap between the theory and practice of inclusive education. The findings of present study exposed the real position of implementation of inclusive education for intellectually disabled students in New Delhi. The findings can be helpful to strengthen the inclusive environment by ensuring appropriate teaching methodologies, physical access and removing administrative and attitudinal problems especially the inadequate funding and flawed appointments of special teachers.
- It is the challenge before the teachers, how to teach the disabled and non-disabled student in inclusive environment with pedagogy that suits both types of learners. In this context, teacher should be trained during pre-service and in-service programs on how to use multi-sensory pedagogical skills in inclusive environment. The teaching process should be made more interesting by using live teaching aids so that both the disabled and non-disabled must take interest in the classroom teaching-learning process.
- To create the interest in the classroom teaching both the disabled and non-disabled student must be involved in the classroom teaching-learning through presentation

of topics and discussion along with question-answer technique. There must be videography of students sometimes during presentation.

- The successfulness of any programme depends upon the feedback and monitoring. There must be fortnight/monthly feedback and monitoring system should be developed to see the all parameters under the inclusive education for intellectually disabled students.
- The special education teacher should be appointed in every school having children with special needs so as to spend more time in planning and organizing the activities for child with intellectual disability and special/regular teachers may be given honorarium to visit home based child with intellectual disability.
- The role of paraprofessionals namely physiotherapist, speech therapist, audiologist psychologist etc is extremely important in facilitating inclusive education, it is suggested to appoint/arrange these professionals at District/cluster level to assist special and regular teachers to attend the medical and behavioural problems of the children with intellectual disability in a meaningful way.
- As per the findings of the study most of the institutions are not taking interest to fulfil all norms of RPWD Act for children with intellectual disability. In this context, they should be trained for meeting all norms of inclusive education and their accountability should be fixed for fulfilling these norms.
- The school curriculum must contain topics on disability and examples of best practices on inclusive education to generate awareness and understanding on these issues among non-disabled students.
- It appeared extremely difficult for every intellectually disabled student to achieve high standard in scholastic/academic education, so the focus of inclusive schools should be on developing vocational efficiency in them from elementary level together with making them self-dependent in meeting their daily life needs.
- Creating awareness among the policymakers about the magnitude of the problem and inspiring them to allocate larger funds for the development and execution of inclusive education. Policy makers who are well acquainted with the ground

realities only be assigned the duty of formulating policies on inclusion for intellectually disabled students.

- The findings of the study suggest that to identify and providing remedial measures of the problems faced by students with intellectual disability in an inclusive classroom, the help/advice of child with intellectual disability and their parents should be taken.
- Designing workshops, in-service training and conferences related to problem under study and inviting the stakeholders (parents, community, teachers, non-disabled peers etc) to actively participate in them. The training of stakeholders is critical since action by an untrained person in implementation of inclusive education may prove a bane rather than a boon. Awareness generation on the philosophy and concept of inclusive education and eradicating the myths and misconceptions related to intellectual disability is of paramount importance for the success of inclusive education.

Limitations of the Study

All researchers met some constraints, which were unsatisfactory outcomes of the provided study challenge. On the other side, one macro limitation might be focused on: a lack of knowledge regarding intellectual disability, a lack of study in this field, and a lack of proper statistics on the status of people with intellectual disabilities in New Delhi. Due to the lack of contemporary information on the total number of intellectually disabled children enrolled in regular or special schools in New Delhi, determining the severity of the national problem has been challenging. Most government websites provide the location of the disability, but international organisations such as the United Nations, UNESCO, and UNICEF have failed to give precise information on children with intellectual disabilities and their enrolment in school in their most recent reports. While it may be claimed that my research provided a high-quality description of what instructors can do in their schools to promote inclusion for intellectually impaired students, it may be beneficial to consider homework in the context of the country's existing laws and practices. One of the causes for the lack of current information is that there are two separate departments of education: mainstream education and special education, both of which are

incorporated into the schools. There is a shortage of thought-provoking and inspiring topics in addition to the absence of facts. It took a lot of time and effort to obtain original data, and the principal is hesitant to say anything about it. One significant difficulty that has persisted throughout this study is the disparity in understanding and application of different terminologies.

National Importance of the Study

- This research is useful in demonstrating the scope of the problem and the problems or obstacles in meeting the requirements of vulnerable groups, as well as in developing a policy and monitoring and evaluation tools.
- The study's findings are crucial for gathering standardized disability information for decision-making, and they are easily available on the internet for others.
- Every child, however, has the right to an equal chance to get a basic education. Special education is defined by policies and programmes focused on education that are specifically tailored for talented or handicapped children with any type of mental, physical, or emotional problems.
- The trend and technology have changed with the advent of modernization, but people's ways of thinking have not. Children and individuals with intellectual disability are frequently overlooked by society. As a result, children frequently receive negative feedback from their schools and are unable to establish any favourable attitudes about the outside world. This study would help individuals to change their way of thinking specially teachers, who are teaching at school level.
- The main objective of the study is to identify the factors that affect students with intellectual disability, barriers perceived by teachers so this study help in understanding the needs of specialized instructional methods, care, or equipment that can be utilized both inside and outside the traditional classroom not only in Delhi but all over the country.
- As a result, with the help of this study teachers can develop different pedagogical interventions to suit the needs of students, effective and well-maintained

instructions which may be delivered at a quicker or slower pace depending on the student's needs.

- Special education teachers should have a well-defined education imparted at central level so that they can educate each child separately. Educators should come up with original and creative ways to help students better absorb the material they are provided. They should use a trial-and-error approach.
- Patience and tolerance are said to be the most critical keys in a special education classroom. A positive attitude is necessary when it comes to student behaviour. The improper attitude of the professors or tutors might have an impact on cognitive capacity so the study helps to facilitates teachers for their mental preparedness as well as physical.
- As a result of the study not only happiness curriculum is sufficient but a special educator should always have specific attributes, such since intuition, hard effort, a strong sense of humour, originality, and a passion for both children and teaching, as they will not be able to deliver effective instruction to those unique child unless they establish their own emphasis to be a responsible citizens.
- The education, skills development and training course for disabled students should defined nationally so that it become required to carry out the teaching pattern in an easy manner, and teachers can have an in-depth grasp of diverse behavioural patterns and psychology of children with special needs.
- Technology and methods abound in the twenty-first century. Everyone has advanced; therefore teachers who cannot survive in a patient atmosphere may not be able to continue in the long term. If he or she works as a special education teacher, he or she must be exceptionally committed, innovative, resourceful, and determined.
- It is condemning for special educators or teachers to leave a lasting impact on their students. The instructor who is instructing them may be able to inspire the students. A teacher may bestow the greatest gift on a pupil by instilling hope and encouragement in them.

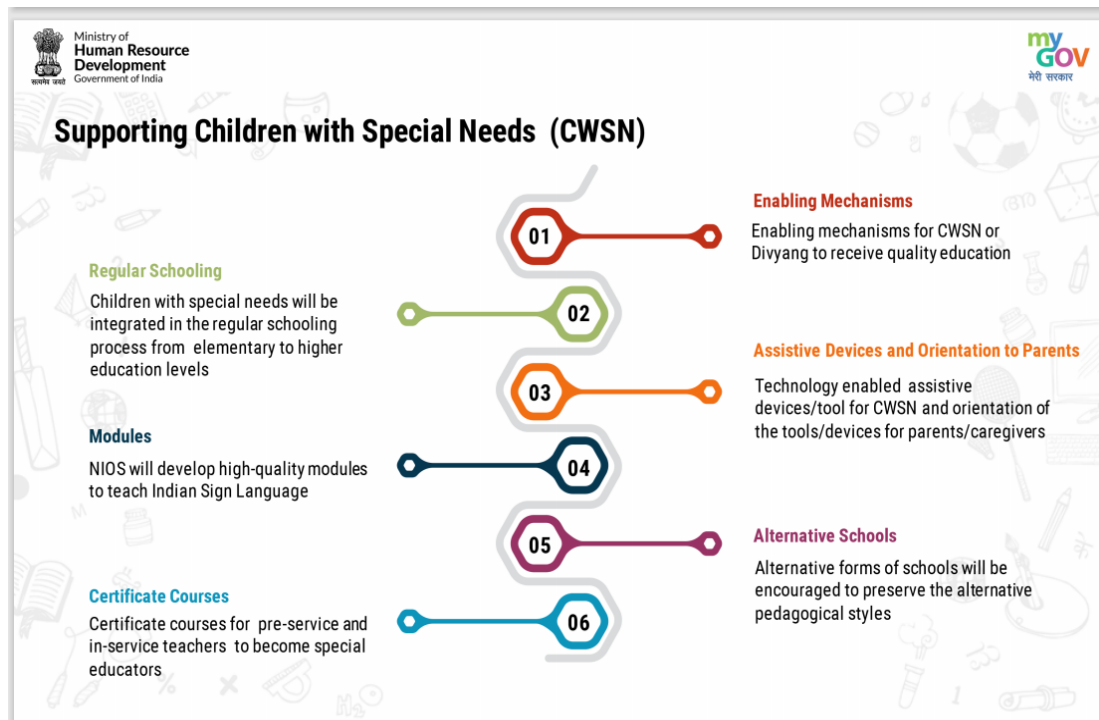
- Only a specialized tutor can give a specific platform for disabled children, as well as the driving of their learning challenges, allowing them to live a successful life and contribution in national development.
- As a result, special needs education is critical for children's overall development. This allows them to mature and become more integrated into society. Anyone with any form of impairment should never be prevented from conquering the world.
- That is, persons with special needs, including children and adults, should be given every opportunity to succeed without being stigmatized. Children with special needs should be handled according to their needs so that, despite their restrictions, they may clearly develop their cognitive abilities.
- It is critical to have a more comprehensive educational system with instructors who have received specialized training. For both children with and without special needs, learning should be an enjoyable and exciting activity.

(b) National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)

Education of children and youth with disabilities has also been a part of National Policy on Education (NPE), 1986 and the Programme of Action (1992). An important policy development took place after 1992 with the enactment of Persons with Disability (Equal Opportunities, Protection of rights and Full Participation) Act 1995. The act makes it a statutory responsibility under Inclusive Educations on the part of Central, State and even Local Governments to provide free education in an “appropriate environment” for all children with disabilities. The National Curriculum Framework (NCF-2005) on school education has also reiterated faith in common school system and neighbourhood schools. NCF, 2005 recommends to make the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability both in cognitive and non-cognitive areas (*Savita & Sharma, 2021*). The New Education Policy 2020 also emphasizes the necessity of developing procedures that allow Children with Special Needs (CWSN) or ‘Divyang’ to have the same access to quality education as any other. The position of need of implementation was evaluated taking into consideration some intervention under NEP

2020. These interventions under NEP 2020 include identification, functional and formal assessment, provisions of aids and appliances, teacher training, resource support, provision of home based education, awareness and community mobilization on inclusive education and other co-curricular activities for children with disabilities (*Dev & Kumar, 2015*) . It will also be given top attention to ensure the inclusion and equal participation of children with disabilities in ECCE and the educational system. From the Foundational Stage to higher education, children with disabilities will be able to participate completely in the usual educational process. Inclusionary education is defined by the Rights of Persons with Disabilities (RPWD) Act 2016 as a "system of education in which students with and without disabilities learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of various types of students with disabilities." (*Pandey, 2020*) This Policy is fully compliant with the terms of the RPWD Act 2016 and supports all of the Act's recommendations for school instruction. NCERT will guarantee that professional entities such as the National Institutes of RPwD are consulted when formulating the National Curriculum Framework.

To that end, resources will be provided to schools/school complexes for the integration of children with disabilities, the recruitment of special educators with cross-disability training, and the establishment of resource centers, as needed, particularly for children with severe or multiple disabilities. According to the RPWD Act, all children with disabilities will have barrier-free access. Different categories of children with disabilities have differing needs.



Source: myGov, MHRD, 2020

(MHRD, 2020), Schools and school complexes will collaborate and be encouraged in providing accommodations and support mechanisms appropriate to the requirements of all students with disabilities, ensuring their full participation and inclusion in the classroom, as outlined in National Education Policy 2020, 27. Assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille), will be made available to help children with disabilities more easily integrate into classrooms and engage with teachers and peers (Devi & Sarkar, 2019). Children with physical impairments have the option of attending ordinary or special school, according to the RPWD Act of 2016. Resource centres, in collaboration with special educators, will support the rehabilitation and educational needs of students with severe or multiple disabilities, as well as assisting parents/guardians in achieving high-quality home schooling and skilling for such pupils. Children with severe and profound disabilities who are unable to attend school will continue to have a home-based education option. Children who get home-based education must be treated equally to other children in the public school system. A review of home-based education's efficiency and efficacy will be conducted, based on the principles of equity and equal opportunity (Khan & Sahoo, 2020). Based on this audit, guidelines

and criteria for home-based schooling will be prepared in accordance with the RPWD Act 2016. Teachers must be assisted in identifying and mitigating learning problems as early as possible. Use of suitable technology that allows and enables children to work at their own speed, flexible curriculum that utilise each child's abilities, and the creation of an environment for appropriate evaluation and certification are all examples of specific actions. In order to ensure equitable access and opportunities for all students with learning disabilities, assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will develop guidelines and recommend appropriate tools for conducting such assessments from the foundational stage to higher education (including for entrance exams).

Suggestions for the Further Research

Keeping in view the findings of the study, the following recommendations are made for further research:

- Only three districts of New Delhi were geographically covered in the present study therefore a study may be planned in a wider geographical region.
- A follow-up study in the same three districts may be undertaken. This follow-up study would not only provide conclusive results on the problems to implementation of inclusive education but also help in determining the reliability of the present day.
- The sample of present study was only from school level; a similar study may be planned for degree colleges, nursing colleges, engineering colleges, poly-technics, universities etc. to get an extensive and intensive understanding of implementation of inclusive education at different educational institution.
- In the present study, the sample was selected from a plain area, a comparative study of students and school from tribal, desert and backward area may be conducted. Similar findings in another setting would broaden the implications of this study.
- A further research is warranted to determine self-efficacy, current skill level and training needs of stakeholders for removing the problems and placing the facilitators for successful inclusive practices.

- A research study may be planned to document the problems to early intervention for children with intellectual disability in inclusive settings versus early intervention in segregated settings.
- In view of the overall scenario of education of the disabled in the country, a study to find out the position of problems to education of children with intellectual disability in special schools may also prove its usefulness.
- A study to review contents and methodology of in-service training programs on inclusive education for intellectually disabled student may be conducted. This would enable the policymakers to determine the suitability of contents and methodology which is currently being used to train the teachers and head teachers for practicing inclusion.
- In the present study the perception of teachers and head of the schools regarding problems to inclusion and education of children with intellectual disability were determined the factors which affecting the learning of intellectually disabled student, so a study may be conceived by including a district education officers, a state project officers, rehabilitation professionals and NGO's in the sample to get a broader picture of a status of implementation of inclusive education for intellectually disabled students.

Conclusion

The purpose of this research was to find out what educators thought about inclusive education. The Indian education system has changed dramatically during the last decade. These developments have resulted in the integration of kids with learning disabilities in mainstream schools, which have had an influence on instructors' teaching approaches. The perspectives of government inclusive school instructors about inclusive education for intellectually impaired children, learning challenges, needed abilities, and support systems within an inclusive environment were studied in this study. The findings of this survey revealed that in New Delhi, there were roughly similar numbers of favourable and negative attitudes for inclusive education for intellectually impaired pupils. Lack of training, excessive expectations, resources, time, and class size were among the most common unfavorable judgments of intellectually impaired kids' schooling. Learning challenges, inclusion administration

and policy, curriculum modification, and psychological training to improve teachers' communication skills and techniques to cope with emotional obstacles to learning are some of these topics. The importance of parental support in the implementation of inclusive education for their children was stressed; yet, instructors reported having little help and communication with parents. Inclusive education cannot guarantee that all students will benefit from the system without adequate support for instructors who offer education. The findings of this study shed light on instructors' perspectives on the learning challenges they face in the classroom. Teachers said emotional barriers to learning were the most common, followed by cognitive hurdles to learning, according to the findings. This suggested that the majority of educators believe they lack the requisite abilities and resources to deal with the challenges of educating pupils who are intellectually impaired and face these obstacles to learning.