

# **Factors Affecting Students with Intellectual Disability in Learning at School Level: A Qualitative Analysis**



*Dissertation submitted to*

**CENTRAL UNIVERSITY OF HARYANA**

*In the partial fulfillment of the requirements for the degree of*

**MASTER OF PHILOSOPHY IN EDUCATION**

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**Mahendergarh, Haryana, India**

**2021**



## **CERTIFICATE OF DECLARATION**

This is to certify that the work compiled in this dissertation entitled, “**Factors Affecting Students with Intellectual Disability in Learning at School Level: A Qualitative Analysis**” is based on my original M. Phil research work. It has not been submitted in part or full for any other diploma or degree of any University/Institution of National Importance. References from other works have duly cited at the relevant places.

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## **CERTIFICATE OF ORIGINALITY**

The research work embodied in this dissertation entitled “*Factors Affecting Students with Intellectual disability in Learning at School Level: A Qualitative Analysis*” has been carried out by ***Km. Savita*** from School of Education, Central University of Haryana, Mahendergarh, Haryana, India. The manuscript has been checked for Plagiarism verification by Turnitin software under submission ID No. vides Plagiarism Analysis Report No. **1735892259**. Date: **27/12/2021**. I declare that the research work and languages included in this dissertation are free from any kind of plagiarism.

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## List of Abbreviations

ID	–	Intellectual Disability
MID	–	Mild Intellectual Disability
EMR	–	Educable Mentally Retarded
TMR	–	Trainable Mentally Retarded
CMR	–	Custodial Mentally Retarded
AAMR	–	American Association of Mentally Retarded
AAIDD	–	American Association of Intellectual Disability Disorder
IEDC	–	Integrated Education for the Disabled Children
IEP	–	Individual Education Plan
MD	–	Mentally Disable
GOI	–	Government of India
MHRD	–	<i>Ministry of Human Resource Development</i>
NCERT	–	National Council of Educational Research and Training
NEP	–	National Education Policy
NGOs	–	Non-government organizations
NSSO	–	National Sample Survey Organisation
PIED	–	Project named Integrated Education for the Disabled
PWD	–	Persons with Disabilities
SEN	–	Special Educational Needs
SSA	–	Sarva Shiksha Abhiyan
U.N.	–	United Nations
UEE	–	Universalization of Elementary Education
UK	–	<i>United Kingdom</i>
UNCRPD	–	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	–	United Nations Educational, Scientific and Cultural Organisation
UNICEF	–	United Nations International Children's Emergency Fund
UNICEF	–	United Nations Children's Fund
WHO	–	World Health Organization



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## Abstract

Teacher is the most important component of teaching-learning process and when it comes to disabled children, the role of teachers becomes more important. Students can still learn best when their learning styles are recognised through systematic evaluation and suitable teaching techniques by teachers, regardless of the handicap or its severity. This study discusses the different perceptions of teachers in inclusive school of New Delhi with respect to intellectually disabled students at secondary level. Data was collected by Interview and Observation Tool In Qualitative manner. 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. 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. 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.

**Keywords:** *Intellectual Disability, Teacher, Inclusive Education, Learning, Psychological Factors, Social Factors & Learning-Environment Factors.*



## सार

शिक्षक शिक्षण अधिगम प्रक्रिया का सबसे महत्वपूर्ण घटक है और जब विकलांग बच्चों की बात आती है, तो शिक्षकों की भूमिका अधिक महत्वपूर्ण हो जाती है। छात्र तब भी सर्वश्रेष्ठ सीख सकते हैं जब उनकी सीखने की शैली को शिक्षकों द्वारा व्यवस्थित मूल्यांकन और उपयुक्त शिक्षण तकनीकों के माध्यम से पहचाना जाता है, चाहे बाधा या इसकी गंभीरता कुछ भी हो। यह अध्ययन माध्यमिक स्तर पर बौद्धिक रूप से विकलांग छात्रों के संबंध में नई दिल्ली के समावेशी स्कूल में शिक्षकों की विभिन्न धारणाओं पर चर्चा करता है। डेटा को साक्षात्कार और अवलोकन उपकरण द्वारा गुणात्मक तरीके से एकत्र किया गया था। इस अध्ययन के परिणामों ने संकेत दिया कि नई दिल्ली में बौद्धिक रूप से अक्षम छात्रों के लिए समावेशी शिक्षा के प्रति समान मात्रा में सकारात्मक और नकारात्मक धारणाएं थीं। बौद्धिक रूप से विकलांग छात्रों की शिक्षा के प्रति प्रमुख नकारात्मक धारणाओं में प्रशिक्षण की कमी, अवास्तविक अपेक्षाएं, संसाधन, समय और कक्षा का आकार शामिल था। इन क्षेत्रों में सीखने की कठिनाइयाँ, समावेशन प्रशासन और नीति, पाठ्यक्रम अनुकूलन और शिक्षकों के संचार कौशल में सुधार के लिए मनोवैज्ञानिक प्रशिक्षण और सीखने की भावनात्मक बाधाओं से निपटने के तरीके शामिल हैं। परिणामों ने संकेत दिया कि शिक्षकों ने भावनात्मक बाधाओं को सीखने के लिए सबसे प्रचलित बाधाओं के रूप में माना, फिर सीखने के लिए संज्ञानात्मक बाधाएं। इसके बाद यह संकेत मिलता है कि अधिकांश शिक्षकों ने महसूस किया कि उनके पास आवश्यक कौशल और संसाधन नहीं हैं, जो सीखने में इन बाधाओं का अनुभव करने वाले बौद्धिक रूप से विकलांग छात्रों को पढ़ाने की मांगों का सामना करने के लिए आवश्यक हैं। माता-पिता के समर्थन को उनके बच्चे के लिए समावेशी शिक्षा के कार्यान्वयन के लिए मौलिक होने के रूप में उजागर किया गया था; हालांकि, शिक्षकों ने माता-पिता के साथ न्यूनतम समर्थन और संपर्क होने की सूचना दी। शिक्षा देने वाले शिक्षकों के लिए व्यापक समर्थन के बिना, समावेशी शिक्षा यह वादा नहीं कर सकती कि सभी छात्रों को इस प्रणाली से लाभ होगा। वर्तमान अध्ययन के निष्कर्षों ने नई दिल्ली में बौद्धिक रूप से विकलांग छात्रों के लिए समावेशी शिक्षा के कार्यान्वयन की वास्तविक स्थिति को उजागर किया। निष्कर्ष उपयुक्त शिक्षण पद्धति, भौतिक पहुंच सुनिश्चित करके और विशेष रूप से अपर्याप्त वित्त पोषण और विशेष शिक्षकों की त्रुटिपूर्ण नियुक्तियों को दूर करके समावेशी वातावरण को मजबूत करने में सहायक हो सकते हैं।

**कीवर्ड:** बौद्धिक विकलांगता, शिक्षक, समावेशी शिक्षा, सीखना, मनोवैज्ञानिक कारक, सामाजिक कारक & सीखना-पर्यावरण कारक।



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*Chapter-I*  
*Introduction*

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# CHAPTER-1

## INTRODUCTION

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*“For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability.”*

— **Herbert Hoover** (*Kidadl, 2021*)

### 1.1 Conceptual Framework

Every child is different, and they all require support in growing, changing, refining, and adapting to new conditions. 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)*. 1981 was designated as the International Year of Disabled Persons by the United Nations General Assembly. Following that, the "World Conference on Special Needs Education" in Salamanca in 1994 played a critical role in highlighting the importance of education as a vehicle for inclusion and empowerment for children with disabilities. 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 sectors Government and private as well as required. In 2001, a modification to the Constitution explicitly included children with disabilities and made access to education with 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% intellectually disabled population of total disability population in India. Approximately 85% of the populations with Intellectual Disabilities are with Mild Intellectual Disability (MID) (*Kowsalya, 2013*). MID 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 ID. Children with MID go through similar stages of development as children without Intellectual disability (*Kowsalya, 2013; Sharma 1991*). Children with MID are an educable group and can be educated along with the typically developing children. Appropriate intervention can be provided systematically. This will help them to learn early and they also can become productive citizen of the country. In the present study, the investigator has taken children with MID to finding out their difficulties in learning. Researches have shown those intellectually disabled children are at a disadvantage from their peers in mental capacity and motor abilities. These children use aggression as a response to their disabilities (*Rad L. & Fathi F. 2014*). "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)		
<b>Total</b>	16787941	<b>Total</b>	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
<b>Total</b>	<b>26814994</b>	<b>14988593</b>	<b>11826401</b>	<b>234882</b>	<b>138379</b>	<b>96503</b>

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- 7<sup>th</sup> All India School Education Survey for Physically Challenged Children, NCERT, New Delhi).**

<i>Enrolment statistics of disabled child in Delhi</i>				
<b>Types of Disabilities</b>	<b>Primary</b>	<b>Upper Primary</b>	<b>Secondary</b>	<b>Higher Secondary</b>
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- 7<sup>th</sup> All India School Education Survey for Physically Challenged Children, NCERT, New Delhi).*

## **1.2 Historical Development of Education for Disabled in India**

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 disabled persons in the general education system. In industrialized nations,

education systems that have traditionally had parallel general and special schools are shifting away from mainstreaming and toward evolving inclusive schools (*Ainscow, 1994*). In the latter two decades of the nineteenth century, special education brought knowledge and techniques for educating disadvantaged children to India. In the 1880s, Christian missionaries established schools for the crippled as a philanthropic endeavor. Later, in 1883, a deaf and mute institute was created in Bombay. Miss Anne Sharp founded the first school for the blind in Amritsar in 1887. Physically challenged services were also established in the middle of the twentieth century. Children with mental impairment, however, were the last to get attention, since the first school for these children was only opened 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) Disabled education should be an important element of India's educational system;
- 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”.

“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 academics 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 prioritized universal enrolment for both types of students by the conclusion of the 9th five-year plan: those who could be educated in ordinary primary schools and those who needed special schools or special courses in general schools (**MHRD, 1992**). The reorientation of pre-service and in-service teacher training programs was conjointly emphasized. Excluding this in 1974 the govt. of Asian country launched the centrally sponsored theme of “Integrated Education for Disabled youngsters (IEDC)”. The main focus of the theme was to produce instructional opportunities to students with special needs in regular colleges, to facilitate their retention within the establishment, and to put students from special colleges to common colleges. “The National Council of Educational Research and Training (NCERT)” implemented the “Project of Integrated Education for the Disabled (PIED)” in 1987 with UNICEF support. The goal was to improve the integration of IEDC within the NPE's framework and goals (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 kids 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 “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 govt. of India launched “Sarva Siksha Abhiyan (SSA)” in 2001 in conjointly with state governments to attain the long cherished goal of “Universalization of Elementary Education”. The aim of this programme is to produce eight years of sensible quality education to children between the ages of 6-14 years and to possess all children at school, teaching-learning and finishing primary and higher primary term by 2010. It conjointly ensures that each disabled child, no matter the type, class and degree of incapacity, is provided education in associate applicable setting. It had been complete by the framers of SSA that their objective might solely be met if the education of disabled child was a very important part of the programme. The SSA contains a specific feature i.e. “Zero Rejection Policy” that suggests that no disabled child needs may be neglected, not denied enrollment on the idea of such considerations. By the year 2002, the IEDC theme had extended to 41,875 colleges, benefitting quite one 33,000 disabled child in all States with four Union Territories “(Department of Education, MHRD, 2003)” whereas DPEP (2003) rumored that the overall range of learners with listed in regular colleges underneath DPEP was quite five 60,000: this represents virtually seventieth of the nearly eight 10,000 learners with subunit known underneath this programme.

### **1.2.1 Specific legislations for different Disabilities in India:**

“**The mental health act 1987**”: This act came into force on 1<sup>st</sup> 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 Shiksha 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 8<sup>th</sup>. Afterwards, a scheme named inclusive education for the disabled children launched in 2009 caters to the need of disabled children up to 12<sup>th</sup> 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.
- Thalassemia.
- 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.

### **1.3 Intellectual Disability**

The term "intellectual disability" (mental retardation) refers to a specific condition of functioning that begins before the age of 18, and is marked by considerable limits in both intellectual performance and adaptive behaviour (*AAMR, 2002*). "Over the last few decades, the definition of intellectual impairment has been amended several times as people's perception of the illness has changed, as well as in reaction to diverse social, political, and professional influences." The AAIDD definition of intellectual disability is the most frequently accepted: “Intellectual disability (is) characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. This disability originates before age 18” (*AAIDD [AAMR], 2002, p.1*)

In general, intellectually disabled children are those who have less than average intelligence. They were regarded as backward youngsters until the early twentieth century. Psychologists discovered in their research that some children lag behind

academically while having normal or above-average intelligence, thus they began to differentiate between backward and intellectually impaired children. At the moment, intellectually challenged children are defined as children that have lower IQ than the norm from birth and are unable to integrate into society. They are also known as mentally challenged youngsters. The most widely accepted definition is that offered by the American Association of Mental Deficiency (AAMD) in 1959. In the words of **Heber**,

**“Mental-retardation refers to sub-average general intellectual functioning which originates during the development period and is associated with impairment in adaptive behaviour”.**

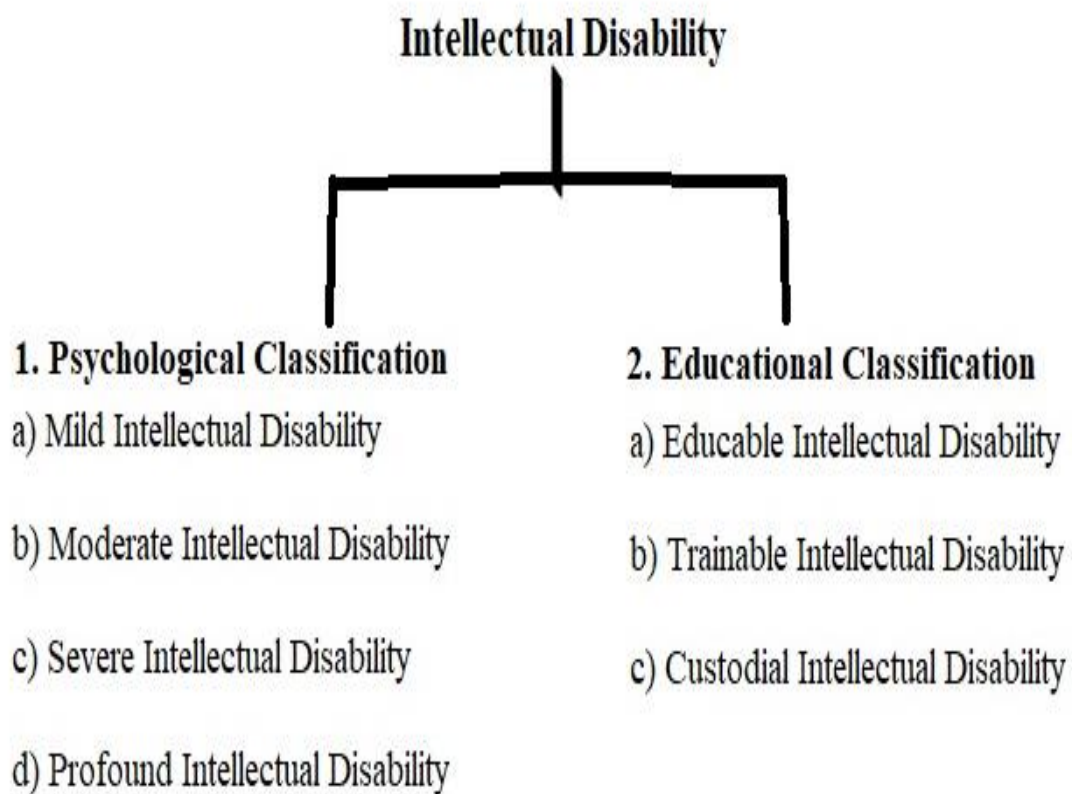
### **1.3.1 Definitions of Intellectual Disability**

In last 20 years, psychologist, psychiatrist, and health professionals have put many efforts to name ID appropriately (*Carulla et al., 2011*). The term ID, formerly also known, as ‘Children with Learning Difficulties’ and ‘mental retardation,’ has remained open to confusion. Historically in the US, ID referred as ‘Mental Retardation.’ The term mental retardation has newly been replaced with the term ‘Intellectual disability. However, the term ‘learning difficulty’ is more prevalent in the UK. People with mild to moderate ID are often referred to as having MLD (moderate learning difficulties) and with severe ID are referred as CMR or SLD (Severe learning difficulties). In present time most of the major academic journals throughout the world and all the National Institute for the person with disabilities use the term ‘Intellectual Disabilities’ (*Carulla et al., 2011; Chavan & Rozatkar, 2014; Henry, 2011a*). This change-over in terminology is supported by the organization like the “American Association on Intellectual and Developmental Disabilities” (AAIDD), “International Association for the Scientific Study of Intellectual Disabilities (IASSID)”, “National Institute for the empowerment of person with Intellectual Disabilities”, and “President’s Committee for People with Intellectual Disabilities”. Further, People with ID can be divided into two groups based on the presence and absence of organic cause. Individuals with ID who have the specific disorder and their exact cause is known such as Down syndrome, Williams syndrome, Fragile X, etc. are often treated as separate group than people with unknown biological causes (*Henry,*

2011b; Rutter & Taylor, 2005b, 2005a). This perspective provides different approaches to research.

### 1.4 Types of Intellectual Disability

Intellectual impairment is classified differently by different approaches. There are classifications based on psychological and educational factors. Psychological classification is based on intelligence quotient, whereas educational categorization is based on the ID person's/present child's level of functioning.



*Figure 1.1 Types of Intellectual disability*

## 1. Psychological Classification

The following classifications, based on standard scores of intelligence tests, show the categories of the American Association of Intellectual Disabilities, the Diagnostic and Statistical Manual of Mental Disorders-IV/V, and the International Classification of Diseases-10.

**(a)Mild ID** affects 85% of a person with ID population. IQ score range from 50- 69. Children within this classification can attain academic success at about the sixth-grade level. They can become self-reliant and in some cases, live independently with the community and social support.

**(b)Moderate ID** affects around 10% of the individuals under the classification of ID. IQ ranges from 35 to 54 and has satisfactory communication skills. Many of these persons can manage very well in the group homes and the community. Many are employed and can take care of them with minimal supervision.

**(c)Severe ID** is 3-4% of the population within this classification. IQ scores range from 20 to 40. Communication skills and self-help skills are very 4 minimal, and many individuals require supervision and assistance. Many of these persons reside in group homes with the help.

**(d)Profound ID** is a minuscule portion of the ID population, approximately 1-2% of these affected populations. These individuals are with IQ below 25 and require around-the-clock care and support. Their communication skills are very limited, and they need assistance for self-help skills. People with profound ID usually have neurological disorders as well.

*Figure 1.2 Psychological Classifications of Intellectual disabilities*

## 2. Educational Classification

Educators classify children with Intellectual Disability as educable mentally retarded (EMR), trainable mentally retarded (TMR), and Custodial Mentally Retarded (CMR). These various classifications help in providing an understanding that at which level a child with ID can function in society, his educational attainment, and his degree of independence.

**(a) Educable** Mentally retarded are those with IQ ranges from 50 to 69. Their intellectual development, when they become adults, roughly corresponds to typically developing children of age 8 to 12 years. EMR children go through the similar stages as normal children. EMR children may only come to notice in their early childhood years when their play, self-help skills are less developing than children of their similar age. For some EMR children, the problem may not be seen until their school years. EMR Children look like to their non-disable peers in the physical appearance, but their motor ability and coordination is little lower compared to the typically developing peers (*Kowsalya, 2013*). EMR Children are also characterized by a delay in cognitive development that influences the acquisition of both language and academic skills. Attention, memory, and generalization are the three most important cognitive skills which influence the acquisition of both language and academic skills. EMR children are found lacking in these three skills. However, Most of the time attention problems are confused with working memory problems. These cognitive skills are associated with the academic success and which of this skill is more related to academic achievement need to be sorted out to enhance academic learning.

**(b) Trainable** Mentally Retarded children are with IQ between 25 and 50. This group child can be trained in daily living skills and functional academics.

**(c) Custodial** Mentally Retarded children are those who have IQ below 25. These children with severe and profound retardation need more assistance for their daily living and leisure activities (*Rathore, 2015*).

### *Figure 1.3 Educational Classification of Intellectual disabilities*

In the academic community, the term mental retardation is now being replaced with the word intellectual disability. The “American Association on Intellectual

and Developmental Disabilities” (AAIDD) terminology and the “Diagnostic and Statistical Manual -5” are frequently utilized in therapeutic services. Mental retardation has been replaced by the terms Intellectual Disability in both AAIDD and DSM-5.

According to the Persons with Disabilities “(*Protection of Rights, Equal Opportunities, and Full Participation*) Act 1995 of India”, "Mental Retardation" is defined as "a condition of stopped or incomplete development of a person's intellect, which is marked by sub-normal intelligence." Children with Intellectual disability encounter several challenges as a result of their brain's halting growth. They are deficient in a number of areas, all of which have a direct impact on their educational development. The table below summarizes their possible issues as well as the educational implications of these difficulties.

### **1.5 Role of Teachers in Education for intellectually disabled Students**

The Role of the Resource Teacher Countless ways to deal with educating mildly retarded children in the resource room and integrated class setting have been proposed by various specialists. Among them the significant ones are which the resource room should embrace in addition to all different strategies specified at better places in this part.

- The physiological technique for Seguin-and educational program focusing on the preparation of the senses and motor training.
- Montessori’s auto-educational framework is showing strategy in light of the presumption that training ought to be enjoyable and that students ought to decide for themselves those exercises that are best for them.
- Piaget's approach which focuses on those youngsters learn by doing as opposed to by being instructed it proposes that kids must find coherent connections for themselves.
- The unit strategy for diagrams showing technique, practical knowledge and the utilization of academic subjects to real life.
- Perceptual motor preparing an educational framework accentuating extraordinary perceptual and motor activities to fill in gaps in normal development.



## **1.6 The Role of the Regular Classroom Teacher for Mild Intellectually disabled Students**

- Shaping and permitting suitable cooperation encounters among students with and without handicap.
- Developing planned instructions.
- Assessing change of states of mind among peer group and creating appropriate attitude among non-retarded students.
- Accepting instructional duty regarding mainstreamed students. It is challenges but one must know how to meet the challenges.
- The educator must utilize the developmental expertise preparing approach in sequencing skill training, attention training, consideration preparing, rehearsal training, figuring out how to learn, and instrumental improvement. He should attempt to simplify and show social adjustment aptitudes.
- The teacher must utilize cognitive strategy approach. Self-direction, Problem-solving, are a portion of the pertinent procedures.
- Mental retardation is the most predominant type of disability in the population. This fluctuates from educable range through trainable to custodial group.
- The beginning of mental retardation is hereditary in severe cases and sociocultural in mild cases. These children until were institutionalized and taught either in special schools or special classes.
- It is simply after 1980's mainstreaming the mildly retarded has been expanding. Different intervention strategies have been presented in various ranges of abilities.
- Resource room and regular classroom educator roles have been indicated and are of awesome significance in the education of mildly mentally retarded. The education and care of the severely retarded has also been expressed.

## **1.7 Need and Rationale 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, “Learning is the process of gaining new information and developing new reactions”. 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. Students can still learn best when their learning styles are recognised through systematic evaluation and suitable teaching techniques by teachers, regardless of the handicap or its severity.

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 intellectually disabled students from a teacher’s point of view. The research data is analysed qualitatively and reveals that some of the different factors in learning: the age of commencement of IQ loss in intellectually challenged students, 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 intellectually disabled students.

- 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.
- According to this study, researcher attempts to gaze the views of teachers related to the factors influencing learning process in term of ability of the intellectually disabled students 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.

### **1.8 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, 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**"

### **1.9 Operational Definition of Keywords**

#### **Teacher:**

**Conceptual Definition:** According to *The Social and Emotional Issues of Teacher's Professional Identity Development*, "A person who helps students to acquire knowledge, competence or virtue. Those who are employed, as their main role, to teach others in a formal education context, such as at a school."

**Operational Definition:** Teacher is a person who teaches his/her students, provides education to them in a formal and non-formal settings.

#### **Learning:**

**Conceptual Definition:** According to "*Richard E. Mayer (Learning in Encyclopedia of Educational Research)*", "Learning is the relatively permanent change in a person's knowledge or behaviour due to experience."

**Operational Definition:** 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:**

**Conceptual Definition:** According to **Heber**, “Mental-retardation refers to sub-average general intellectual functioning which originates during the development period and is associated with impairment in adaptive behaviour”.

**Operational Definition:** “A form of mental disability that involves problems affecting functioning of mental abilities like mental activities (such as learning, thinking, problem solving, making judgments) and Adaptive behavioural activities (living skills and independent living).”

### **Inclusive School:**

**Conceptual Definition:** According to **UNICEF**, “All pupils in the same classrooms and schools are referred to as inclusive education. It implies that not only children with impairments, but also speakers of minority languages, will have access to actual learning opportunities.”

**Operational Definition:** Inclusive school means all children get education under the same roof including disabled child, minority, backwards and a normal child; in this study inclusive education is specifically related to intellectually disabled students only.

## **1.10 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.

### **1.11 Research Questions**

1. What are the perceptions of teachers for factors affecting the learning of intellectually disabled students in schools of New Delhi?
  - a) Psychological Factors,
  - b) Social Factors,
  - c) Learning-Environment Factors
2. What do teachers perceive to be barriers in 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?

### **1.12 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.

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*Chapter-II*  
*Review of Related*  
*Literature*

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# CHAPTER-2

## REVIEW OF RELATED LITERATURE

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### **2.1 Introduction**

The methodical identification, location, and analysis of publications providing information relevant to the research subject constitute the study of related literature. The phrase is frequently applied to the written portion of a research plan or report that describes the evaluated papers. Articles, abstracts, reviews, monographs, dissertations, books, other research reports, and electronic media efforts are examples of such materials. The primary goal of examining the literature is to determine what has already been done on your issue. This information not only prevents you from purposely repeating someone else's study, but it also provides you with the expertise and insight required to arrange your issue inside a logical framework. Studies can assist you justify the relevance of your study by providing the rationale for your research hypothesis and hints of what needs to be done. Another key goal of reading the literature is to identify research strategies and specific data gathering procedures that have been or have not been protective in studies comparable to yours. This material will assist you in avoiding the mistakes of previous researchers and benefiting from their experiences. It may recommend techniques and processes that you had not before explored.

A meticulous scientific examination, particularly the quest for new facts in any field of knowledge, is referred to as research. It may be described as the use of scientific approaches to investigate issues. It is a methodical endeavour to find meaningful answers to inquiries regarding phenomena and happenings. According to *Redman and Mory (2009)*, research is "a methodical endeavour to gather new information."

Best (1977) claims that "practically all human knowledge may be discovered in books and libraries." Unlike other animals, which begin over with each generation, man builds on the collected and documented knowledge of the past. His continuous addition to the immense bank of knowledge enables development in all fields of human endeavour.'

A survey of related literature was conducted in the current study because it offers background and technical information that would be beneficial in carrying out the proposed research. One of the most significant aspects in the preparation of any research project has been a rigorous evaluation of research journals, books, theses, and other sources of information on the subjects to be researched. There is a scarcity of literature in the topic of the current study, particularly in the Indian setting. Because the idea and practise of inclusive education are new to the world of education, research studies are being conducted on many situations of this burgeoning area. The investigator pursued a few related research investigations at various phases of the study, which are listed below. The reviews were conducted in relation to challenges and the implementation of inclusive education at the secondary school level, and they are presented in chronological sequence.

## **2.2 Studies related to the Different Perceptions of Intellectually disabled Students and Teachers regarding their Education:**

*(Bacon & Baglieri, 2001)<sup>1</sup>* this study analysed the experiences of intellectually disabled students is studying in a public university at post-secondary. This study explored the experiences of disabled students by narrating their own experiences and performance that is social skills, different relationship, pursuing social opportunities, independency and learning by self. According to this paper researcher raised the voice of disabled students to ensure that such student should be central part of program development in education. This study helps researcher to understand that experiences of intellectually disabled students and due to lack of attention on such students' education they leg behind to be the central part of program development.

*(Goransson, et al., 2020)<sup>2</sup>* explored in this study about (N=2871) Swedish teachers' views in different schools about education for intellectually disabled students. This study is strongly agreed on the findings that there is a strongly need of segregated schools for intellectually disabled students. According to researchers there is limited co-operation provided by colleagues from regular schools and less compatibility in inclusive education for students with intellectual disability. This study helps researcher to understand that segregated schools are more beneficial for intellectually disabled students.

*(Klefbeck, 2020)*<sup>3</sup> carried out a study to enhance learning of intellectually disabled students and find out that teachers' support affect students' intervention in a positive way. Researcher attempted to explore the collaborative development for special education. According to the findings of the study Lesson Study Framework is an effective way of teaching and examining teachers' support about their teaching and learning. This study helps researcher to understand that any kind of intervention in teaching-learning of students with intellectual disability in an appropriate manner can affect learning process in an effective way.

*(N.Troller, et al., 2020)*<sup>4</sup> concluded in the study that the no. of hours of compulsory intellectual disability content to medical students were not significant. Researcher stated that person with intellectual disability needs regular health care because of some complex health issues, frequent health care episode and experienced poor health issues and medical participation has less knowledge and skills regarding this problem. This study help researcher to understand that this content should be more researched and teach to medical students.

*(Furrer, Stefan, Eckhart, & Nagel, 2020)*<sup>5</sup> concluded in this study that students with intellectual disability are less known about physical education and their social participation. According to researcher, there is a positive relationship between teaching strategies, co-operative skills, social acceptance and interactions in inclusive physical education. Findings of this study shaded light on different attributes of students with intellectual disability with physical education. And there is no significant relationship between physical education with positive interactions. This study helps researcher to understand that teaching co-operative skills are like an inclusive physical education teaching strategy to foster social participation of such students.

*(Zavaraki & Schneider, 2019)*<sup>6</sup> explored that blended learning approach is an effective method for students with special needs. Researcher found that this approach is a mix up methodology of environment, learner, tools, support and evaluation as well as. This study helps researcher to understand that blended learning approach should be included in the fulfillment of the required teaching-learning process for students with special educational needs.

*(Devi & Sarkar, 2019)*<sup>7</sup> carried out a study to explore the importance of Assistive Technology for students with intellectual disability. Researcher found that Assistive Technology has been developed and designed by understanding the needs of students with disability and helped them to maximize their educational participation and success. This study helps to understand Researcher that the barriers in using the Assistive Technology are few but although it should be recommended to remediate it for students with special needs.

*(Maturana, Mendes, & Capellini, 2019)*<sup>8</sup> in this paper authors analysed different school professionals' perspectives and family regarding school transfers of intellectually disabled students. This study helps researcher to understand in identifying five thematic parameters for implementing special education in inclusive settings and everyone (teachers and family members) always depends on the degree of disability, required skills and attitudes of teachers and family members towards intellectually disabled.

*(Klang, et al., 2019)*<sup>9</sup> surveyed within teachers of intellectually disabled students in mainstream and also in special educational settings in Sweden. Finding shows that teachers in both settings (mainstream and special) gives their best in terms of time, different activities like teacher-centred and learner-centred activities. According to researchers, this study helps researcher to understand that teachers in traditional school environments reported having high expectations from students in their performance rather than teachers in special educational settings.

*(Byrne & Muldoon, 2018)*<sup>10</sup> concluded in this study that teachers have mix perspectives like they say something but in action is another thing. Teachers are one who wants to help young people with intellectual disability to be them independent like other normal people. Teacher's feels protective for people with intellectual disability or you can say that they provide a few choices to intellectually disabled people in comparison with normal people. This study helps researcher to understand that intellectually disabled students has a normal life, they need support of their family, society and others to live a life without barriers.

*(Pudussery & Bhattacharya, Intellectual Disability: An Inclusive Reality, Teacher-Parental Perspective, 2018)*<sup>11</sup> concluded in this study about various educational needs

of intellectually disabled student in the view of parents and teachers at elementary level. The findings of the study revealed that most of the parents are unaware about the needs of their children. This study helps researcher to understand that teachers were satisfied with the educational environment of schools regarding the educational teaching learning process.

*(Weiss & Fardella, 2018)<sup>12</sup>* this study investigated different requirements of educational pedagogical process of a student with moderate intellectual disability and severe intellectual disability in regular and special both setup. Research findings emphasized especially on knowledge attitudes and skills of students according to the need of teachers. This study concluded by analysing effective tactics of result-orientation of student performance and data from instructors' practises to improve students' abilities and accomplishments in an inclusive setting.

*(Hayes & Bulat, 2017)<sup>13</sup>* in this study researcher attempted to provide effective suggestions for inclusive education and policies for less developed country. According to researcher, it would be better if countries' limited resources for implementing inclusive education on an essential stage for children with disability. This study helps researcher to understand that in developed countries inclusion policies are more implemented than in less developed countries.

*(Aldakhil, 2017)<sup>14</sup>* This study aimed to explore about the teachers of Saudi to understand everything about inclusion labelled of Intellectual disability and other disabilities. Investigator exposed some issues of students with intellectual disability through conducting this research and data collected by semi structured interviews with 31 teachers of Saudi. According to the findings, the study helps researcher to understand that uncovers facts out mainstream schools regarding challenges and practices of students with Intellectual disability. Researcher recommended Saudi government to develop inclusive policies and inclusive space for all.

*(Algahtani, 2017)<sup>15</sup>* this study offers different teaching strategies, approaches and provides a number of brilliant recommendations for teaching pedagogy of intellectually disabled students in schools. According to researcher there are two approaches for teaching-learning of intellectually disabled students and these are constructivist and behaviourist approaches. This study helps researcher to understand

that Students with intellectual disability require unique teaching methodologies because of their disability in analysing academic knowledge so they should encourage in active participation.

*(Raty, Kontu, & Pirttimaa, 2016)<sup>16</sup>* this study was a qualitative approach to produce an overview of some practical recommendation for the teaching of intellectually disabled students proposed in educational researches done from 2000 to 2013. In the findings of the study it's been revealed that this study provided a less information of such topic and this topic should be research in diverse perspectives. According to investigator the quality of practical suggestions must be improved specially in special education discipline. This study helps researcher to understand that recommendations are identified, evaluated but implications must done in an appropriate way for practice and research for the teaching of students with intellectual disability.

*(Alshemari, 2016)<sup>17</sup>* conducted a study to investigate preparedness of special-educators for inclusive education in Kuwait. This study was concerned about the attitudes of special educator towards (a) intellectually disabled students (b) inclusive education and (c) about teachers' confidence level of teaching with intellectually disabled students in inclusive schools. This study was attempted to examine two variables; attitudes and confidence. Findings of this study indicated that special-educators have a positive attitude towards the students with intellectual disabilities and it depends on the available resources and support. So, based on findings researcher attempted to recommend some practices for social-awareness, training program and physical support for such students.

*(Evins, 2015)<sup>18</sup>* carried out a study to provide information to the educators' about the potential growth of students with intellectual disability when they got education in the mainstream school. According to the researcher, there is a dire need of raising awareness level of teachers to get additional support from inclusive settings. In this study, researcher take interview with four teachers to revealed their learning between students with intellectual disability and normal students. This study helps researcher to understand that integration of intellectually disabled students can help them to grow and teachers' support can enhance their potential growth with additional support.

*(Shmeleva, Kislyakov, Luneva, & Maltseva, 2015)*<sup>19</sup> the study was conducted on 700 students with the help of a questionnaire to identify negative social phenomena in schools. According to this study some subjective psychological factors of teacher's readiness were explored by interviewing 300 teachers. This study helps researcher to understand that there are some essential psychological factors required in teachers to determine ways to improve education in order to ensure the social safety of students and society as well.

*(Barbra & Joyline, 2014)*<sup>20</sup> concluded in this study that school organizations should organize some in-service courses and workshops for teachers with respect to special education because these training programs are beneficial in enhancing positive attitude among teachers and improve their knowledge and skills for catering the needs of mentally disabled students in regular school. Regular teachers may be competent from acquiring required skills and knowledge from training courses and workshop programs. According to the recommendations of researcher, there should be an inclusive education policy in place to meet the educational requirements of children with mental disabilities in inclusive schools.

*(Browder, Wood, Thompson, & Ribuffo, 2014)*<sup>21</sup> examined in this study an innovation configuration matrix that may be a helpful tool for teachers to guide them in development of evidence based teaching-learning for students with several disabilities. Researcher explained level wise implementation plan for this tool for educational innovations for at least 30 years. Researchers' propose for conducting such study was to produce high quality research on teaching students with severe disabilities in terms of innovation configuration of educational practices.

*(Ferguson, 2014)*<sup>22</sup> carried out a phenomenological study to find out personal information of live experiences of the participants in the study. Data Collection tools of the study were Focus Group Discussions and personal interviews. According to the findings of the study it has been seen that inclusive education is beneficial for students with and without disabilities. This study helps researcher to understand that some particular benefits of inclusive education are social developments, opportunities for children with intellectual disabilities. But sometimes these benefits are compromised by different challenges exists in education system.

*(Vernier, 2012)*<sup>23</sup> examined that inclusion training for teachers is effective and can improve their way of thinking towards inclusion and its benefits for every student. According to the investigator, special teachers and general teachers are struggling with inclusive classroom settings with respect to the intellectually disabled students. So, the purpose of conducting this study was to secure a 60 minutes training session for teachers to alter their perception regarding inclusive education. This study helps researcher to understand that effective training of teachers can change their perceptions about inclusion of intellectually disabled students.

*Evmenova & Behrmann (2011)*<sup>24</sup> in this study investigated discussed about audio-visual facilities to support comprehension and acquisition of concept associated with academic-content of students with intellectual disability. According to the researcher's reflection academic-content videos are useful in comprehension and retention by students with intellectual disability. So the audio-visual content, pictures highlighted text etc must be used by teachers in teaching-learning process of students with intellectual disability.

*(Stavroussi, Papalexopoulos, & Vavougiou, 2010)*<sup>25</sup> explored in the present study about educational views in science education of students with mild intellectual disability to moderate intellectual disability. Investigator shed light on enquiry method and its implementation on science teaching with students of mild intellectual disability to moderate intellectual disability. Investigator strongly agreed to implement enquiry method as an appropriate instruction method and discuss in favour of hand-to-hand activities and real-life experiences should be used in science teaching of students with disability. This study helps researcher to understand that enquiry method can enhances their functioning in terms of academic skills acquisition.

*(Blackie, 2010)*<sup>26</sup> carried out a study to examine the perceptions of teacher-educator regarding inclusive education. In the study, researcher examined the barriers related to learning, teachers' skills related to inclusive environment and importance of support in inclusive education and training programs. Findings of the study demonstrated equal amount of favourable and unfavorable perceptions of teachers towards inclusive education. Emotional and cognitive barriers were the perceived barriers related to the learning in inclusive education. Parental support is important to implement the inclusive education. This study helps researcher to understand that teachers are the



key component of learning process of intellectually disabled students and they can identify and supports them with their skills.

*(Jackson, 2008)*<sup>27</sup> carried out a study related to the context of inclusion or segregation for children with intellectual disabilities. According to the findings of this study it was found that intellectually disabled children get benefits from inclusive education in terms of academics and socially. In this study researcher tried to get some strong evidences regarding to the advantages of inclusive education against segregated education. Researcher reported many new strategies like teacher-collaboration, multi-level teaching, and co-operative learning. It has been found that inclusion of children with disabilities had an impact of changing the culture of school to be more inclusive and to get benefited by each student.

*(Broer, Doyle, & Giangrecol, 2007)*<sup>28</sup> concluded in this study about the perspectives of students with disabilities. In this study participants were verbal and able to recall and narrates all events, happened in their past. Four themes were codify in this study and interlinked with each other's and also describing the relationship of paraprofessionals with participants of the study and supporting them with their prime and important relationship with students in school time.

*(Kern, 2006)*<sup>29</sup> carried out a study regarding investigating the attitudes of k-12 regular and special educator to know about inclusive educational scenario. There was some important dimensions of attitudes were examined by researcher and these were; attitudes, experiences, implementation strategies, basic knowledge of teachers that are the basic things needed in formation of an attitude. In this study, researcher tried to understand the attitude of teachers regarding inclusive education.

*(Broer, Doyle, & Giangreco, 2005)*<sup>30</sup> carried out a study to examine the perspectives of students with disabilities about special education paraprofessionals. Findings of the study showed that paraprofessionals and students with disabilities were interrelated by four special themes regarding their perspectives and these themes were friends, mother, protector and primary teacher. Findings of this study showed both positive and negative perspectives about these four themes and some points were considered about researcher's point of view like implications for practices encouragement, social

support, increase teachers' involvement and voices of students with disabilities by including them in decisions-making about themselves.

<sup>31</sup>A document titled '*Guidelines: Promoting Physical Activity among People with Disabilities*' was published by Health Education Authority related to the five children and adults were having one or more than one disabilities in Massachusetts. The prime focus of this document was to explore about greater and environmental issues that was faced by disabled people. According to this document it was suggested that physical activities may reduce or overcome the issues of disabled.

### **2.3 Studies related to Different Policies & Provisions for Education of Intellectually Disabled Students in India:**

<sup>32</sup>Government of India released a policy document titled "*Integrated Education for the Disabled Children (IEDC)*" in 1974. The document asserted that removal of architectural problems in school in the first priority of the government. "*The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental retardation and multiple disabilities (1999)*" classified the problems in the society into two dimensions: the first is environmental problems and another is attitudinal problems. The major environmental problems were of two types: architectural and communication problems. People generally have negative attitude that related disabled person with his or her disability and not to his or her abilities.

<sup>33</sup>A policy document title "*Sarva Shiksha Abhiyan: Programme for Universal Elementary Education*" was released by "*Ministry of Human Resource Development,*" Govt. of India in 2002. The document was amended from time to time the document clearly states that architectural problems in school shall be removed for easy access. Efforts will be made to offer accessible facilities in schools and educational institutions. The initiative should also include the development of creative designs for schools to offer an enabling atmosphere for students with special needs.

*UNICEF (2003)*<sup>34</sup> conducted a study to present 'Examples of Inclusive Education in India.' The targets of this review were to survey the condition of exceptional requirements and comprehensive schooling in the country as far as arrangements, assets and practices; to recognize and reported the encounters of 'good practice

models' of unique necessities and comprehensive training for kids with inabilities and to give suggestions to fortify the limit of the public authority and other accomplice in the country to achieve strategy change and advance projects that help comprehensive instruction. The study documented examples of successful inclusion. It was observed that although special schools and integrated education have been developed over the years, inclusive education has gained momentum during the last decade of 20<sup>th</sup> century.

**Shreenath in REACH India (2003)**<sup>35</sup> under the title 'Breaking Barriers: Towards Inclusion' concluded that there was a lack of involvement of people with disabilities in poverty eradication projects. The people with disabilities constitute poorest community whose involvement in community development project is must to know their needs and difficulties. It was generally a lack of awareness and experiences that people with disabilities were excluded from poverty eradication projects considering them incapable or worthless.

**Soni (2013)**<sup>36</sup> explored the perception of disabled children regarding their education. The purpose of investigator was studied about perceptions of students, their parents and teachers in the school about the education of disabled students at elementary level. The sample was taken from rural areas of Madhya Pradesh specifically from Devas and Ujjain District. Tools for the study were questionnaire, interviews and observation schedule. According to the findings of the study there is the need of intensive efforts to create awareness about Sarv Shiksha Abhiyan so that the disabled children might get benefit and the goal of Universalization of Elementary Education (UEE) might that achieve successfully.

**Balasundram (2005)**<sup>37</sup> asserted that poor student-teacher ratio, lack of academic motivation and teachers' lust for money and disparity between elite educational institutions and their poor counterparts were some factors that acted as problems to implementation of inclusive education in India. It was further observed that another obstacle in the education of children with disabilities was the lack of reliable statistics on the prevalence of disability as surveys conducted by the "National Sample Survey organization" (NSSO) in 2002 and the census in 2001 showed varying figures with the NSSO quoting 1.8% and the census quoting 2.13% of the population.

**Koul (2008)**<sup>38</sup> concluded many useful suggestions about teaching strategies in inclusive setting according to a project of Indira Gandhi National Open University (IGNOU) and Ministry of Human Resource Development in India. According to the researcher, the strategies should be modifying material and activities, team teaching, peer tutoring, co-operative learning, language experiences and the task analysis; these strategies was recommended by different experts as there was a need to take help from other specialists like physiotherapist, speech therapist, and social worker in inclusive settings apart from the regular teacher.

**“The National Centre for Promotion of Employment for Disabled People” (NCPEDP), New Delhi (2009)**<sup>39</sup> conducted a survey about the education status of disabled persons in India. During the survey 322 Universities and 319 schools were contacted and out of these 119 university and 89 schools responded. Only 0.1 percent of impaired pupils attended colleges, whereas 0.5 percent attended regular institutions, according to the findings. The number showed that there was still a lot of prejudice against handicapped people in society.

**O Keefe et al. (2007)**<sup>40</sup> in a report, titled “People with Disabilities in India: From Communities to Outcomes” published by the World Bank Human Development Unit, South Asia Region, it was stated that majority of the school buildings in India were not accessible to disabled people. It was found that only 18.25% of Sarva Siksha Abhiyan schools were ‘barrier-free’ and the number was lower in some states with 2.36% in Jammu and Kashmir and 6.12% in Bihar. It was further observed that almost school buildings were already built and modified in existing architecture are very expensive, however modifications are needed if the education system is to be made inclusive. The report further stated that the split of teacher education between “Rehabilitation Council of India” and “National Council for Teacher Education” as apex monitoring bodies is effecting the inclusion.

**Singh (2009)**<sup>41</sup> in an article titled “Challenges in Inclusive Education and Service Provisions: Policies and Practices in Indian Context” concluded that about 98.23% of disabled children were not attending any type of educational institutions in India. The study discovered that deep-seated negative sentiments and societal stigma associated with disabilities have resulted in handicapped people being excluded from society. The availability of educational institutions for disabled learners was not in proportion

to their number. Moreover, issues like social and economic constraints, perceptions, curriculum, governance and resources were important for consideration of inclusive education. The researcher further observed that physical access to school is not only the issue in inclusion but social, academic and economic access also needed attention of policymakers. It was believed that merely having physical access to the school did not guarantee meaningful engagement. Factors such as a school atmosphere that values diversity, a safe and friendly environment, and positive attitudes are necessary for involvement to be meaningful. While physical access is required, the government should not focus just on physical access for children with disabilities, but instead address a variety of issues that make school especially inaccessible. The language and structure of instructions, for example, will be made part of the access process. Deaf students need sign language, Braille readers need big print textbooks, and blind students need large print textbooks.

**Pandey (2013)**<sup>42</sup> conducted a look at the issues of implementing inclusive education at the primary level in Delhi. Researcher used Descriptive survey method to conduct the study. The sample comprised teachers and head of schools located in Delhi. Interview and observation schedule were used to collect data from the sample. A comparison was made between public and government schools for analysis of results through percentage method. It was found that both types of schools namely government and public were not aware of the concept of inclusion. They failed to differentiate between the terms 'inclusion' and 'integration'. The results indicated that inclusion was better facilitated by the private schools as compared to the government schools. The awareness among the principles regarding facilities concessions and constitutional provisions for the disabled was found to be low. The findings revealed that 92 percent of schools lacked instructional learning tools for visually impaired students, such as Braille sheets, Braille books, tactile maps, embossed diagrams, big print books, and so on. Educational aids and appliances such as Braille duplicators and writers, writing devices, and other writing equipment were not available in 86.5 percent of government schools and 71.6 percent of public schools. For students with exceptional educational needs, the majority of schools lacked basic equipment, assistance, and appliances. Only PCs with text-to-speech software were available. The lack of these resources and equipment posed a significant obstacle to the implementation of inclusive education in Delhi.

*Singal (2009)*<sup>43</sup> in UNESCO paper titled “Education of Children with Disabilities in India” concluded the mainstream instructors erected hard boundaries between 'regular' children and the 'included' in the micro-processes of the classroom. It was argued that although learning in an appropriate environment was important, but it was difficult to decide as how this appropriate environment is constituted considerably, who made decision where a child is put correctly. The present overmedicated perspective of CwSNs, according to the study, diverted attention away from the child's learning demands. The focus was mostly on attempts to address child-related issues by providing help and equipment.

*Kaul (2015)*<sup>44</sup> conducted a study titled “A Study of Implementation of Inclusion of Children with Special Needs in Delhi Primary Schools”. The goals were to find schools that had effective inclusion procedures and to look at the perspectives and attitudes of primary school principals and teachers toward include kids with disabilities in their classrooms. the role of administrators in bringing about change in schools and the techniques and practices for implementing inclusion in schools. A total of 20 Municipal Council of Delhi schools, 49 instructors, children with special needs, and 20 principals were included in the sample. Data was collected using an attitude scale, a survey, an interview schedule, and classroom observations. The information gathered was submitted to quantitative and qualitative examination. The findings of the study concluded that most of the principals showed favourable attitude towards inclusion. It was recommended that the in-service training programme must include subject matter on inclusion and principals and teachers were to be given more opportunities for observing and knowing the students with intellectual disabilities. Deficiency of appropriate infrastructure for disabled in schools was identified as potential barrier to their education. Principals were found the key agent for bringing change in schools for the education of children with disabilities.

*Sharma (2012)*<sup>45</sup> examined programs and activities under Sarva Siksha Abhiyan with references to education of special needs' children at elementary school level. The study found attitudinal problems for CwSNs. However, most of CwSNs reported non-discrimination on the part of teachers. There were no problems to doors, windows and floors. The facilities of ramps and toilets were available with handrails.

*Yadava (2013)*<sup>46</sup> viewed that inclusive education in India is still in the early stages of planning and execution. Despite the fact that the pace of implementation is slow, the concept has been discussed, debated and implemented at some places with a hope to get positive outcomes. The author noticed teacher education a weak link between policy and practice inclusion. It was observed that the teacher education diplomas and degrees offer 'education of special need' children' as an alternative subject which is inadequate to train teachers to teach children with special needs in inclusive settings.

*Desprabhu (2014)*<sup>47</sup> concluded an overview of inclusive education in India. It was felt that inclusive education is the need of the hour and demand of the day. A long list of problems that obstruct inclusive education was presented. The attitude towards the disabled was rated greatest problems to inclusion. Another major obstacle reported by students was physically getting into the school. The inadequacy of funds, fragmented and uncoordinated training of, teachers, socio-economic factors and inappropriate government policies were also found challenges in implementing inclusive education. It was determined that inclusion without proper general school preparation would not produce good outcomes. It is critical to address concerns such as infrastructural infrastructure, curriculum adjustments, and instructional materials.

*Sharma & Das (2015)*<sup>48</sup> discussed attitudinal, social and educational problems in inclusive education. It was stated that inclusive education as an ideology is implemented through "Sarva Siksha Abhiyan", yet there are many hurdles in achieving its goals. The authors described several hurdles like negative attitude of masses, social stigma and inadequacy of educational facilities together with health problems of disabled children as well as inadequate infrastructural facilities that discourage learners with disabilities to take advantage of inclusive education.

*Mishra et al. (2017)*<sup>49</sup> emphasized the need to focus on educating children with disabilities in mainstream settings. It was noted that inclusion is generally cost-effective than special or separate schools. The author viewed that progressive policies, trained staff, accessible facilities, flexible curriculum and teaching methods are not an additional intervention but they are essential to benefit all children in inclusive schools. It was argued that it is the responsibility of the teachers that every student, with his or her own interests and capabilities is included with and accepted by other children. In view of large number of disabled children in the country try and scant

availability of special education professionals, the cross-disability approach was recommended for dealing with disabled children in inclusive settings.

*Pandey (2016)*<sup>50</sup> studied structural problems in implementing inclusive education for children with special needs. The sample consisted of government primary and upper primary schools of Varanasi city. A checklist consisting 15 items was used to identify the physical problems. It was found that majority of schools have accessible doors, well maintained windows, stairs with adequate railing, ventilated and illuminated classrooms. However, the study revealed that only 50 % of schools have adequate ramps, disabled friendly toilets and water outlets.

*(Mehrotra, 2013)*<sup>51</sup> has brought this issue to light by claiming that much of the literature is in the form of news, reviews, and compilations of articles from across the world, studies in the form of cases and literature created by NGOs, or documentation of rehabilitation procedures. While disability law in India has been the topic of heated discussion in recent years, disability and its related concerns have received less attention in study.

*(Singal 2010)*<sup>52</sup> Furthermore, the scant research that tackles disability concerns in southern nations, including India, is mostly focused on obtaining statistical data on the prevalence of impairment and measuring the efficacy of rehabilitation programmes. Scholars have recently begun to investigate the experiences of handicapped people. As a result, empirical research that have focused on the relationship between disability and gender notions of disability, disabled identity, and disabled individuals in the workforce are significant outliers to the prevailing focus on gathering quantitative data on disability in the context of India.

*(Upadhyay 2013)*<sup>53</sup> However, in comparison to the large literature available on the experiences of other marginalised groups such as women, scheduled castes, and scheduled tribes in different aspects of life, including higher education, such studies are limited in number. Gender, like disability, is a common sign of marginalised identity among various social groups. Furthermore, they [disability and gender] are about power relations and how social inequity is construed. Political, social, and economic structures are all based on these hierarchies of physiological value. Despite the fact that relationships between gender, caste, race, and other factors have been



recognised and critically discussed in academia, such engagement with disability has been mostly missing.

*(Ghai 2002)*<sup>54</sup> In the context of higher education, there is a pervasive disregard for disability and associated concerns in research. As a result, the experiences of impaired students in the global South are generally unknown, whereas their Western counterparts' experiences are thoroughly documented. Several academics who have explored inclusive policies and concerns of equality in higher education for India's marginalised communities have excluded handicapped people from this category. Instead, scheduled castes, scheduled tribes, and women have received the majority of the attention.

*NCEPDP (2005)*<sup>55</sup> Moreover, scholars, government organisations and non-governmental advocacy groups who have undertaken studies to address the question of access to higher education for disabled persons have conceptualised access as enrolment, availability of accessible infrastructure and support facilities and have restricted themselves to a statistical analysis of the same. The discussion thus far suggests that in the southern context, and especially in India, in the literature, there is a near-complete lack of detailed descriptions of the experiences of persons with disabilities in all parts of life, including higher education.

#### **2.4 Studies related to the Learning of Intellectually Disabled Students in Foreign:**

*Benjamin A. (2021)*<sup>56</sup> after learning activities that improve learning rapidly, concluded that we should keep in mind that they aren't always the same strategies that result in durable, long-term learning. When we're thinking about how to learn stuff, we're also thinking about the factors that make it feasible for us to have access to it. More work should be done to increase metacognition by keeping track of our accomplishments and mistakes in estimating what we tend to do and don't understand, and by using victimization testing to track our development and consider what types of activities indicate learning.

*Flâmia F. (2018)*<sup>57</sup> researched to solve the many challenges linked with methodologies information science, informatics, science, and scientific discipline are required to know a number of the instructional features of the learning process changes. The study's goal was to compare memory and intellectual designs in

elementary and secondary school children with learning impairments and attention deficit disorder, as well as individuals without learning problems. A complete sample of 370 students from public colleges were on an individual basis evaluated victimization the Rey advanced Figure check and also the thinking designs Inventory-Revised II. The findings revealed significant differences in memory state between students with attention deficit disorder and persons without learning impairments. Between the three teams studied, there were significant differences in the version of the Thinking Designs Inventory. The conservative fashion has a negative correlation with memory. The differences across the teams, as well as the association between these measures indicated that any investigation of these factors within the teams of scholars with learning disabilities was required.

*MoEVT (2010)*<sup>58</sup> findings revealed that PEDP and SEDP (I and II) were successful in increasing the enrolment of kids and students with disabilities in primary and secondary schools, respectively, according to MoEVT (2010). According to MoEVT (2011), the number of children with disabilities enrolled in Tanzanian normal schools, including primary and secondary has been growing. According to data, the number of students with disabilities enrolled in elementary school climbed from 18992 in 2006 to 26436 in 2011, while the number of students with disabilities enrolled in secondary schools increased from 716 in 2006 to 5534 in 2010, but declined to 5008 in 2011. This means that, in recent years, children with impairments, such as mental retardation, have continued to improve their attendance in primary and secondary school. This might be attributed to increased community awareness and the country's strong political structure, which supports education for children with disabilities, including those with mental retardation.

*Kuntz H. (2010)*<sup>59</sup> stated that while existing methods aim to engage people with intellectual impairments in community activities, stigmatizing public views can be a roadblock to full social inclusion. The Social Distance Subscale of the “Multidimensional Attitude Scale on Mental Retardation” was completed by 625 community members. Results Participants who were older and had less education had opinions that represented a bigger social divide. Participants who had a close relative with an intellectual impairment and who thought the typical degree of disability was mild had reduced social distance. Because of the little diversity in ratings, we have to

doubt our overall result of extremely positive views regarding social engagement with people with intellectual disability. Although some demographic characteristics are still useful in determining social distance views, this study shows that the assessment of this construct has to be revised in order to provide a true and sensitive portrayal of public opinions.

*Jones K. et al (2013)*<sup>60</sup> stated in his study Pupils' with mild intellectual disability face many problems in their adaptive behavior skills due to their poor memory which cause them withdrawal and alienation off their society and it has a negative effect on their academic performance, self-concept and creative thinking with compared to their normal peers. Consequently, they need appropriate strategies to overcome such problems and help them adapt with themselves and their society.

*Graham H., (2005)*<sup>61</sup> concluded that individuals with intellectual disabilities experiencing negative self-evaluations, feelings of powerlessness, and frustration. Individuals with intellectual impairments may face prejudice and discrimination in areas such as school, work, housing, and everyday contacts with the general public, which can have a severe impact on their overall quality of life. Studying characteristics connected to attitudes toward people with intellectual impairments might reveal attitudes that can stifle their quality of life and prevent them from participating fully in their communities.

## **2.5 Research Gaps**

The research literature tends to treat learning disparities in special education separately. Although there are good number of studies on learning processes of students with intellectual disability at different levels but there is a vast scope for investigation in relation to learning and other aspects of education. Most of them generally researched that why there are fewer students in education with intellectual disability problems. In this study investigator focused on how to bridge the enrollment gap, academic achievements, retention capabilities, concept formation and different factors that influence the learning of such students from teacher's mouth. Researcher would like to investigate following research gaps which are found after an intense review of related literature of different studies has been done previously:

***Lack of studies regarding favorable classroom and home environment for intellectually disabled child:*** As India is the, very less research has been done to investigate the educational differences of intellectually disabled students. But in this study, not only problems of such students are investigated, but the experiences and views of their parents and teachers would be important. It would help to appreciate the positive aspects of students with ID regarding the usefulness of their learning and at the same time it would help to make a better learning environment for them in classroom and at home also.

***Lack of Integration of students with intellectual disability with exclusive world:*** The findings of this study will provide experiences of such students like different factors that influence their identity formation with normal people in association to the learning. Based on the previous researches reviewed by the researcher in intellectual disability education area, it is found that even today, in many families and schools (be it special or inclusive), such students are prohibited from the participation of extra-curricular activities, which is considered as the prime mode of their physical and mental development. The reason behind the objection is the fear that ‘the student may develop a culturally inclusive identity or may get lost to the world which is limited to inclusion’ and this might contribute in non-integration of intellectually disabled students with the exclusive world. Only a teacher can help students to develop their understanding in culturally inclusive identity for their life.

***Lack of demographic factors to understand usefulness of learning:*** Whatever research has been done lacks demographic factors and understanding towards importance of enhancing learning of students with intellectual disability. The research study has been taken all these factors into consideration during the course of research. The study's potential findings may have relevance for parents, school teachers, educators, institution administration, and policymakers attempting to eliminate or minimize the issues related to intellectual disability in association to conceptual learning, classroom environment issues, policy implementation and increasing the enrollment rates of such students with the best possible options in curricular and co-curricular programmes.

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*Chapter-III*  
*Research Design*

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# CHAPTER-3

## RESEARCH DESIGN

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### 3.1 Introduction

A thorough description of how an inquiry will be conducted. How data will be gathered, what instruments will be utilised, how the equipment will be used, and how the data will be analysed are all part of a typical study plan.

“A research design is the determination and statement of the general research approach or strategy selected for the given project,” according to *Luck & Rubin*. It occupies a central position in the planning process. If the design adheres to the research goals, the client's expectations will be satisfied."

“Research in the plan, structure, and technique of investigation devised to gain answers to research questions and to control variance,” according to *Kerlinger*.

“A research design is the specification of techniques and procedures for obtaining the information needed,” according to *Green and Tull*. The main operational pattern or structure of the project outlines what information is to be gathered from which source and how.

The following are the steps in planning the research design:

- Establishing the scope of the project's work.
- Calculating the expenditures involved.
- Establishing a timetable.
- Confirming the results.

In the light of literature, a statement of the problem has been evolved in the previous chapter. This chapter presents a detailed description of plan and procedure used by the researcher for drawing sample, tool development and gathering of data. A research project's design and process are critical components. Without appropriate thought and planning, research cannot be carried out properly. In other words for research to be

done properly there must be planning before. This advanced planning helps the researcher to proceed directly without confusion. According to *Wiersma (1991)* research is a sequence of activities with the possibility of some overlap and fluctuations among the activities.

In this chapter the plan and procedure for conducting the study is being presented in the following sequence:

- Research design
- Population
- Sample
- Tools used in the Study
- Data collection
- Statistical Techniques used

### **3.2 Research Design**

The relevance of research design is that it creates an appropriate framework within which the research work/activity will take place. The research design serves as a plan for how the entire project will be carried out. A research design minimizes time and money, helps in advance learning, helps in voiding of appropriate tools and eliminates bias and marginal errors.

The present examination lies in the domain of descriptive research and nature of the study is qualitative analysis. 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.



### 3.3 Population

A population may be defined as a large collection of people, institutions, items, and other things that have similar features and are of interest to a researcher. A sample is a subset of the population that has been chosen for observation and study. One can make assumptions about the population by looking at the features of the sample. The population for the present study comprised School Heads and Special Education Teachers of government inclusive school in New Delhi.

### 3.4 Sample & Sampling

A sample is a small representative portion of a population. It is drawn from the population to produce adequate precision and accuracy in results. The population was explored by multistage phase and finally the sample for this study was taken through convenient sampling technique. The sample size for the study was proposed to be 30 Special Education Teachers and 30 School Heads from 30 schools, teaching intellectually disabled students at secondary schools level in an Inclusive setup. The sample for the study was 60 participants (Two participants from each school:  $2 * 30 = 60$ ,

*i) School Head and,*

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

**Note:** Due to some personal reasons four participants were unable to give their valuable time for the interview, so only 56 participants' data have been taken for the analysis.

The sample drawn for the present study is illustrated in Figure 3.1

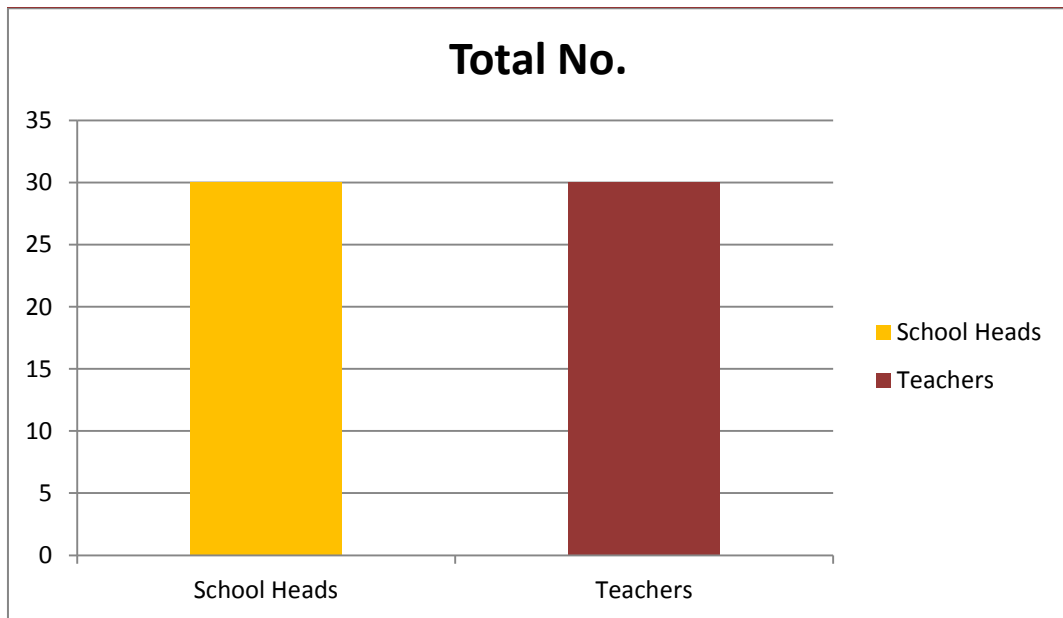


Figure 3.1: Distribution of the Sample for the Study

### 3.5 Selection of Schools

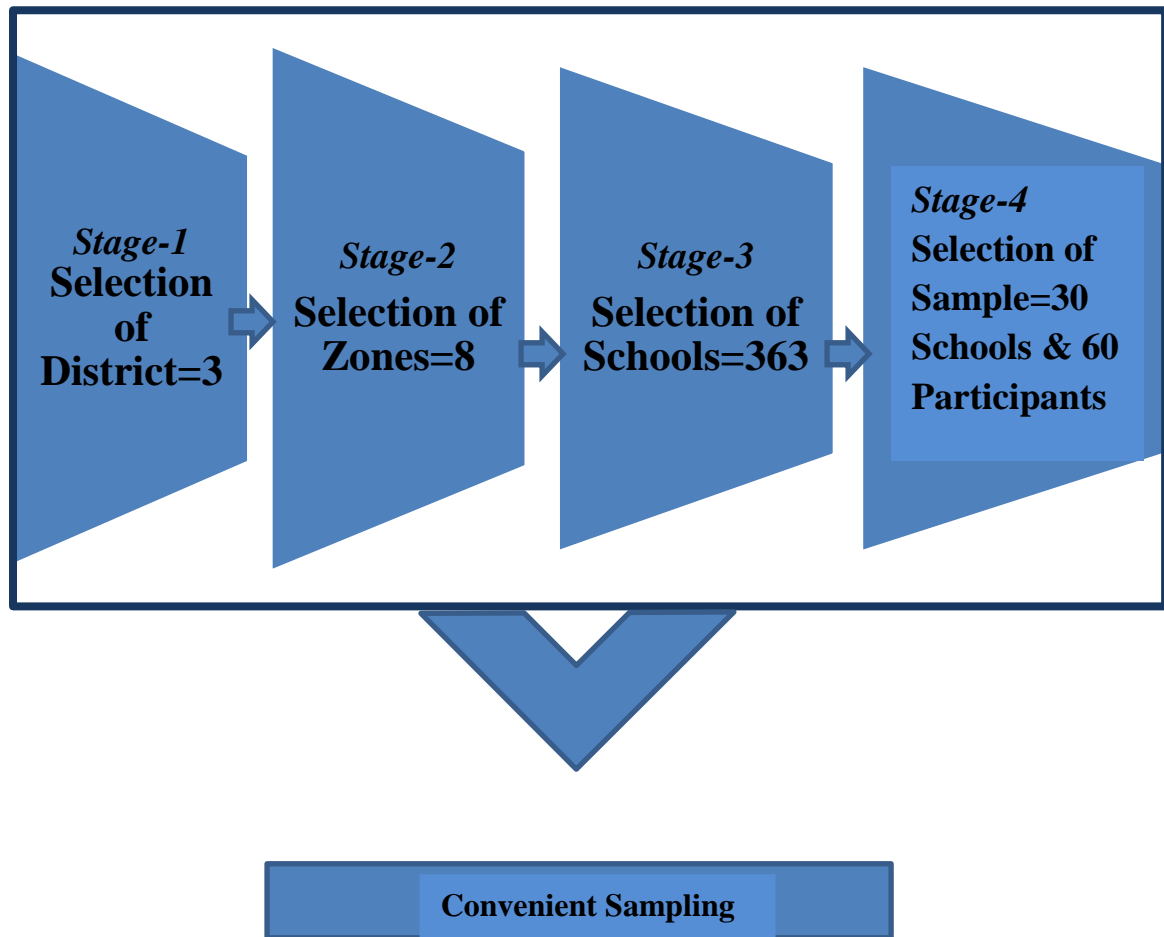
Since the area of the present study was entire state of New Delhi and the New Delhi Education department has distributed government inclusive schools in 13 Administrative Districts of the Department of Education in Delhi with 29 zones and there is 1073 government inclusive school in New Delhi. The researcher obtained a list of all the schools in these zones from the website of Delhi Education Department (*Das, Gichuru, & Singh, 2013*). The population (Government inclusive schools of New Delhi) for the study was taken through convenience sampling according to the *Table 3.1:*

**Table 3.1**

**Districts and Zones-wise total no. of Govt. Inclusive Schools in New Delhi**

<b>S. No.</b>	<b>District</b>	<b>Zones</b>	<b>Total No. of Schools</b>	<b>Sample Special Education Teacher=1 School Head=1</b>
1.	East	1	25	
		2	64	
		3	28	
2.	North East	4	43	10 Schools = 2*10
		5	46	
		6	43	
3.	North	7	39	
		8	26	
4.	North West A	9	61	
		10	51	
5.	North West B	11	35	10 Schools = 2*10
		12	52	
		13	47	
6.	West A	14	19	
		15	21	
		16	19	
7.	West B	17	41	
		18	42	
8.	South West A	19	17	
		20	24	
9.	South West B	21	50	
		22	50	
10.	South	23	41	10 Schools = 2*10
		24	31	
11.	New Delhi	26	3	
12.	Central	27	25	
		28	33	
13.	South East	25	33	10 Schools = 2*10
		29	64	
<b>Total</b>	<b>13</b>	<b>29</b>	<b>1073</b>	<b>30 Schools, 60 Participants</b>

**Figure 3.2: Stages of Sampling**



### **3.6 Selection of Subject**

The study comprised 60 teachers conveniently from 30 govt. school of New Delhi. It was observed during the study that there was no legal or educational definition of inclusive schools in New Delhi but in its government schools, the “Directorate of Education” (DoE) provides Inclusive Education and need-based Educational Supports to children with disabilities (CwDs). The Department of Education is implementing an inclusive education policy in accordance with the provisions of the “Right to Education Act” (RTE) of 2009 and the “Rights of Persons with Disabilities Act” (RPwD) of 2016. According to the Department of Education, the appropriate government and local authorities must make every effort to ensure that all educational institutions funded or recognised by them provide inclusive education to children with disabilities, and to that end, all buildings, campuses, and other facilities must be

accessible. So the state had declared all the government school situated in its territory as inclusive school. There are 13 districts in New Delhi and these 13 districts are divided into 29 zones with 1073 govt. inclusive schools. The researcher informed the selected school heads of each school about the purpose of the study and the consent to conduct the research was obtained. The subject were also informed about the objectives of the study and assured that their responses will be kept confidential and will be used only for research purposes. The sample subjects were called in the office of the school head for data collection. The total number of intellectually disabled student found in sample schools has been shown in *table 3.2*:

**Table 3.2**

***‘Total no. of intellectually disabled students in Secondary school level (IX-X) th in the sample Schools’***

<b><i>S. No.</i></b>	<b><i>Name of the School</i></b>	<b><i>Total no. of Intellectually disabled Students</i></b>
1.	Government Girls Senior Secondary School, Loni road, East Gokulpur,	5
2.	Government Girls Senior Secondary School, Khajoori Khas,	3
3.	Sarvodaya Bal Vidyalaya, Yamuna Vihar, Block B, No.1	4
4.	Sarvodaya Bal Vidyalaya, Shahadara, G.T. Road (Gandhi Memorial),	10
5.	Government Boys Senior Secondary School, Shahadara, Shivaji Park	8
6.	Government (Co-ed) Middle School, New Seelampur, Gurudwara Road,	3
7.	Government Girls Senior Secondary School, Old Seemapuri, Block GH	6
8.	Govt. Boys Sec. School, Meet Nagar-B-Block, Delhi-94	4
9.	Government Senior secondary school (Co-ed), Sainik Vihar	5
10.	Government(Co-ed) Secondary School, Sultanpur Majra	2
11.	Government Boys Senior Secondary School, Mubarkpur Dabas, No.1	7
12.	Sarvodaya Vidyalaya, Rohini, Sector 9 (shaheed capt. Sanjeev Dahiya)	4
13.	Govt. Sarvodaya Co-ed Vidyalaya, Rohini, Sector 15	6

14.	Sarvodaya Co-ed Vidyalaya, Rohini, Sec-4	5
15.	Sarvodaya Co-ed Vidyalaya, Shahpur Jat	2
16.	Sarvodaya Bal Vidyalaya, Saket, Block J (Vir Chander Singh Garhwali)	15
17.	Sarvodaya Bal Sr. Sec. Vidyalaya, Mehrauli Qutab,	8
18.	Sarvodaya Co-ed Vidyalaya, R.K. Puram, Sector 2	5
19.	Government Boys Senior Secondary School, Vasant Kunj	2
20.	Government Boys Senior Secondary School, Sangam Vihar	3
21.	Sarvodaya Kanya Vidyalaya, Deoli- (Bachhan Prasad)	9
22.	Government Boys Senior Secondary School, Dera	3
23.	Government Boys Senior Secondary School, Jangpura	7
24.	Sarvodaya Kanya Vidyalaya, Defence Colony, Block A	8
25.	Rajkiya Pratibha Vikas Vidyalaya, INA Colony	11
26.	Sarvodaya Kanya Vidyalaya, Kalkaji, No.1, (Veer Savarkar)	6
27.	Government (Co-Ed) Senior Secondary School, Lajpat Nagar	12
28.	Sarvodaya Kanya Vidyalaya, Sangam Vihar, J-Block	7
29.	Government Boys Senior Secondary School, Chitranjan Park	3
30	Government Boys Senior Secondary School, Dr. Ambedkar nagar, Sector-1, Tigri	5
	<b>Total</b>	<b>178</b>

### 3.7 Development and Description of the Tools

In the construction of a tool, the researcher considered the purpose- general or specific, area, age class level etc. The first stage is planning at which the purpose, time, cost, nature of sample, types and number of items and how to scored items are considered. Then a preliminary draft of many items of suitable difficulty is prepared. The draft was submitted to the expert for evaluation; after embodying their suggestions, the draft was tried out on a sample indicating the good items. The next stage is of item analysis and its purpose is to improve the validity and reliability. In this study, for data collection for research questions, various methods and procedures were used.

## Draft-1 Planning

The Researcher comprehensively studied online research papers, articles and journals to understand the different nuances of Intellectual Disability in education. Based on daily experiences, various suggestions were made by researchers with relevant literature also included for the development of tools. The tools were Semi-Structured Interview and Observation schedule prepared for Teachers; broad themes were kept in mind. Questions and statements were framed on these particular themes such as the relevance of Social, Psychological & Learning environment affecting the learning of intellectually disabled students, experiences of teachers, and different dimensions such as awareness level, training programs, implementation of schemes, and skills development & vocational training. To serve the purpose of the present study following tools as per objectives were used. For the purpose of data collection, the tools chosen for the present study were:

**Table-3.3 Data Collection tools and targeted perspectives**

<b>Tool</b>	<b>Target</b>
<b>Observation-Schedule</b>	<ul style="list-style-type: none"><li>• Observation schedule for physical verification and to discover the support structures of government schools in New Delhi for children with intellectual disability</li></ul>
<b>Semi-Structured Interview</b>	<ul style="list-style-type: none"><li>• Discover different perceptions of teachers and School heads with respect to factors affecting the learning of students with intellectual disability.</li><li>• Educational Barriers (Psychological, Social, and Learning Environment)</li><li>• To identifying the skills of teachers needed to enhance learning</li></ul>

## **1. Observation Schedule**

And observation schedule is something like a questionnaire but in the former; the researcher ask question in a face to face situation. In a schedule there is scope for elaboration and explanation of the purpose of the research and then a rapport is established between the researcher and respondent or a group of respondents and their responses are recorded. The investigator initially developed up schedule of 70 items on the basis of contained in the document of education doctorate of New Delhi. After that draft was given to language and subject expert. On the basis of expert opinion and suggestions the researcher edited the first draft. During the edition process some items were deleted, some were replaced and the language of some items was revised. The final draft with necessary direction printed on top of the first page has 61 items divided into 8 dimensions related to the present study. This observation schedule demonstrates that itsorts accurate information based on inclusive education provisions in Delhi government schools. The schedule items were to be answered 'yes' or 'no,' and the scoring was done by assigning a score of '1' to each yes or no response, indicating that the standard was not being implemented by the concerned school.

**Reliability:** SPSS was used to determine the reliability of the scheduled observation. To ensure the tool's dependability, the split-half approach and cronbach's Alpha were used. The split-half method's dependability was determined to be 0.73. Cronbach's Alpha has a reliability coefficient of 0.78. A copy of observation schedule has been given in the appendix.

## **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.



### 3.8 Data Collection

The Data was collected in two phases:

**Phase 1:** In this phase of data collection, permission was sought from the school authorities for administering the tools by submitting a recommendation letter provided by the Dean of the Department of researcher's Institution. School authority was co-operative and kind enough to ask a single query of the researcher regarding her suitability and available schedule to collect data.

**Phase 2:** Data collection procedure started from October 10 to 15 November, 2021. In this phase of 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 intellectually disabled students 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.

### 3.9 Evaluation and Scoring of Data

The data was analysed using the following Data Analysis Techniques into several steps: The study's final results were analysed using qualitative analysis. Teachers' Perceptions of Intellectual Disability (TPID) Interview Statements were qualitatively analysed by evaluating and grouping the results into topics for further description and analysis. Thematic content analysis was employed because it highlights both the similarities and contrasts observed in the educators' replies and connects them to the research's main topics (*Breakwell, Hammond, Fife-Schaw & Smith, 2006*). Within a collection of data, thematic analysis was utilized to uncover, analyze, and report themes. It can arrange and explain the data set in great detail with minimum effort (*Braun & Clarke, 2006*). Data was analysed by reading and re-reading the 36 question responses, assigning codes to segments of the data, and then identifying

emergent themes to boost the validity and dependability of the results (*Maxwell, 1992*).

### **3.10 Handling Ethical Issues**

In qualitative research, especially when using descriptive methods, ethical considerations such as anonymity, safety, and well-being of respondents remain the researcher's first priority throughout the data collection process. Because the key informants were special education teachers and school administrators, the researcher kept the respondent's identity private. The respondent's confidentiality has been protected throughout the report writing process, and their original identity has not been revealed. Many special education instructors were first hesitant to share the knowledge, but as personal bonding grew, these fears dissipated. They realized that the information they gave me would be kept private and would not be shared with anyone. The responder was also told that their disclosure of impressions and experiences, which would be published in a report, would conceal their identities and guarantee total anonymity. As a result, the respondent's name has been concealed when producing a report in order to protect their privacy and adequately address the ethical problem

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*Chapter-IV*  
*Analysis and Interpretation*  
*of Results*

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## CHAPTER-4

### ANALYSIS AND INTERPRETATION OF RESULTS

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This chapter presents the result of the study based on analysis and interpretations. This is the next step to the collection of data is to analyze and interpret the result. Analysis of data comes before the interpretation to calculate the result. The goal of the analysis is to create an intellectual model in which the links between the variables are carefully highlighted so that a meaningful inference can be derived from the data. Facts and figures are to be seen in the perspective of objectivity. According to **C.R. Kothari (1989)**, “The term analysis refers to the computation of measures along with searching for patterns of relationship that exist among data-groups”. This is the process of giving meaning to the data gathered and establishing the conclusions, relevance, and ramifications of the findings. This chapter will describe the findings of the research project, which will be based on the examination of both qualitative and quantitative data. The research goals were as follows:

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.

#### **4.1 Analysis and Interpretation of Results Obtained by Semi-Structured Interview Administered on Teachers and Principals:-**

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

Despite having a thorough grasp of intellectual impairment, the participants' attitudes and sentiments about intellectually impaired students and their education were varied. Fifty percent of the respondents (n=28) had favourable attitudes about inclusion, including the belief that inclusive education benefits children with intellectual disabilities in the classroom. However, half of the respondents (n=28) said they had unfavorable feelings towards intellectually impaired pupils and their schooling.

##### **Theme-1 Concept of Intellectual disability:**

Participants were asked to explain how they felt about the notion of intellectual disability and the importance of their education, as well as to offer a short summary of what this approach meant to them. According to the findings, the participants classified their intellectual impairment and education into three groups. By Name, considering intellectual disability as a result of a person's ability or incapacity, unable to understand the concept and policy perspective of inclusive education and the school being an extension of society for intellectually disabled.

The bulk of the respondents (62.5 percent; n=35) said that the cause of intellectual disability involves pupils of various abilities and disabilities. This was seen in inclusive schools and necessitated the instructors' teaching capacity in order to properly teach these children with learning barriers. A responder, for example, stated that intellectual impairment was: *"Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and functioning in daily life"*. Some participants (10.71%; n=6) felt that they are unable to understand the concept or misunderstood it. In the following remark, a participant emphasizes the importance of not depriving pupils of their education, *"You are not allowed to deny anyone education. Everyone is equal and is allowed to be educated in the way they choose"*.

Only participants (17.85%; n=10) mentioned the intellectual disability definition and policies, for example: The "Rights of Persons with Disabilities Act" of 2016 (RPWD

Act 2016) and the curriculum reform required for the successful implementation of the "Rights of Persons with Disabilities Act" of 2016 (RPWD Act 2016). One of the replies that revealed policy viewpoints was, *"I understand it is a system that came into existence because of what is contained in our constitution for dignity and celebrating our diversity and similarities. It is an initiative that includes all learners irrespective of their barrier status. Curriculum adaptation is allowed to cater provisions for learners with special needs. It is a system that needs to eradicate labeling of learners with special needs."*

Only participant (8.92 percent; n=5) stated that intellectual disability education had benefited their community and society. This highlighted the importance of the community, parents, and educational departments in implementing inclusive education in schools for intellectually disabled students. For example *"Resource persons, systematic selection of various levels of intellectual disability and accordingly proper education based on needs and requirements of those individual and in terms of adjustments, accommodations etc"*.

### **Theme-2 Inclusion of Intellectually disabled Students:**

Another positive effect or perspective of inclusive education for intellectually impaired children indicated by the participants was the concept of pupils' feeling more involved in the classroom and school environment. This means that the participants (53.57 percent; n=30) were able to explain the benefits of inclusive education not only from their own perspectives, but also from the perspectives of the students. This may be observed in one of the participants' responses, *"I think it is good because learners are integrated with the rest of the so called normal society and therefore society learns to accept differences and vice versa"*.

One of the participants emphasized, *"I feel that inclusion provides an opportunity for learners to become accustomed to a variety of people in a situation that is similar to the outside world"*, which indicates a more favourable thoughts towards inclusive education.

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 impartial responses. This stipulate that participants

seem to have positive, negative and unbiased perceptions towards the sake of inclusive education for intellectually disabled students.

### **Theme-3 Exclusion of Intellectually disabled Students:**

The majority of the participants emphasized the pupils' unpleasant experiences and how these students would be disadvantaged. Intellectually impaired kids with learning challenges, as well as those with no special educational requirements, made remarks. This suggests that participants believed inclusive education was impeding these pupils' education, as evidenced by the following statements: *“but equally could be disruptive to other children; these children I think feel out in a normal class, because the children are always looking at them. If they are in a school together you will not have this problem”*. Another statement of a participant, *“I feel that learners who require specialized academic support are less capable intellectually than their mainstream peers”*. Sixty two percent of the participants (62.5%; n=35) responded positively for the exclusion of intellectually disabled student as well as (37.5%; n=21) participants responded in the favor of inclusion. This indicates that teachers must aware people; parents of disabled students and non-disabled students, so that they may empathized themselves and their children for co-operative learning in inclusive classroom and support intellectually disabled students.

### **Theme-4 “Inadequate Training”:**

Due to a lack of appropriate training programmes, fourteen percent of the participants (14.28 percent; n=8) had a poor opinion of inclusive education 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 the following answer, it was suggested: *“Schools are unable to cope because many regular educators lack training in inclusive teaching. As a result, they are dissatisfied and powerless”*. In terms of answers, there was a sense of despair based on the participants' perceptions of their ability to handle the situation. A participant, for example, said: *“How can you educate all learners if you were only taught to teach one?” According to the comments, training is considered as a “cure” for many of the participants' fears and reservations about inclusive education.*” 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. This indicates that effective training is essential part of teachers' teaching-learning process and schools must provide this facility to the special teachers and regular teachers also.

#### **Theme-5 Availability of Resources:**

The participants' attitudes on learning of intellectually impaired kids in an inclusive education are influenced by the resources of the schools and the community in which the school is located. 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 kids with intellectual disabilities in learning. In their comments, two people expressed their concern regarding resources: *“Could work if the present school had ramps and the human and physical resources to support these students”* and *“It would be very difficult because our ancient school facilities do not lend themselves to inclusive education and do not leave the capital to hire assistant educators”*. The data indicated that stipends or incentives were an important resources, and according to (44.64%; n=25) participants reported that lack of reinforcement also is an important barrier in the education. For example *“School authorities should make a wide and wise decision regarding incentives that could be provided to those teachers because they are additionally doing the harder job. They are more emotionally and intellectually involved in the process of teaching the students of different kinds”*. This indicates that participants held a favourable perception towards the need of resources and reinforcement for teachers while dealing with intellectually disabled students in inclusive education.

#### **Theme-6 Ability to supply Special Attention:**

The majority of research participants stated how challenging it is to find or create time for kids with intellectual disabilities to learn. The participants emphasized the necessity of paying extra attention to kids with intellectual disabilities in the classroom; yet, this is a tough undertaking, especially in an inclusive classroom, according to the comments. According to the descriptive statistics, ninety percent (90 percent; n=51) of the participants agreed with the assertion. For example *“Learners*

*who require specialist academic help are more demanding and necessitate more input*". This implies that the vast majority of participants believe that these pupils deserve more attention and input. Only ten percent (10%; n=5) participants reported negatively; for example, *"I feel that intellectually disabled students have special needs and benefit more from the more individual core they get in special class so intellectually disabled students should be removed from the class to receive any specialized academic support"*. This shows that while some participants believe that special courses are necessary, the majority believe that such students should be included in the inclusive classroom.

### **Theme-7 Expectations of Teachers:**

The majority of the participants in this survey (75 percent; n=42) emphasized the importance of schools and families' expectations for inclusion and academic achievement of intellectually disabled students. According to this statement of one of the participants, *"When it comes to the results; every students have to be performed well in class and maintain good results."* Some participants (25%; n=14) stated that inclusion of students with intellectual disability is more challenging in others comparison. For example, *"Students with intellectual disability have lots of difficulties in learning and comprehending the information in comparison to the other students with different disability."* This suggests that teachers should utilize a personalized teaching and evaluation procedure that takes into account of students' benefits regardless of whether or not they have disabilities.

### **Theme-8 Online Teaching-Learning:**

Most of the participants (80.35%; n=45) responded negatively for online teaching-learning of intellectually disabled students. Some of the respondents feel that intellectually disabled students do not have required resources and competency for online teaching-learning. For example, *"During online teaching we are unable to form that lively bond that we are able to create offline, even normal students are facing difficulties in online teaching-learning, how intellectually disabled students can learn and understand technology when they are less competent in comprehending a small information in offline classes."* 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. This indicates that teachers should take an active role in promoting and leverage donor resources to support the effective implementation of inclusive education for intellectually disabled students.

### **Theme-9 Negative Realities of Education System:**

Most of the participants agreed towards the theory of inclusive education; for example, *“In theory and in a perfect world, inclusion is the natural path for a progressive, illuminating democratic society with a surplus of conscientious, well-trained employees.”* However, the unpleasant realities of the educational system appear to follow this idealized image of inclusiveness. In this study, over 60% of the replies (60 percent; n=33) were negative and pessimistic about the system. Positive responses were given by 40% of the subjects (n=23). For example, *“Some learning hurdles, I believe, are simply too tough to overcome in the classroom.”* This indicates that after so much development in education system of India, there are some lacunas in it for effective implementation of any policy or provision about disabled students; it may have due to lack of awareness, lack of availability of resources, incompetency, corruptions etc.

### **Theme-10 Lack of Awareness**

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. One of the participants stated that, *“Community must be made aware about the policies and rights of people with disability. Community participation must always be acknowledged by all the schools. All schools must welcome people belonging to different community to schools to have their expertise and also to make them aware of the real situation of educational inclusion of children with disabilities. Different NGOs must be invited in this respect.”* 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 than theoretical knowledge of dealing with intellectually disabled students. This indicates that theory and practical both are important but when it comes to intellectually disabled students, teachers should offer them more hand on activities, so they gain some real life experiences and learn them for life.

**Table 4.1: Percentage of the perceptions of teachers for different factors affecting the learning of intellectually disabled students**

<b>Concept of Intellectual disability</b>	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.
<b>Inclusion of Intellectually disabled Students</b>	“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.
<b>Exclusion of Intellectually disabled Students</b>	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.
<b>Inadequate Training</b>	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.

	<p>While (80.35%; n=45) responded positively about their training programmes teaching in an inclusive settings.</p> <p>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.</p>
<b>Availability of Resources</b>	<p>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.</p> <p>(44.64%; n=25) participants reported that lack of reinforcement also is an important barrier in the education.</p> <p>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.</p>
<b>Ability to supply special attention</b>	<p>(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, 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>
<b>Expectations of Teachers</b>	<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>
<b>Online Teaching-</b>	<p>Most of the participants (80.35%; n=45) responded negatively because they feel that intellectually disabled students do not have required</p>

	resources and competency for online teaching-learning.
	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.
Negative realities of Education system	In this study almost sixty percent of the responses (60%; n=33) were unfavourable and despondent towards the education system.
	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>
Lack of Awareness	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.
	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 than theoretical knowledge of dealing with intellectually disabled students.

**Table 4.1: Percentage of the perceptions of teachers for different factors affecting the learning of intellectually disabled students**

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

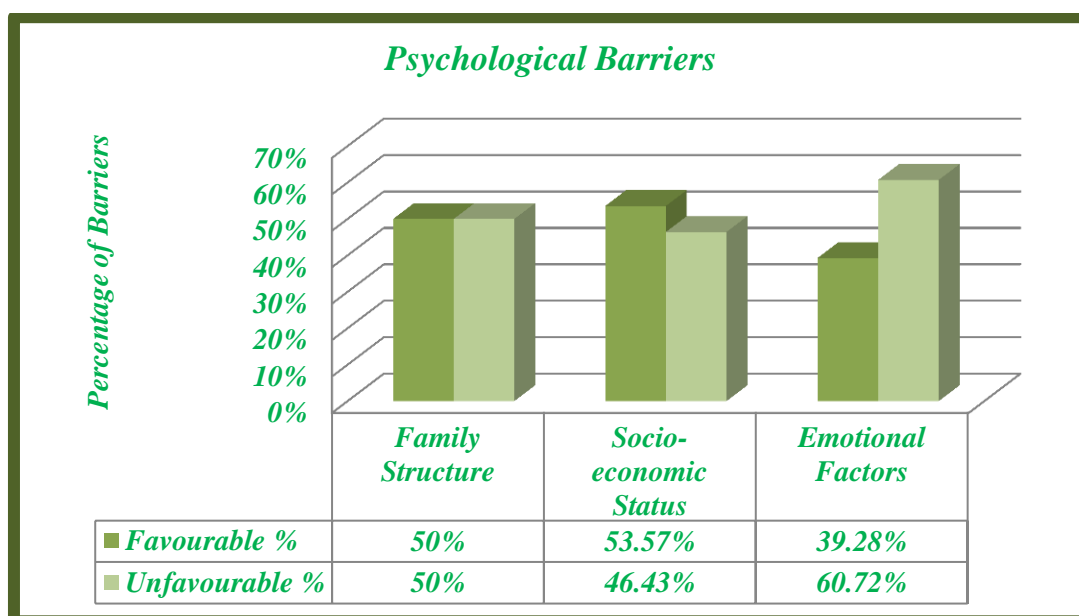
In an inclusive classroom, the participants emphasized the academic difficulties of children with intellectual disability. As a result, students' academic performance and outcomes were perceived to be jeopardized. School performance was highlighted by the majority of the participants (62.5 %; n=35) as the key area where students with intellectual disability were judged to suffer. *“Barriers to learning”* was one of the comments that exemplified this viewpoint: *“All those factors that obstruct the learning process and impede the student from excelling in school.”* Some individuals

discussed learning challenges from a boarder perspective, reflecting on a students' capacity to succeed outside of the classroom. This is represented in the following statement: *"The problems students have in learning a significant quantity of information in order to participate in society."*

Participants were asked to name the challenges to learning they face in the classroom and at school in this section of the semi-structured interview. Twenty diverse concepts appeared at first, but they were reduced into five distinct and broad topics. The topics that were stated were ranked based on the number of people who mentioned them. Psychological hurdles to learning, Cognitive barriers to learning, social barriers, Learning environment barriers and cultural issues were all highlighted as difficulties in the classroom.

### 1. Psychological Barriers:

The majority of participants (75 percent; n=42) stated that psychological obstacles inhibit efficient learning in the classroom. These included the pupils' family structure, socioeconomic position, and emotional issues.



**Figure 4.1: The distribution of the Psychological barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.**

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. The absence of parental support was addressed by the participants, and how this found in some students receiving help at home, which has an influence on teachers' capacity to educate these students. *"Lack of parental support because of less awareness"* was reported by one participant as a need for parental assistance. The students' family relationships were highlighted as having an impact on their capacity to study by the participants.

As a result, the family structure and dynamics were observed to have an influence on the students' concentration on school. *"Parental/family and society negligence or abdication of obligations"* and *"Parental environment (many older siblings substitute as parents)"* were two participants who emphasized this topic. Another impediment to studying was the students' family's safety. Divorce, neglect, abuse, alcohol and violence were among the issues raised by the participants. These characteristics have an impact on students' capacity to perform well in classroom and are viewed as learning impediments.

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. This was explored in terms of the family's ability to financially support the students as well as the physical requirements for good learning. The term "poverty" was often employed to characterize this learning impediment.

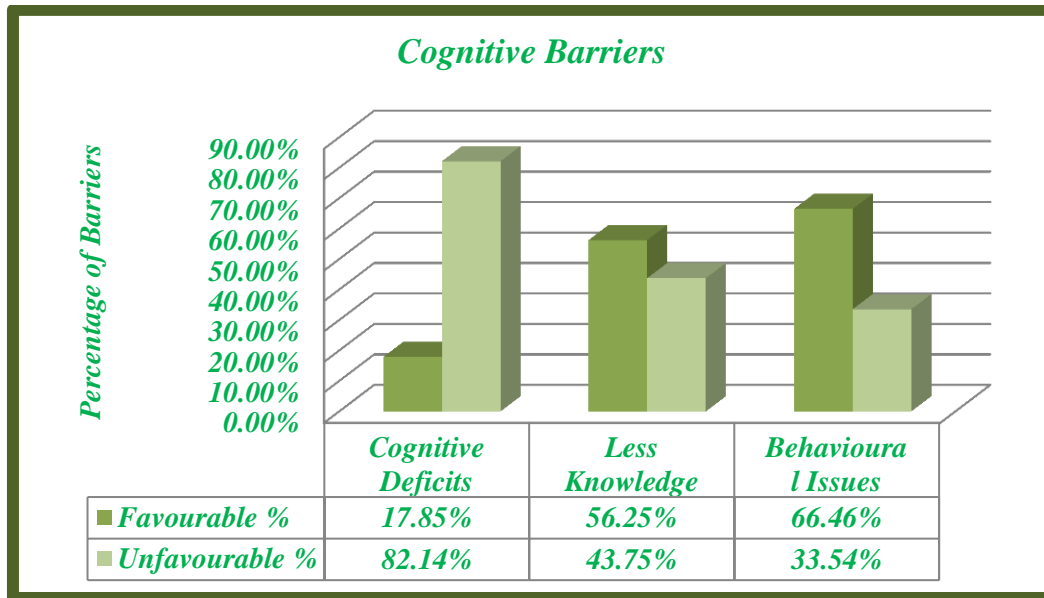
Twenty two (39.28%) participants stated that emotional elements such as emotional disorders and behavioral problems were a hindrance to learning in the classroom. The participants believed that disruptive conduct and behavioural issues are learning hurdles that can inhibit effective learning. Participants believe that behavioural issues constitute an impediment to learning, but intellectually disabled students are not difficult to reprimand. Emotional turbulence from familial conditions and students' own psychological disorders like anger and sadness were among the issues identified by the participants.

## **2. Cognitive Barriers:**

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. Intellectually disabled students have less cognitive understanding of



concepts because of their deficiency in intellectual functioning. 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.



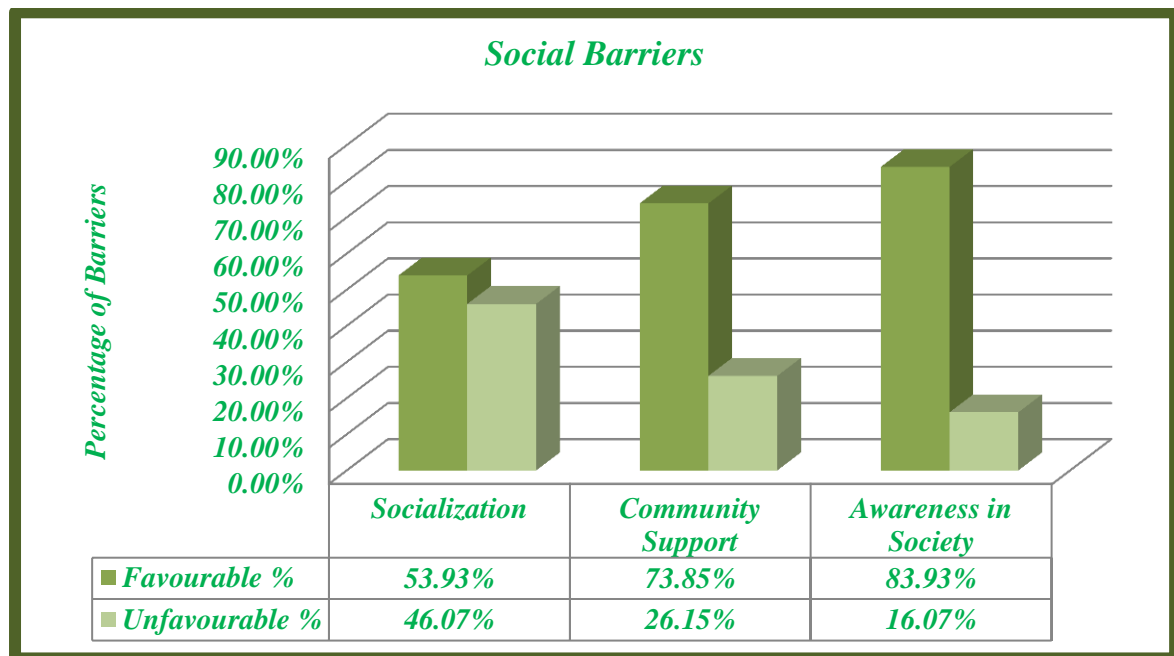
**Figure 4.2: The distribution of the Cognitive barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.**

This is due to participants (66.46%; n=38) viewing learning difficulties as a cognitive deficiency and resulting in cognitive barriers to learning. The learning difficulties that were expressed to be barriers to learning within the classroom were dyslexia, intellectual disability, Attention-Deficit Disorder (ADD), Attention Deficit/Hyperactivity Disorder (ADHD), auditory problems, visual problems, speech problems, literacy barriers (reading and writing) and general learning difficulties.

### 3. Social Barriers:

Only (83.93%; n=47) participants mentioned lack of socialization as a barrier to learning with intellectually disabled students within the classroom. Majority of the teachers (53.93%; n=30) perceived that socialization is very important to learn new experiences. And in classroom relationship between teachers-students and students-students is the most essential in the process of teaching-learning. Society plays an important role in educating child. Almost (73.85%, n=41) participants stressed on the community support

for the over-all development of intellectually disabled students. One of the participant reported, “Community can help to bring every child at school by encouraging families, being emotionally supportive to the learners.” Community can be a resource to help these students by making them part of a campaign to help intellectually disabled students. This indicates that community can help to organize resources and programs for education of intellectually disabled students.

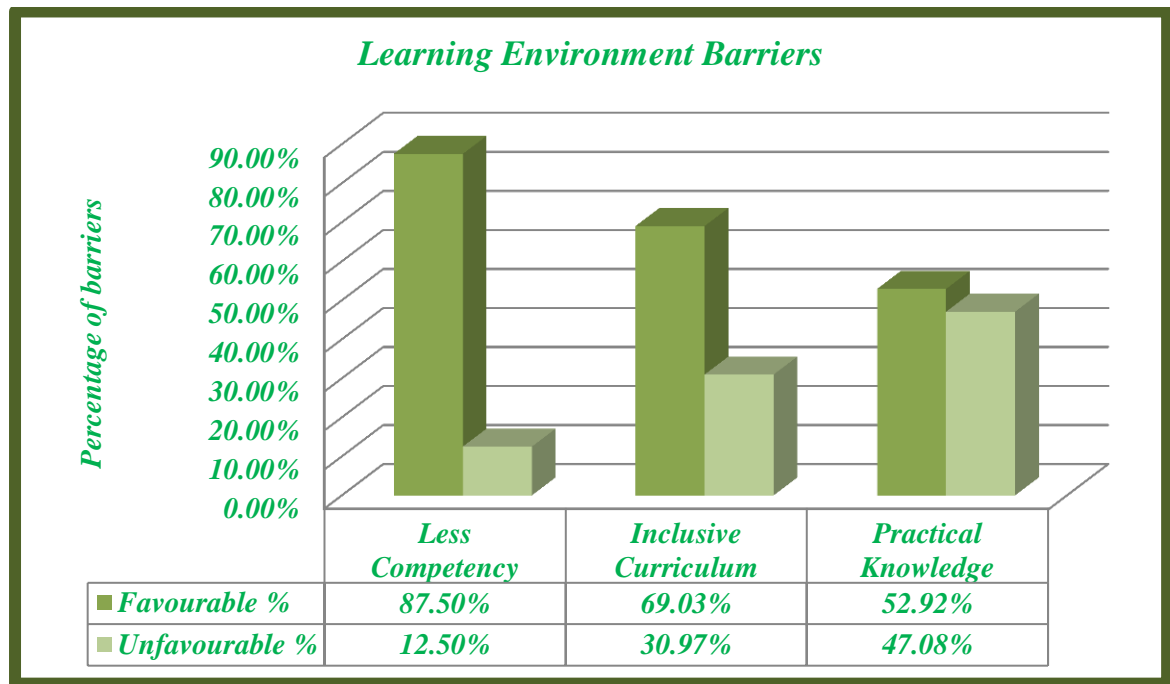


**Figure 4.3: The distribution of the Social barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.**

**4. Learning Environment Barriers:**

When coping with learning difficulties, majority of the participants (87.5%; n=49) claimed that they needed certain competencies and a joyful environment for teaching-learning process. The overall topic was paying attention and understanding of intellectual disability that instructors were required to do in the classroom. 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. "They must first be outstanding instructors in terms of curriculum delivery," one participant said, and "knowledge of what inclusive education implies." 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.

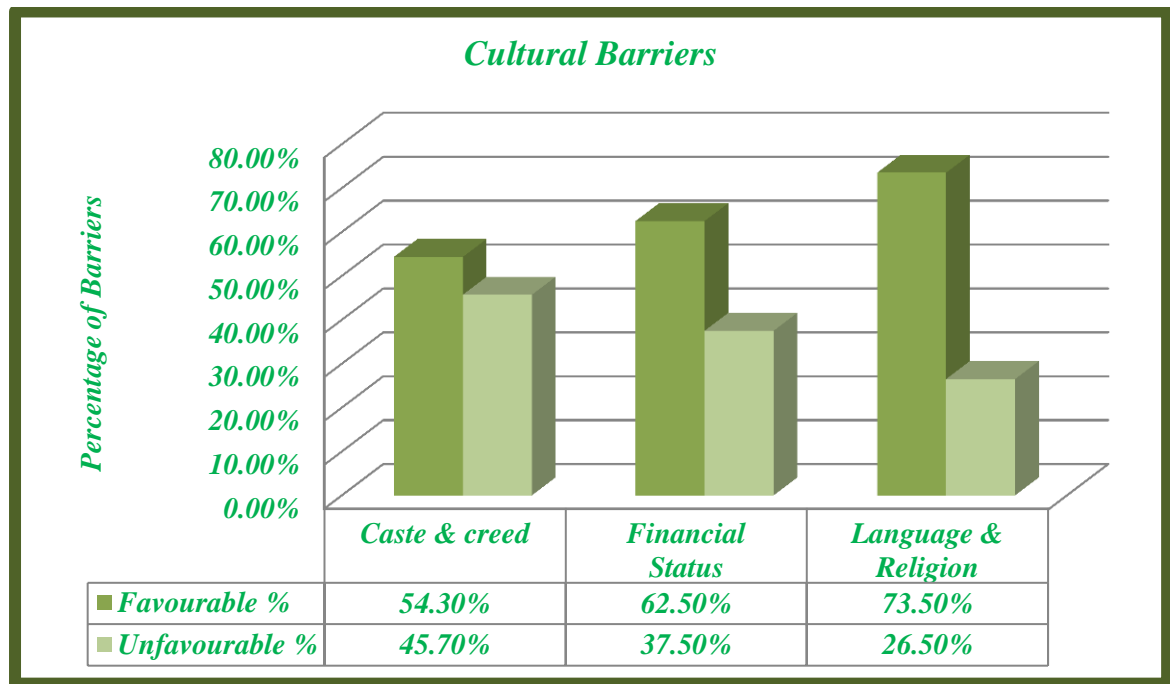


**Figure 4.4:** The distribution of the Learning Environment barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

### 5. Cultural Barriers:

Culture encompasses both what people do and what they think. Culture has a significant impact on how we see the world, attempt to comprehend it, and connect with one another. 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. 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. Almost (62.50%; n=35) of the participant reported, “*Most of the students study with their friends of equal financial status and get mix with them also*”. This indicates that cultural factors are barrier in learning of intellectually disabled

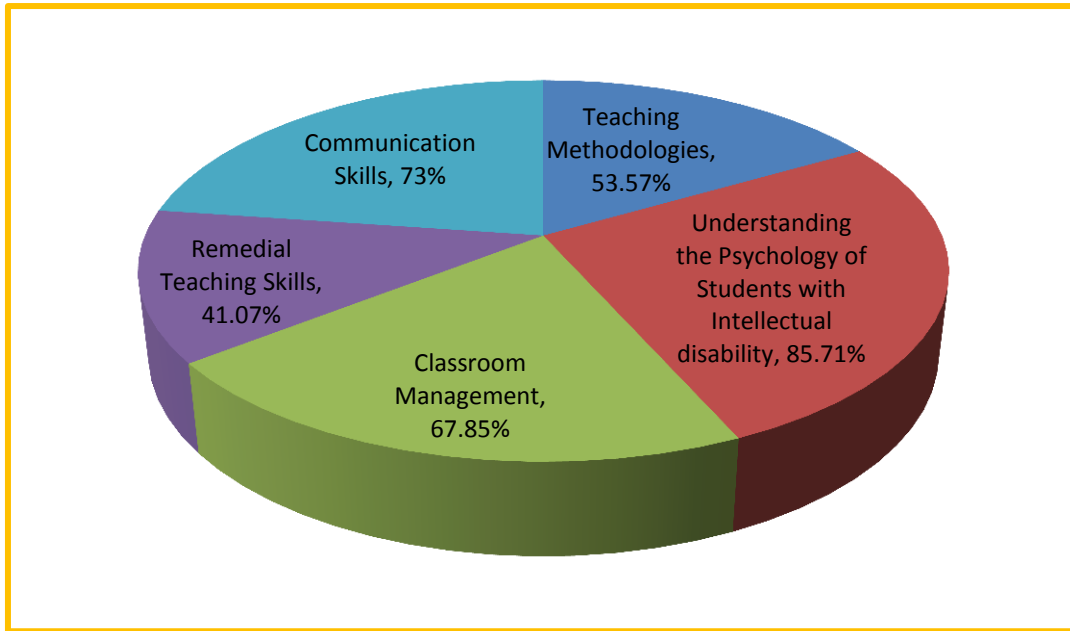
students and other students also; students need to be given more moral values in classroom to inculcate integration between the students of different culture.



**Figure 4.5:** The distribution of the Cultural barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

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

The participants responded for the statement of different skills which are necessary for the effective teaching to enhance learning of intellectually disabled students in inclusive classroom. The abilities that participants use in the classroom were explored in relation to the themes that arose in relation to the skills that educators believe are required. This represents the abilities that are required as well as the skills that are used in the classroom to demonstrate which skills are lacking in the participants' perceptions.



**Figure 4.6: The distribution of participants' perceptions of the skills required to enhance learning of intellectually disabled students in government schools of New Delhi.**

### **1. Teaching Methodologies:**

The utilization of a flexible timetable, differentiating courses, using diverse languages, Outcomes Based Education (OBE), pace of sessions, practical activities, and the capacity to be aware of all pupils, to mention a few, are all viewed as vital skills that will aid inclusive education. The following sentence was used to illustrate this: *“The instructor would need to be well-organized, super-efficient, compassionate, and empathic – perhaps a plaster cast saint”*. The respondent said that the skills they use in the classroom for traditional instructional strategies, additional time/attention, and worksheets. 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 an effectively teaching of students with intellectual disability in learning. Participants stated that using baseline tests, as well as group and individual work, is a useful strategy to support inclusive education in the classroom. 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. The ability of educators to allocate more time is thought to result in kids obtaining extra help to excel academically. Finally, participants (17.85%; n=10) emphasized the necessity of

differentiating worksheets in order to assign easiest worksheets to students with intellectual disability. Worksheet differentiation has been reported to involve aiding quick learners in the classroom so that more time may be dedicated to students with intellectual disability in learning difficulties. One participant, for example, stated, *“They need extra effort like we have to change our teaching technique for almost every student”*.

## **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 %). This ability to comprehend students' emotional well-being was used to impact educators' personal contacts with pupils. Patient, compassionate, adaptable, sympathetic, understanding, determined, and caring were among the personal attributes mentioned by the participants. As seen in *“You must grasp how these students operate and think”* a participant stressed the importance of understanding the kids; *“Put yourself in their situation.”* Emotional support and setting aside time for extra lessons and tuition are two methods described as being used in the classroom to help intellectually disabled students' emotional well-being. The participants' indicated abilities include providing counseling and applying positive reinforcement to help intellectually disabled students to stay motivated. 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. This was expressed by one participant who stated: *“My motivation comes within myself. Teaching and reaching to the unreachable are my passion. For this, I try to keep myself updated with new techniques and technological interventions. Moreover I also love to know recent updates in the area of disability and learning.”*

## **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. The following factors were cited by the participants: class size, time, resources, space, apparatus, and money. *“School hours are short, and inclusion would create a significant load on the instructors, whose resources are already extended,”*

and *"You cannot rule out suitable incentives,"* are two statements that represent classroom considerations noted by participants. 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. *"I don't because when the district authorities visit, they just worry about the clean files and the quantity of work, not the quality," she said. "There is so much to accomplish and so little time in the day"*. Participants said that class size had an impact on the effectiveness of inclusive education, as evidenced by the following quote: *"When classes are huge (over 40), it becomes difficult for students without disability to manage - those with intellectual disability have no alternative."* This indicates that, despite the fact that just a few people noted class size, the majority of people feel that it is a learning hurdle.

#### **4. Remedial Teaching Skills:**

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. 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. For example, *"Helping your child move into primary and then secondary school can require careful planning. There is a range of disability support services with special reference to remedial classes in place to help your child at school including their dedicated Student Support Group and various government programs."*

#### **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 (73.21%; n=41). Participants (26.78%, n=15) also emphasized the need of developing communication skills between the teacher and the students. According to the people who took part in this study, this expertise is already being used. *"This year, I have a speech therapist assisting me, as well as some post-*

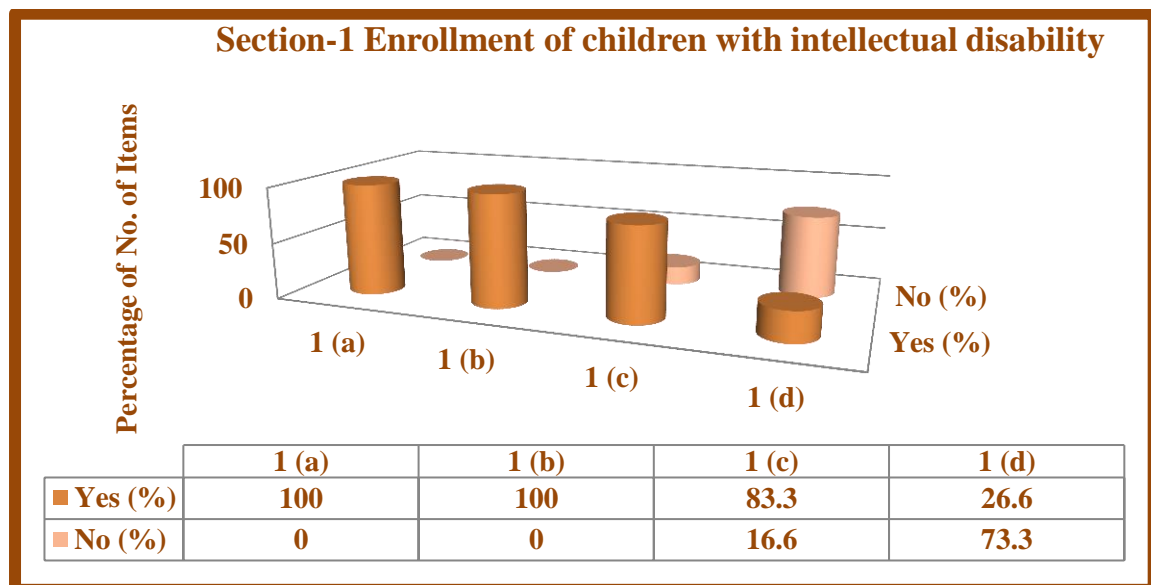
graduate psychology students who have agreed to assist the school through an organization," one participant said.

#### 4.2 Analysis and Interpretation of Results Obtained by Observation:-

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

##### Section-1 Enrollment of children with intellectual disability:

<i>Table-4.2 Enrollment of children with intellectual disability</i>					
S. No.	Items	Total No. of School-30			
		Yes	%	No	%
1. (a)	Admission throughout the year for children with disabilities	30	100%	0	0%
1. (b)	No rejection policy in admission	30	100%	0	0%
1. (c)	Admission in age appropriate class and relaxation in upper age at entry level classes	25	83.3%	5	16.6%
1. (d)	Enrolment drive for out of school children	8	26.6%	22	73.3%



**Figure-4.7 Enrollment of children with intellectual disability**

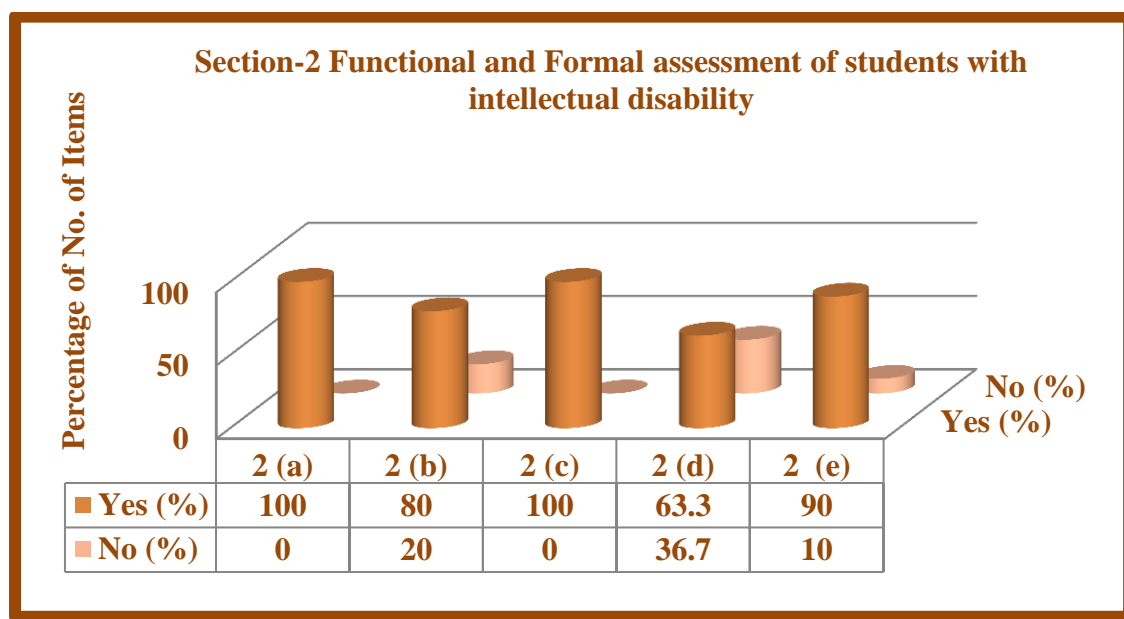


**Result and Interpretation:** *Table 4.2* provide evidences that (100%; n=30) schools take admission throughout the year for intellectually disabled students. It also reveals that there is no rejection policy in admission of (100%; n=30) schools and only (83.3%; n=25) schools are getting enrolled to an age appropriate class. This *Table 4.2* also reveals that a small no of schools (26.6%; 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. This means that the learners are welcomed throughout the session. Every child has the right to education and learning, as per their will they can enroll in a particular school. The school offers learning opportunities throughout the year. Getting enrolled in a school is the first step towards getting a chance to be educated. Every child should have equal access to educational facilities. No child should be left behind. No child is discriminated against or differentiated because of any differential ability or disability. Getting enrolled to a school is important but getting admitted to an age appropriate class is equally important. It has been observed that a majority of schools offer admission to age appropriate classes as per the norms and in some cases they get extra training to be at par with the other learners in the same class. Enrolment drive is an effort to increase the no. of learners in the school. For this purpose the stakeholders are encouraged to put an effort. As per the observation, the majority of schools did not carry out any enrollment drive. Enrollment drives are an important part of the school enrollment process; they can be carried out for the learners with disability so that no learner is left behind.

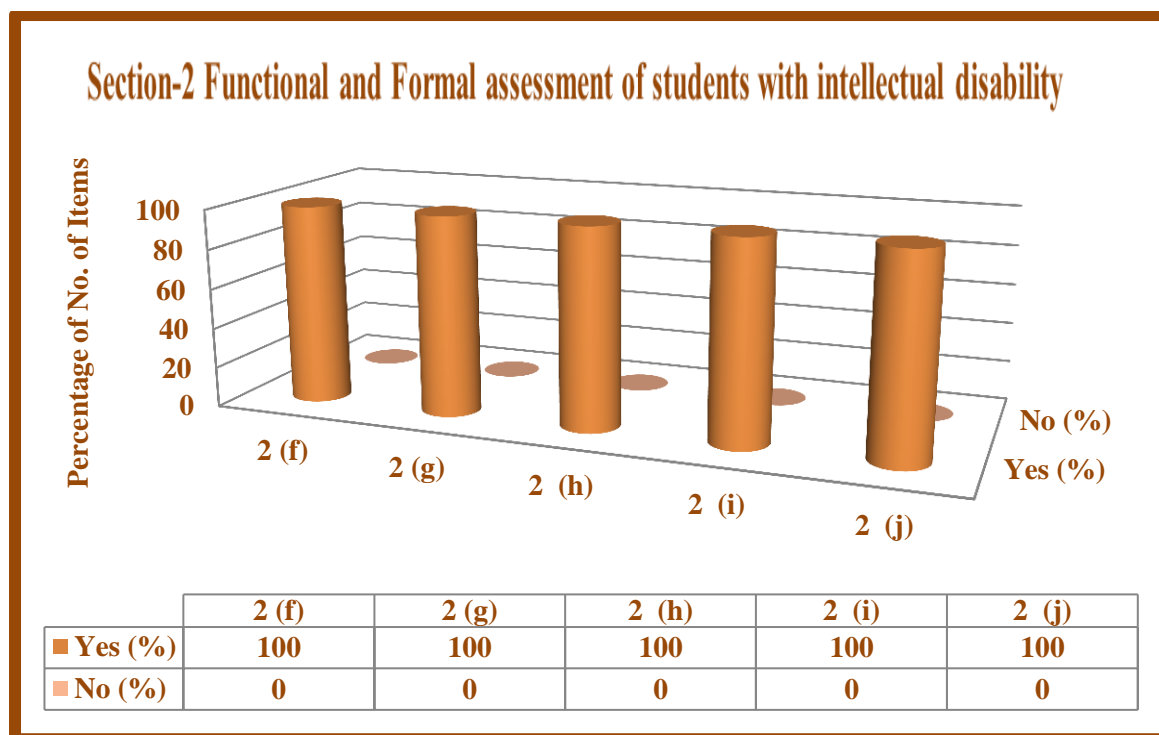
**Section-2 Functional and Formal assessment of students with intellectual disability:**

<b><i>Table-4.3 Functional and Formal assessment of students with intellectual disability</i></b>					
<b>S. No.</b>	<b>Items</b>	<b>Total No. of School-30</b>			
		<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>2. (a)</b>	Annual identification and assessment camp for children with intellectual disability	30	100%	0	0%
<b>2. (b)</b>	Children with intellectual disability being assessed by a team of experts to ascertain the type, nature and degree of disability	24	80%	6	20%

2. (c)	Team of experts constituted from Rehabilitation Council of India	30	100%	0	0%
2. (d)	Medical assessment of children with intellectual disability conducted as per the policy of “RTE Act”, 2009 and “RPwD Act”, 2016	19	63.3%	11	36.7%
2. (e)	Annual medical assessment camp for children with intellectual disability	27	90%	3	10%
2. (f)	The information regarding medical assessment conveyed to parents well in time	30	100%	0	0%
2. (g)	Medical assessment of the children with intellectual disability done free of cost	30	100%	0	0%
2.(h)	Parents participation in medical assessment camp for children with intellectual disability	30	100%	0	0%
2. (i)	School authorities receive any financial support from government to organize these medical assessment camp	30	100%	0	0%
2. (j)	Parental support for the medical assessment of their intellectually disabled child	30	100%	0	0%



**Figure-4.8 Functional and Formal assessment of students with intellectual disability**

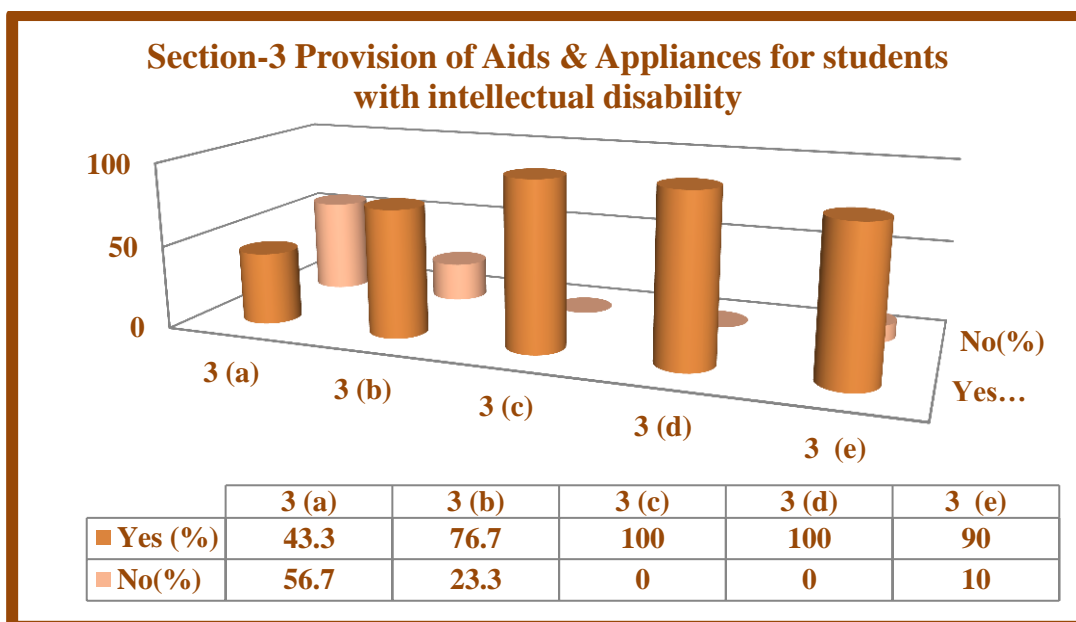


**Figure-4.9 Functional and Formal assessment of students with intellectual disability**

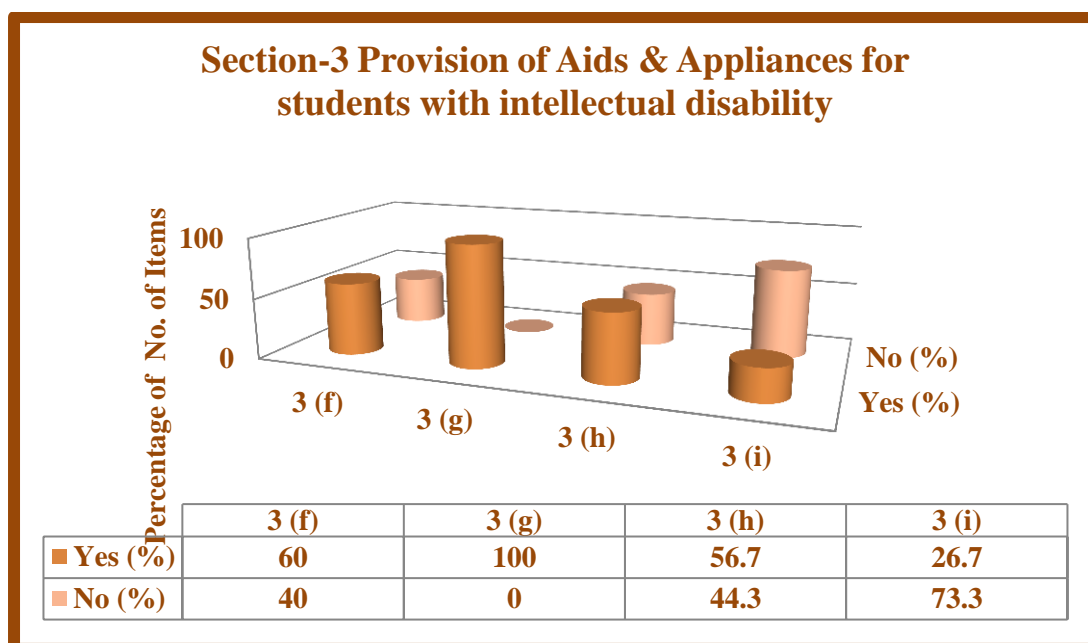
**Result and Interpretation:** According to the *Table-4.3* almost (100%; n=30) schools facilitates intellectually disabled students with annual identification and assessment camp for intellectually disabled children, a team of experts constituted from Rehabilitation Council of India; the information regarding medical assessment conveyed to parents well in time, Medical assessment of the children with intellectual disability done free of cost, Parents participate in medical assessment camp for children with intellectual disability, School authorities receive financial support from government to organize these medical assessment camp and schools got parental support for the medical assessment of their children. *Table-4.3* reveals that in (80%; n=24) schools children with intellectual disability being assessed by a team of experts to ascertain the type, nature and degree of disability and only in (63.3%; n=19) 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=27) schools done annual medical assessment camp for children with intellectual disability.

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

<b><i>Table-4.4 Provision of Aids &amp; Appliances for students with intellectual disability</i></b>					
<b>S. No.</b>	<b>Items</b>	<b>Total No. of School-30</b>			
		<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>3. (a)</b>	Aids and appliances being provided to “children with intellectual disability”	13	43.3%	17	56.7%
<b>3. (b)</b>	If Charts/Maps, Abacus, Material for drawing Large print books, Slate/Sheets etc: these types of Aids and appliances provided to “children with intellectual disability”	23	76.7%	7	23.3%
<b>3. (c)</b>	Aids and appliances provided well in time	30	100%	0	0%
<b>3. (d)</b>	Quality of aids and appliances provided by school considered as good	30	100%	0	0%
<b>3. (e)</b>	Aids and appliances got repaired when required	27	90%	3	10%
<b>3. (f)</b>	Resource room/Centre provided for children with intellectual disability in school	18	60%	12	40%
<b>3. (g)</b>	Free textbook and uniform provided to “children with intellectual disability”	30	100%	0	0%
<b>3. (h)</b>	Specialized teaching-learning materials for children with intellectual disability	17	56.7%	13	44.3%
<b>3. (i)</b>	Services of attendant/helper to children with severe disabilities	8	26.7%	22	73.3%



**Figure-4.10 Provision of Aids & Appliances for students with intellectual disability**



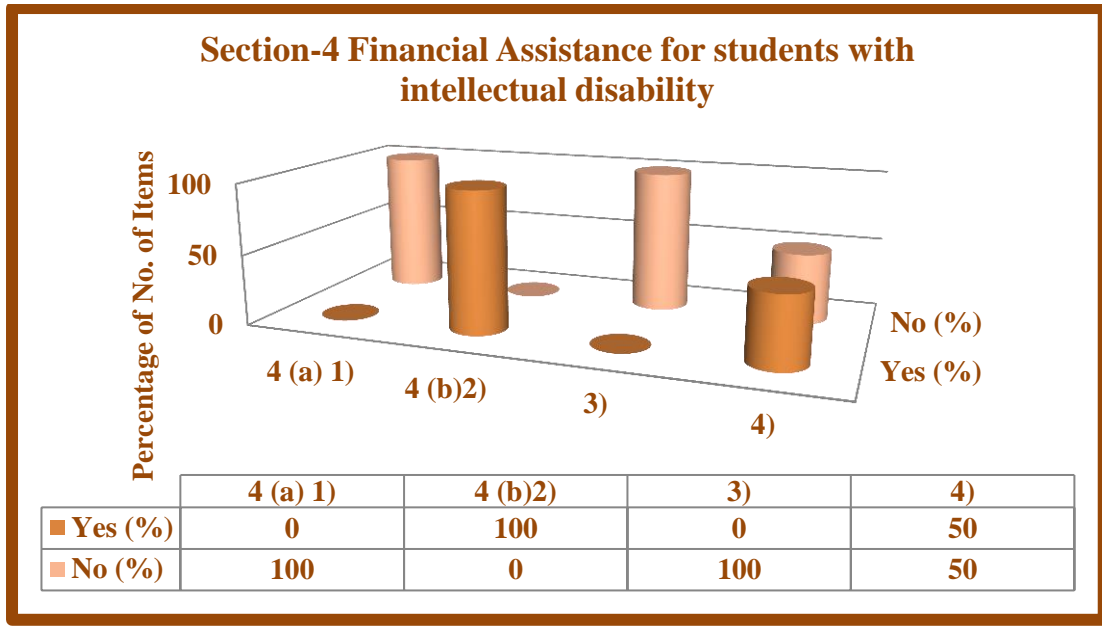
**Figure-4.11 Provision of Aids & Appliances for students with intellectual disability**

**Result and Interpretation:** *Table-4.4* indicates that (100%; n=30) schools give the facility of free textbook and uniform provided to intellectually disabled children, quality of aids and appliances provided by school considered as good and well in time. According to this only (43.3%; n=13) schools facilitate with appropriate aids to children with intellectual disability and (76.7%; n=23) schools provide Charts/Maps,

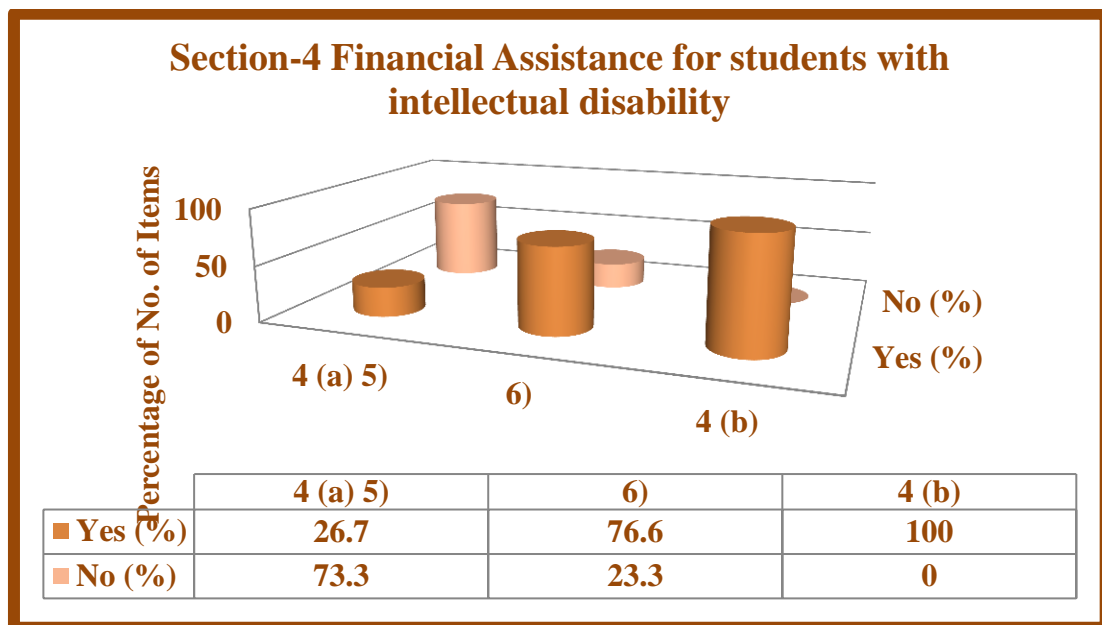
Abacus, Material for drawing, Large print books, Slate/Sheets etc. Almost (90%; n=27) schools got repaired aids and appliances when required. Only (60%; n=18) schools provided resource room for intellectually disabled children. According to this table most of the schools (56.7%; n=17) facilitates students with intellectual disability with specialized teaching-learning materials. And almost (26.7%; n=8) schools give services of attendant/helper to children with severe disabilities.

**Section-4 “Financial Assistance for students with intellectual disability”:**

<b><i>Table-4.5 Financial Assistance for intellectually disabled students</i></b>					
<b>S. No.</b>	<b>Items</b>	<b>Total No. of School-30</b>			
		<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>4. (a)</b>	Financial assistance to children with intellectual disability like:	0	0%	30	100%
	1) Escort allowance	30	100%	0	0%
	2) Transportation allowance				
	3) Reader allowance	0	0%	30	100%
	4) Therapeutic alliance				
	5) Top up scholarship	15	50%	15	50%
	6) Girls stipend	8	26.7%	22	73.3%
		23	76.6	7	23.3%
<b>4. (b)</b>	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	30	100%	0	0%



**Figure-4.12 Financial Assistance for students with intellectual disability**



**Figure-4.13 Financial Assistance for students with intellectual disability**

**Result and Interpretation:** *Table-4.5* reveals that (100%; n=30) 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=15) schools allowed therapeutic allowance to the students and (26.7%; n=8)

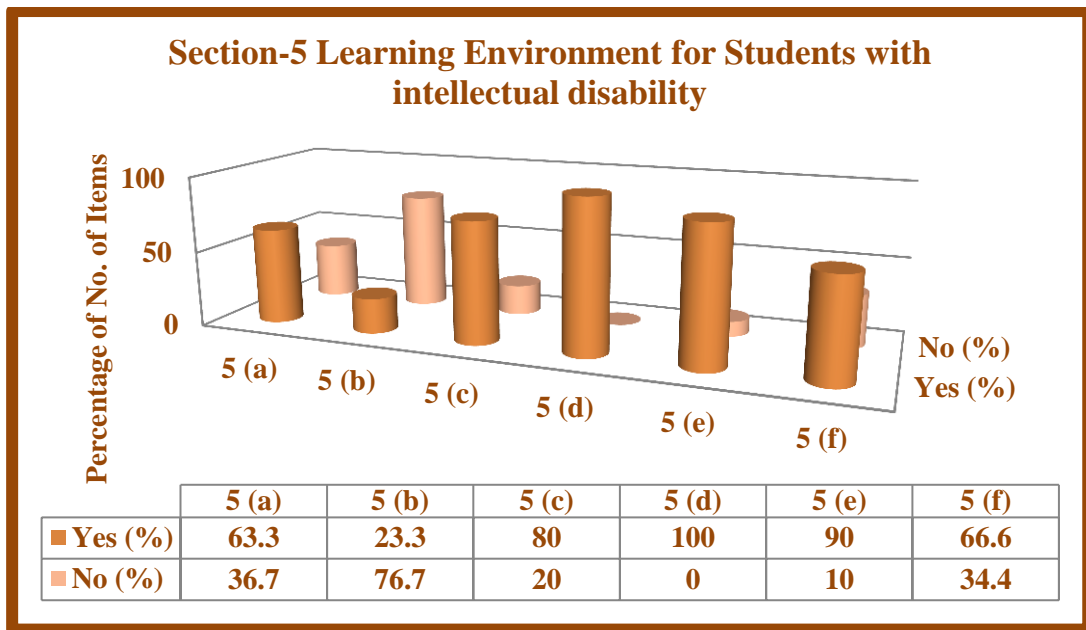
schools provide the facilities of Top up scholarships to the students with intellectual disability. It indicates that only (76.6%; n=23) schools provide girls stipend to the girls students with intellectual disability.

**Section-5 Learning Environment for Students with intellectual disability:**

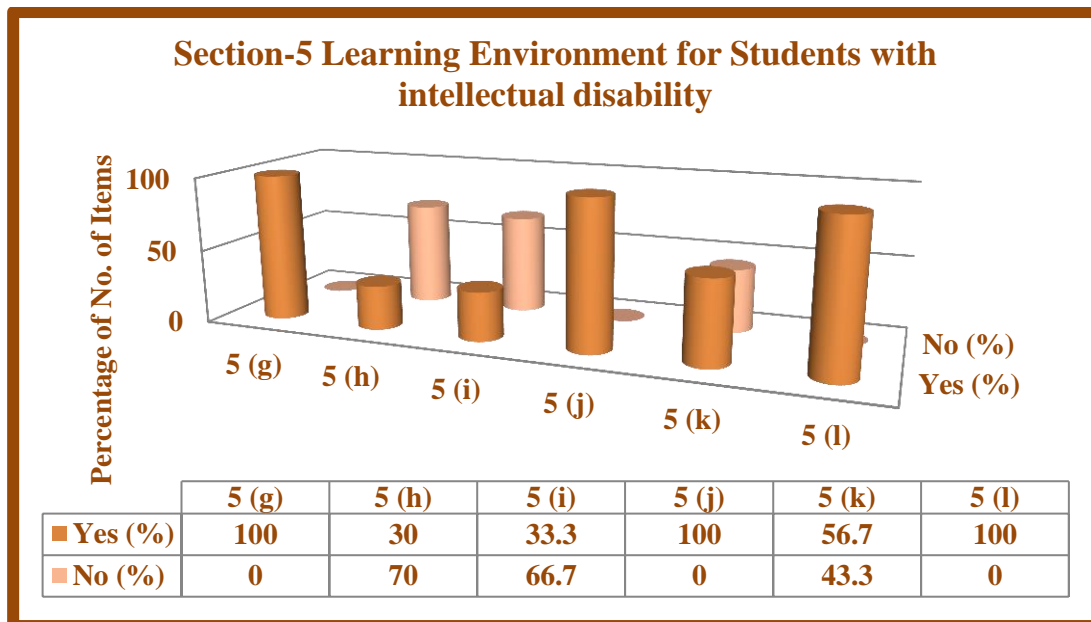
<b><i>Table-4.6 Learning Environment for Students with intellectual disability</i></b>					
<b>S. No.</b>	<b>Items</b>	<b>Total No. of School-30</b>			
		<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>5. (a)</b>	Regular teachers receiving training on inclusive education under general orientation programs of 20 days in-service training	19	63.3%	11	36.7%
<b>5. (b)</b>	Some special orientation programme for regular teacher exclusively on inclusive education to make them understand the problems, need and effective classroom management of children with intellectual disability	7	23.3%	23	76.7%
<b>5. (c)</b>	Orientation programme cover training of regular teachers on curriculum adaptation for children with intellectual disability	24	80%	6	20%
<b>5. (d)</b>	Orientation program have a positive impact on classroom teaching-learning environment for intellectual disabled student for effective transactions	30	100%	0	0%
<b>5. (e)</b>	School has budget allocation for such orientation/training programs	27	90%	3	10%
<b>5. (f)</b>	These programs trained the teacher to effectively deal with the behaviour problem of children with intellectual disability	20	66.6%	10	33.4%
<b>5. (g)</b>	Services of a special education teacher are more effective regarding teaching-learning of children with intellectual disability	30	100%	0	0%
<b>5. (h)</b>	Orientation/training of teachers on inclusive education through SCERT	9	30%	21	70%



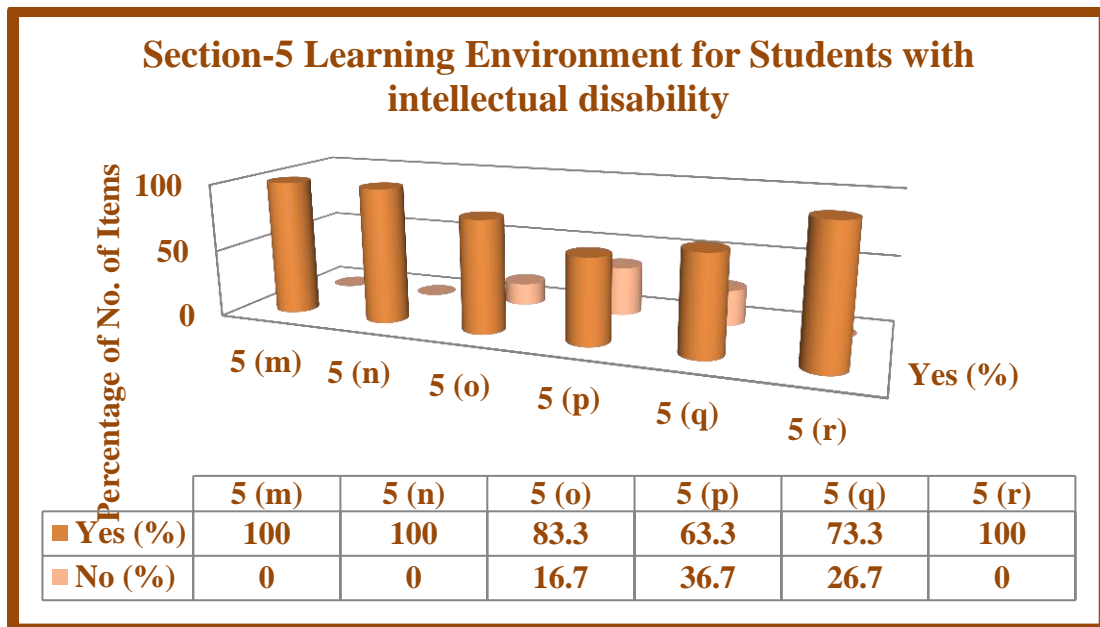
<b>5. (i)</b>	Orientation of principals, educational administrators, regular teachers and non-teaching staffs regarding children with intellectual disability	10	33.3%	20	66.7%
<b>5. (j)</b>	Different subject options available for children with disabilities studying in class 9 <sup>th</sup> and 10 <sup>th</sup>	30	100%	0	0%
<b>5. (k)</b>	Special teachers posted at school on contractual base	17	56.7%	13	43.3%
<b>5. (l)</b>	School has development and implementation of “Individualized Education Program” (IEP) for children with disabilities	30	100%	0	0%
<b>5. (m)</b>	Individualized Education Program prepared for each children with intellectual disability	30	100%	0	0%
<b>5. (n)</b>	Regular teachers work in collaboration with special teachers for preparing Individual Education Program	30	100%	0	0%
<b>5. (o)</b>	Special teachers have access to support services such as paraprofessional e.g. (speech therapist, physiotherapist, occasional therapist etc)	25	83.3%	5	16.7%
<b>5. (p)</b>	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)	19	63.3%	11	36.7%
<b>5. (q)</b>	Special teachers use appropriate teaching devices/appliances/modalities in the classroom	22	73.3%	8	26.7%
<b>5. (r)</b>	Special teachers discourage discrimination between children with intellectual disability and other students	30	100%	0	0%



**Figure- 4.14 Learning Environment for Students with intellectual disability**



**Figure- 4.15 Learning Environment for Students with intellectual disability**



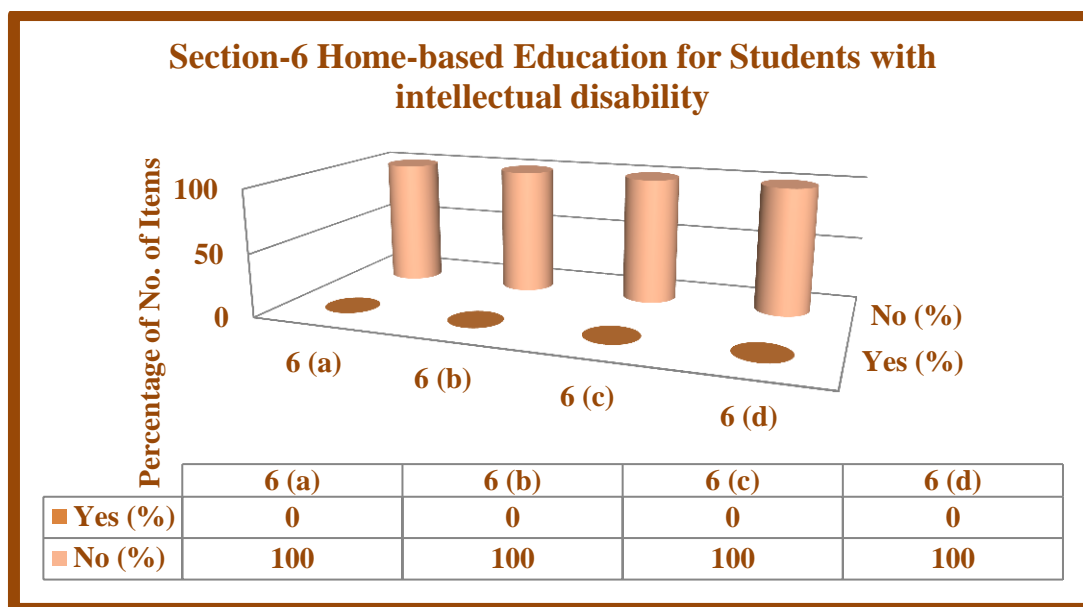
**Figure- 4.16 Learning Environment for Students with intellectual disability**

**Result and Interpretation:** *Table-4.6* reveals that (63.3%; n=19) schools provide training to regular teachers on inclusive education under general orientation programs of 20 days in-service training. It reveals that (23.3%; n=7) 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 reveals that (80%; n=24) schools' orientation program cover training of regular teachers on curriculum adaptation for children with intellectual disability. It reveals that (100%; n=30) schools' orientation program have a positive impact on classroom teaching-learning environment for intellectual disabled students for effective transactions. It reveals that (90%; n=27) schools has budget allocation for such orientation/training programs. It reveals that (66.6%; n=20) schools trained the teacher to effectively deal with the behavior problem of children with intellectual disability. It reveals that (100%; n=30) schools provides services of a special education teacher are more effective regarding teaching-learning of children with intellectual disability. It reveals that (30%; n=9) schools provide orientation/training of teachers on inclusive education through SCERT. It reveals that (33.3%; n=10) schools provides orientation of principals, educational administrators, regular teachers and non-teaching staffs regarding children with intellectual disability. It reveals that (100%; n=30) schools provide different subject options available for children with disabilities studying in

class 9th and 10th. It reveals that (56.7%; n=17) schools have special teachers posted at school on contractual base. It reveals that (100%; n=30) schools have development and implementation of “individualized education program” (IEP) for children with disabilities. It reveals that (100%; n=30) schools provide Individualized education program prepared for each children with intellectual disability. It reveals that in (100%; n=30) schools regular teachers work in collaboration with special teachers for preparing Individual Education Program. According to this **Table-4.6** only in (83.3%; n=25) schools special teachers have access to support services such as paraprofessional e.g. (speech therapist, physiotherapist, occasional therapist etc). In (63.3%; n=19) 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 (73.3%; n=22) schools special teachers use appropriate teaching devices/appliances/modalities in the classroom.

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

<b><i>Table-4.7 Home-based Education for intellectually disabled Students</i></b>					
<b>S. No.</b>	<b>Items</b>	<b>Total No. of School-30</b>			
		<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>6. (a)</b>	There is a provision of home-based education for intellectually disabled children in the school	0	0%	30	100%
<b>6. (b)</b>	Special teachers has trained to provide home-based education	0	0%	30	100%
<b>6. (c)</b>	Separate register maintained for the student with intellectual disability in every school for their overage report/attendance	0	0%	30	100%
<b>6. (d)</b>	There is a scheme of incentives for special teachers to facilitate home based education for children with intellectual disability	0	0%	30	100%



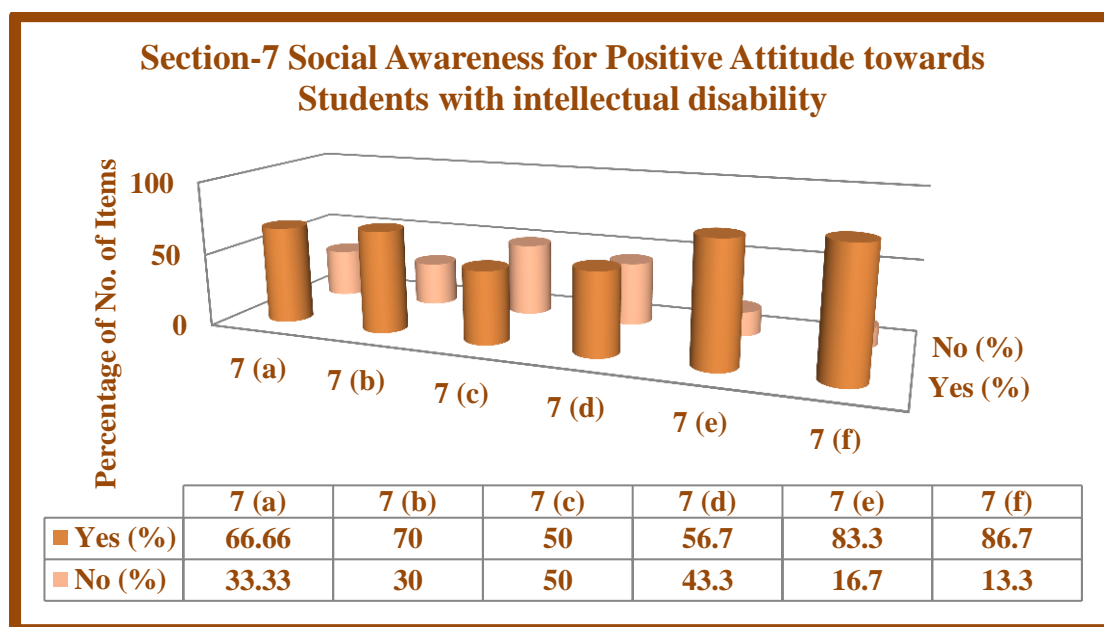
**Figure- 4.17 Home-based Education for students with intellectual disability**

**Result and Interpretation:** *Table-4.7* reveals 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. This indicated that in New Delhi Home-based education system should practice by teachers and schools should have a strict follow on rule and regulation for Home-based education for intellectually disabled students; not only for these students but also for all types of disabilities.

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

<b><i>Table-4.8 Social Awareness for Positive Attitude towards Students with intellectual disability</i></b>					
S. No.	Items	Total No. of School-30			
		Yes	%	No	%
7. (a)	Awareness camps organized for parents and community to remove the myths and misconceptions about children with intellectual disability	20	66.66%	10	33.33%
7. (b)	Involvement of School management/teachers in community	21	70%	9	30%

	mobilization activities for children with intellectual disability				
7. (c)	Positive impact of awareness and community mobilization activities on inclusive education	15	50%	15	50%
7. (d)	Awareness programs conducted for educational administrators on issues related children with intellectual disability	17	56.7%	13	43.3%
7. (e)	Counseling of parents of children with disabilities	25	83.3%	5	16.7%
7. (f)	Weekly meetings of parents of disabled children with special education teachers	26	86.7%	4	13.3%



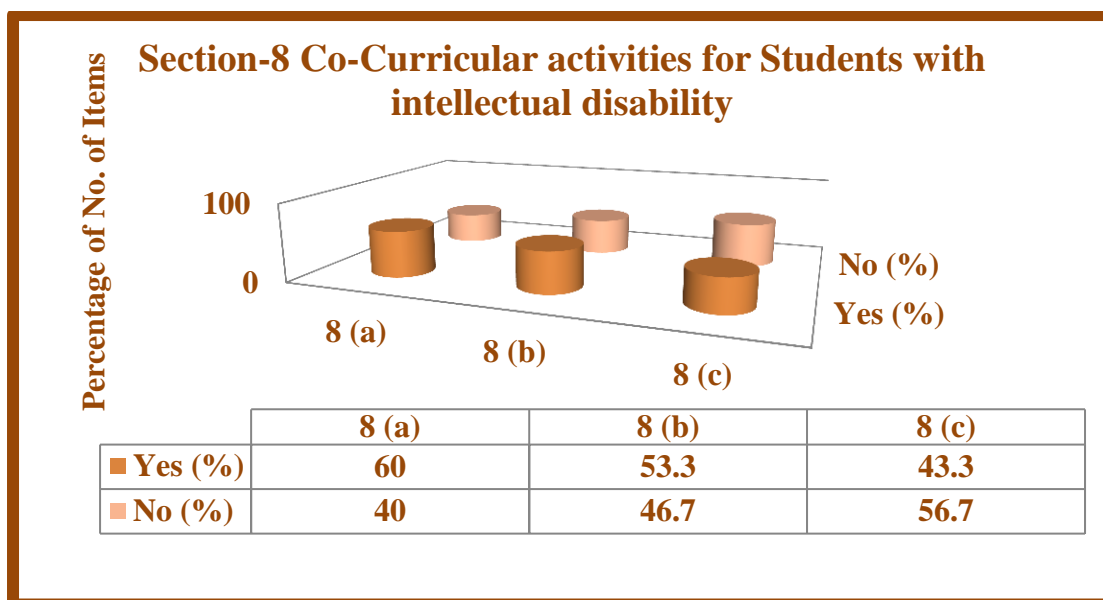
**Figure-4.18 Social Awareness for Positive Attitude towards Students with intellectual disability**

**Result and Interpretation:** *Table-4.8* reveals that (66.66%; n=20) schools organized Awareness camps for parents and community to remove the myths and misconceptions about children with intellectual disability. It reveals that (70%; n=21) School

management and teachers involved in community mobilization activities for children with intellectual disability. It reveals that (50%; n=15) schools feel that there is a positive impact of awareness and community mobilization activities on inclusive education. It reveals that (56.7%; n=17) schools conducted awareness programs for educational administrators on issues related children with intellectual disability. It reveals that (83.3%; n=25) schools organized counseling of parents of children with disabilities. It reveals that (86.7%; n=26) schools organized weekly meetings of parents of disabled children with their special education teachers.

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

<b><i>Table-4.9 Co-Curricular activities for Students with intellectual disability</i></b>					
<b>S. No.</b>	<b>Items</b>	<b>Total No. of School-30</b>			
		<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>8. (a)</b>	Cultural activities in the school ensure the participation of children with intellectual disability along with non-disability child	18	60%	12	40%
<b>8. (b)</b>	Sports activities being organized in the school for Children with intellectual disability	16	53.3%	14	46.7%
<b>8. (c)</b>	Tours, Excursions & Exposure visits organized by school for children with intellectual disability	13	43.3%	17	56.7%



**Figure-4.19 Co-Curricular activities for Students with intellectual disability**

**Result and Interpretation:** *Table-4.9* reveals that (60%; n=18) schools ensure the participation of children with intellectual disability along with non-disability child in cultural activities. Only (53.3%; n=16) schools organized Sports activities in the school for Children with intellectual disability. This *Table-4.9* also indicates that only (43.3%; n=13) Schools organized Tours, Excursions & Exposure visits for children with intellectual disability. This section indicated that schools have to ensure that every child with or without disability must participate in co-curricular activities.



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*Chapter V*  
*Result and Discussion*

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# CHAPTER-5

## RESULT AND DISCUSSION

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The research findings in connection to the study's goals are reviewed in this chapter, followed by a discussion of the study, educational implications, and research ideas.

### 5.1 Research Question-1

*What are the perceptions of teachers for factors affecting the learning of intellectually disabled students? a) Psychological Factors, b) Social Factors, and c) Learning Environment Factors.*

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.

**a) 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.

**b) 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.

c) ***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)*.

## **5.2 Research Question-2**

*What do teachers perceive to be barriers in learning of intellectually disabled students?*

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.

Emotional illnesses, such as rage, despair, emotional outbursts, and bad attitudes, were highlighted by teachers in this study as having an influence on students' capacity to learn. Teachers in this research, on the other hand, did not believe that pupils with intellectual disabilities were more difficult to punish than students without special needs. This is somewhat contradictory because they claim that students with intellectual disabilities disrupt the flow of the lessons and hinder learning, but they are not seen as difficult to discipline.

Teachers did not indicate cognitive deficiencies (intellectual functioning) as the most common obstacle to learning in the classroom in this study. As a consequence of the findings, Teachers identified dyslexia, ADHD, auditory issues, visual problems, speech problems, literacy hurdles (reading and writing), and general learning challenges as learning difficulties. As a result, Teachers began to believe that cognitive impediments to learning were common in the classroom. This is consistent with previous findings

suggesting that Teachers are hesitant to include child with minimal cognitive delay, weak intellectual functioning, and hyperactivity in regular schools (*Avramidis & Norwich, 2002; Avramidis & Kalyva, 2007; Avramidis et al., 2000; Engelbrecht et al., 2003*). According to study, teachers were concerned about fulfilling government criteria and changing the curriculum to fit the needs of all students (*Cushing et al., 2005; Engelbrecht et al., 2001*). Curriculum uncertainty was noted in this research as a source of concern for teachers, with teachers struggling to adjust it successfully. For inclusive education to take place, the desire and capacity to adjust government curriculum and teaching approaches is critical (*Burke & Sutherland, 2004; Engelbrecht et al., 1999; Hays, 2009*). This investigation also revealed several additional inconsistencies in the education department and regulations, such as the promotion of incompetent students to higher grades, resulting in knowledge gaps in the students. This is considered as a learning obstacle since teachers are unaware of what level the student is working at and must educate that learner at the proper grade level.

### **5.3 Research Question-3**

*What are the skills teachers think they need in order to enhance learning of intellectually disabled 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.

According to *Avramidis et al. (2000)*, teachers needed more support from regular teachers. While research has shown that assistance from parents, principals, coworkers, and special needs instructors may be tremendously valuable to teachers, it is frequently absent or ineffectual in assisting teachers in dealing with the challenges that inclusive education has generated (Hammond et al., 2003; Burke & Sutherland, 2004). Teachers reported communicating with professionals, parents, and colleagues in this present study; however, the impact of this communication is uncertain. Teachers must be able to interact successfully with students, which is dependent on personal characteristics as well as past expertise with psychological and counseling methods. As a consequence, teachers may create a welcoming school atmosphere and establish a positive relationship with their students, which will help them study more effectively (*Pavri & Monda-Amaya, 2001*).

Finally, in this study, instructors cited class size, time, resources, space, apparatus, and money as factors that help in the successful implementation of inclusive education for intellectually impaired students. In an inclusive classroom, class size is frequently highlighted as a barrier to effective learning. According to studies, the more children with intellectual impairments in a class, the less time is given to all other students since the majority of pupils seek more one-on-one attention from teachers (Avramidis & Norwich, 2002). This study is able to identify the learning challenges by highlighted in Research Question 2 are related to teachers' inability to devote enough time to adequately address inclusive education methods. This includes time to organize the next day's activities, as well as adapting the curriculum to accommodate the needs of intellectually disabled students who are having difficulty in learning (*Avramidis, et al., 2000*).

#### **5.4 Research Question-4**

*What are the support structures of government schools for implementing inclusive education with special reference to intellectually disabled students?*

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. 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.

## **5.5 Educational implications**

The present study lies in the following practicality stages:

- The findings of present study revealed the real position 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” for using 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, psychological and emotional problems of the intellectually disabled children in a meaningful way.
- As per the findings of the study most of the institutions are not taking interest to fulfill 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.

- Raising policymakers' awareness of the problem's scope and motivating them to increase funding for the creation and implementation 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 impaired students.
- The findings of the study suggest that to identify and providing remedial measures of the challenges 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 the supreme importance for the success of inclusive education.
- For educational inclusion of intellectually disabled students in inclusive setup, there is a need to understand, acknowledge and accept them. The school curriculum must have some chapters related to intellectual disability to sensitise and make other students aware about it. It would definitely help in better inclusion.
- Preparation of teachers at pre-service and in-service teacher education programmes to cater the identity needs of children with disabilities. There should be a component of 'Development of transitioning competency skills' in teacher education programme to prepare teachers in transitioning skills.
- Facilities of guidance and counseling must be provided on compulsory basis at each and every school. In addition to this, a short and compulsory training programme for regular teachers must be organized on 'Development of Guidance skills'.
- All the factors identified in the research which are responsible for education of intellectually disabled students must be made aware to the stakeholders of

education. These factors must be taken care of through different means may it be curriculum, teaching methodology, classroom experiences.

- The teachers should organize a healthy curricular and co-curricular classroom/school activities to promote healthy social functioning.
- A provision of visit to NGOs and engagements with people with disabilities (as role models) must be arranged for all the students. This may increase the self-esteem and motivation level of disabled children.
- The special school and the inclusive schools must work as a team. There should be sharing and exchange of information, physical resources and human resources. The teaching strategies in practice by the special school must be adopted by the inclusive schools to make the learning possible for intellectually disabled students in inclusive classroom.
- The disability researches must be promoted to develop ways to promote healthy identities of people with disabilities in this complex world.

## **5.6 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.

## **5.7 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.

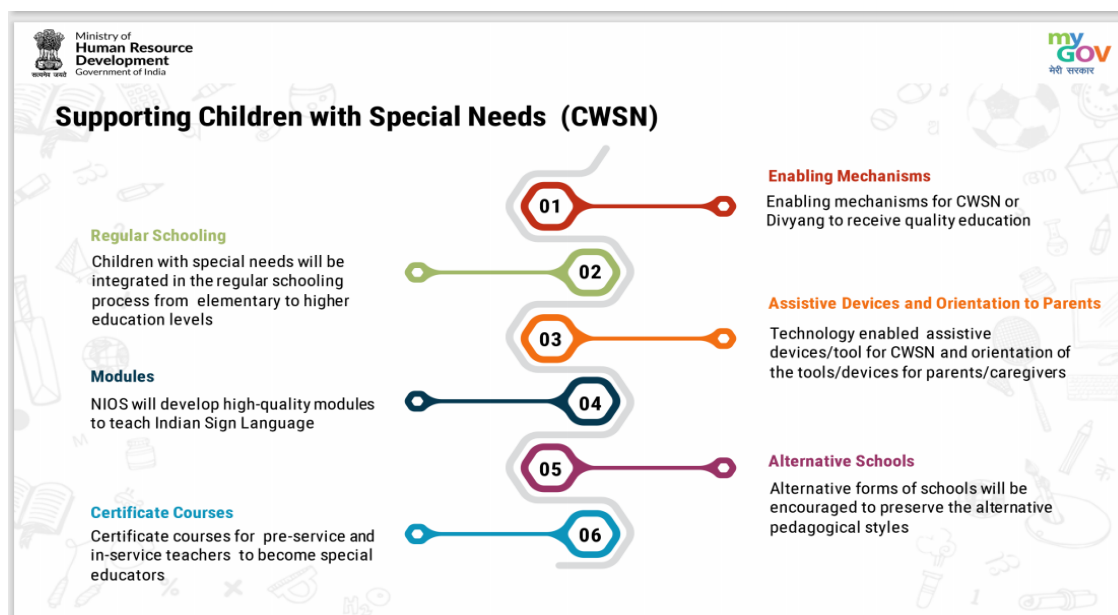
- As a result, special needs education is critical for children's overall development. This allows them to mature and become more integrated into society. Anyone with any form of impairment should never be prevented from conquering the world.
- That is, persons with special needs, including children 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.

### **(a) 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).

## **5.8 Suggestions for Further Research**

The following suggestions 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 for implementing 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 for implementing inclusive education at different educational institution.
- Although the sample for this study was drawn from a plain area, a comparison study of children and schools from tribal, desert, and backward areas may be done. 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 intellectually disabled children in inclusive settings versus early intervention in isolated 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.



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## *Summary*

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## 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)		
<b>Total</b>	16787941	<b>Total</b>	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
<b>Total</b>	<b>26814994</b>	<b>14988593</b>	<b>11826401</b>	<b>234882</b>	<b>138379</b>	<b>96503</b>

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- 7<sup>th</sup> All India School Education Survey for Physically Challenged Children, NCERT, New Delhi).**

<i>Enrolment statistics of disabled child in Delhi</i>				
<b>Types of Disabilities</b>	<b>Primary</b>	<b>Upper Primary</b>	<b>Secondary</b>	<b>Higher Secondary</b>
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- 7<sup>th</sup> 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 1<sup>st</sup> 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 8<sup>th</sup>. Afterwards, a scheme named inclusive education for the disabled children launched in 2009 caters to the need of disabled children up to 12<sup>th</sup> 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.
- Thalassemia.
- 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:  $2 * 30 = 60$ ,

- i) *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.**

<b><i>Table 4.1: Percentage of the perceptions of teachers for different factors affecting the learning of intellectually disabled students</i></b>	
<b>Concept of Intellectual disability</b>	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.
<b>Inclusion of Intellectually disabled Students</b>	“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.
<b>Exclusion of Intellectually disabled Students</b>	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.
<b>Inadequate Training</b>	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.
<b>Availability of Resources</b>	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.
<b>Ability to supply special attention</b>	(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>
<b>Expectations of Teachers</b>	<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>
<b>Online Teaching-Learning</b>	<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>
<b>Negative realities of Education system</b>	<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>
<b>Lack of Awareness</b>	<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>
<b>I.</b>	<b>Psychological Barriers:</b>	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.	<b>Cognitive Barriers</b>	<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.	<b>Social Barriers</b>	<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.	<b>Learning Environment Barriers</b>	<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.	<b>Cultural Barriers</b>	<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.

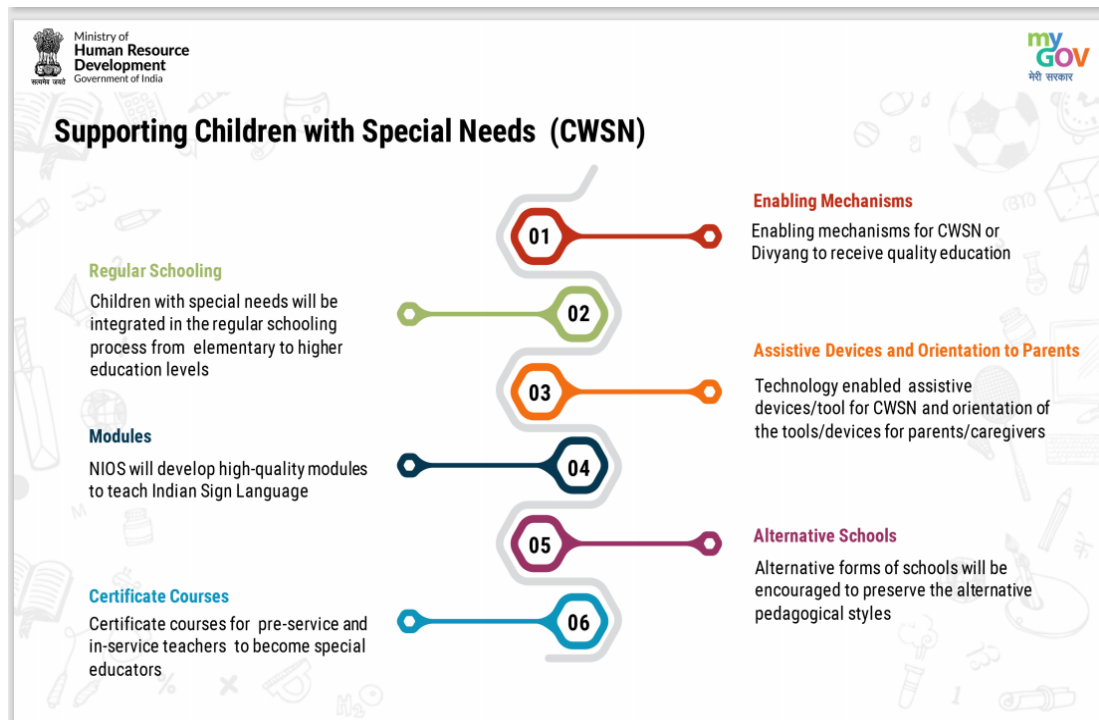
### **(b) National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)**

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.



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# *Appendix*

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# Appendix-A

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## **Observation schedule for Assessment of Implementation of Inclusive Education for Intellectually disabled Students in Government Inclusive Schools of New Delhi**

**Instructions:** The purpose of this schedule to assess the implementation of inclusive education policy for intellectually disabled students in inclusive settings. It contains certain standards prescribed by Directorate of Education, New Delhi for implementation of inclusive education under RTE Act 2009 and RPwD Act 2016. The observer is required to fill the information of part-1 and ticked (√) the appropriate column of part-2 on the basis of personal observations in the school and interaction with the subject. A tick (√) in the ‘yes’ column will indicate that a particular standard has been met by the school. The record of observations will be kept strictly confidential and will be used for research purposes only.

### **Part-1**

- 1) **District:**.....
- Zone:**.....
- Name of the school:**.....
  
- 2) **Total number of intellectually disabled students:**.....

## Part-2

### School based Observations about the various aspects of Implementation and Contribution of Government Inclusive Schools for Intellectually disabled Students

<b><u>Section-1 Enrollment of children with intellectual disability</u></b>			
<b>S. No.</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
<b>1.</b>	Admission throughout the year for children with disabilities		
<b>2.</b>	No rejection policy in admission		
<b>3.</b>	Admission in age appropriate class and relaxation in upper age at entry level classes		
<b>4</b>	Enrolment drive for out of school children		
<b><u>Section-2 Functional and Formal assessment of students with intellectual disability</u></b>			
<b>5.</b>	Annual identification and assessment camp for children with intellectual disability		
<b>6.</b>	Children with intellectual disability being assessed by a team of experts to ascertain the type, nature and degree of disability		
<b>7.</b>	Team of experts constituted from Rehabilitation Council of India		
<b>8.</b>	Medical assessment of children with intellectual disability conducted as per the policy of RTE Act, 2009 and RPwD Act, 2016		
<b>9.</b>	Annual medical assessment camp for children with intellectual disability		
<b>10.</b>	The information regarding medical assessment conveyed to parents well in time		
<b>11.</b>	Medical assessment of the children with intellectual disability done free of cost		
<b>12.</b>	Parents participation in medical assessment camp for children with intellectual disability		

13.	School authorities receive any financial support from government to organize these medical assessment camp		
14.	Parental support for the medical assessment of their children with intellectual disability		
<b><u>Section-3 Provision of Aids &amp; Appliances for students with intellectual disability</u></b>			
15.	Aids and appliances being provided to children with intellectual disability		
16.	If 'yes' tick the types of AIDS and appliances provided to children with intellectual disability: Charts/Maps Abacus Material for drawing Large print books Slate/Sheets		
17.	Aids and appliances provided well in time		
18.	Quality of aids and appliances provided by school considered as good		
19.	Aids and appliances got repaired when required		
20.	Resource room/Centre provided for children with intellectual disability in school		
21.	Free textbook and uniform provided to children with intellectual disability		
22.	Specialized teaching-learning materials for children with intellectual disability		
23.	Services of attendant/helper to children with severe disabilities		
<b><u>Section-4 Financial Assistance for students with intellectual disability</u></b>			
24.	Financial assistance to children with intellectual disability like: Escort allowance Transportation allowance Reader allowance Therapeutic alliance		

	Top UP scholarship Girls stipend		
25.	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		
<b><u>Section-5 Learning Environment for Students with intellectual disability</u></b>			
26.	Regular teachers receiving training on inclusive education under general orientation programs of 20 days in-service training		
27.	Some special orientation programme for regular teacher exclusively on inclusive education to make them understand the problems, need and effective classroom management of children with intellectual disability		
28.	Orientation programme cover training of regular teachers on curriculum adaptation for children with intellectual disability		
29.	Orientation program have a positive impact on classroom teaching-learning environment for intellectual disabled student for effective transactions		
30.	School has budget allocation for such orientation/training programs		
31.	These programs trained the teacher to effectively deal with the behaviour problem of children with intellectual disability		
32.	Services of a special education teacher are more effective regarding teaching-learning of children with intellectual disability		
33.	Orientation/training of teachers on inclusive education through SCERT		
34.	Orientation of principals, educational administrators, regular teachers and non-teaching staffs regarding children with intellectual disability		
35.	Different subject options available for children with disabilities studying in class 9 <sup>th</sup> and 10 <sup>th</sup>		



<b>36.</b>	Special teachers posted at school on contractual base		
<b>37.</b>	If yes then special teachers visit the school on Daily basis Once a week Once a month Twice a month Occasionally		
<b>38.</b>	Special teachers devote their time on per day visit for teaching and learning of students with intellectual disability Less than an hour 1 hour 2 hours 3 hours More than 3 hours		
<b>39.</b>	School has development and implementation of Individualized Education Program (IEP) for children with disabilities		
<b>40.</b>	Individualized Education Program prepared for each children with intellectual disability		
<b>41.</b>	Regular teachers work in collaboration with special teachers for preparing Individual Education Program		
<b>42.</b>	Special teachers have access to support services such as paraprofessional e.g. (speech therapist, physiotherapist, occasional therapist etc)		
<b>43.</b>	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)		
<b>44.</b>	Special teachers take into consideration any of the activities namely: Stimulus variation Reinforcement Recall of previous work Linked to future work Clear instruction to support the needs of all learners in lesson planning		

45.	Special teachers use appropriate teaching devices/appliances/modalities in the classroom		
46.	Special teachers discourage discrimination between children with intellectual disability and other students		
47.	Special features have the skill to systematically deal with unexpected incident: Evacuation Fainting or fits Psychotic incidents Arguments Medical emergencies		
<b><u>Section-6 Home-based Education for Students with intellectual disability</u></b>			
48.	There is a provision of home-based education for children with intellectual disability in the school		
50.	Special teachers has trained to provide home-based education		
51.	Separate register maintained for the student with intellectual disability in every school for their overage report/attendance		
52.	There is a scheme of incentives for special teachers to facilitate home based education for children with intellectual disability		
<b><u>Section-7 Social Awareness for Positive Attitude towards Students with intellectual disability</u></b>			
53.	Awareness camps organized for parents and community to remove the myths and misconceptions about children with intellectual disability		
54.	Involvement of School management/teachers in community mobilization activities for children with intellectual disability		
55.	Positive impact of awareness and community mobilization activities on inclusive education		
56.	Awareness programs conducted for educational administrators on issues related children with intellectual disability		
57.	Counseling of parents of children with disabilities		

58.	Weekly meetings of parents of children with disabilities and special education teachers		
<b><u>Section-8 Co-Curricular activities for Students with intellectual disability</u></b>			
59.	Cultural activities in the school ensure the participation of children with intellectual disability along with non-disability child		
60.	Sports activities being organized in the school for Children with intellectual disability		
61.	Tours, Excursions & Exposure visits organized by school for children with intellectual disability		

## **Appendix-B**

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### **Semi-Structured Interview**

#### **Teachers' Perception related to Intellectual Disability-(SSITPID)**

Certain Statements are framed to interview the Secondary School Teachers to know about their perceptions related to the factors affecting the learning of intellectually disabled students in inclusive setup. The collected data will be used only for research purposes and all information will be kept absolutely confidential.

You are requested to answer all the questions. Please feel free to ask anything related to the questions given below. If you have any doubt, please ask for help:

#### **Demographic Information**

*Name:*

*Age:*

*Sex:*

*School Name:*

*Name of Teacher Education Course pursued:*

*Total Teaching Experiences (in years):*

*Teaching Experience at this School (in years):*

#### **Questions**

##### **Learning Environment Factors**

1. What do you know about Intellectual Disability?

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2. Do you have intellectually disabled students in your classroom?

(a) If 'Yes', then what is the total no.

(b) If 'No', then does your school implement any provision/scheme to increase the enrollment rate of intellectually disabled students?

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3. How far the Teacher Education Programme you had undergone facilitate/supplement you in dealing with intellectually disabled students?

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4. Have you undergone any special training for dealing with intellectually disabled students?

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5. Does your school organize any kind of awareness program/workshop/seminar for parents, teachers and students related to the education of intellectually disabled students?

(a) If 'Yes', then name some of them.

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(b) If 'No', then give some reasons in the support of your answer.

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6. Have you ever felt any kind of difficulty in dealing with intellectually disabled students in inclusive set up?

(a) If 'Yes', then specify.

(b) If 'No', then why, support your answer.

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7. Have you ever felt that some kind of resources should be provided to you by the school authority to support learning of intellectually disabled students?

(a) If 'Yes' then please name some of them.

(b) If 'No' then why?

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8. In case of poor performance of intellectually disabled students in comparison to other students, how school authority aids you and in what terms?

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9. How do you maintain your interest to deal the intellectually disabled students effectively?

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10. What are the factors that motivate you to become a better teacher for intellectually disabled students?

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11. What incentives/reinforcement should be provided to you by school authority to support your service towards intellectually disabled students?

(a) If 'Yes', then in what terms?

(b) If 'No', then give reasons.

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12. What are the different resources required to support the learning of intellectually disabled students?

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13. What do you do to develop cognitive and socio-emotional skills of intellectually disabled students in your classroom?

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14. What are the different methodologies you use to teach intellectually disabled students in inclusive setup?

(a) Do you use some specific methodologies to teach intellectually disabled students?

(b) Do your teaching methodologies remain same for normal students also?

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15. Have you ever developed some teaching-learning materials for intellectually disabled students?

(a) If 'Yes', please name some of them.

(b) If 'No', then why?

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16. Is there any resource, people, training or provision involved for vocational education in your institution for intellectually disabled students?

(a) If 'Yes', please name some of them.

(b) If 'No', then why?

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17. How do you assess the performance of intellectually disabled students?

(a) Does assessment of intellectually disabled students differ from rest of the class? If 'Yes', then please name of some assessment techniques.

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18. Do you know some online activities, tools, apps and software that support intellectually disabled students in learning?

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19. Do you prefer online teaching more than offline teaching for intellectually disabled students?

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**Social Factors**

20. How do you involve intellectually disabled students to share their difficulties with you?

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21. How much opportunity do you get to engage with intellectually disabled students and how do they respond you?

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22. How does the administration support teachers to deal with the issues of intellectually disabled students?

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23. How do you involve parents and community in school tasks related to intellectually disabled students?

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24. How does the community provide support to your school for the education of intellectually disabled students?

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25. How community can be used as a resource to help the intellectually disabled students?

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26. Have you ever faced issues dealing with parents/guardians of intellectually disabled students and how did you tackle them?

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27. Do the parents' of intellectually disabled students support you in dealing with their wards?

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28. Do you think that the community and family support the intellectually disabled students to maintain social, mental and emotional well-being?

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29. Do you think that normal students in the inclusive classroom support intellectually disabled students?

(a) If 'Yes', then how?

(b) If 'No', then why?

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30. What do you think about teacher-student relationship with respect to online teaching-learning?

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**Psychological Factors**

31. Do you sometimes feel emotionally attached with intellectually disabled students when you teach in an inclusive classroom?

(a) If 'Yes', then does it affect your teaching and learning of students?

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32. Have you ever felt that intellectually disabled students generally have low self-esteem?

(a) If 'Yes', then what do you do to enhance their self-esteem?

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33. Have you ever felt stressed while interacting with intellectually disabled students?

(a) If 'Yes', then whom have you approached?

(b) If 'No', then why?

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34. How do you and other teachers manage the stress/anxiety while interacting with intellectually disabled students?

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35. How do you come to know about new developments for intellectually disabled students?

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36. Does the attitude of normal students towards intellectually disabled students affect teaching-learning in classroom?

(a) If 'Yes', then in which terms?

(b) If 'No', then how?

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## **List of the Activities performed during M.Phil Programme**

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- Participated in Equal Opportunity Cell's Scheme named as "Remedial Coaching Classes" is organising a Special Lectures Series on ' Methodology in Social Sciences' from 10th March to 24th March, 2021 by Central University of Haryana.
- Participated in the National Webinar on "Role of Teachers in Implementation of NEP-2020 Awareness, Orientation, Challenges and Responses " organized by Bharatiya Shikshan Mandal & Niti Aayog in Collaboration with University of Hyderabad, Telangana, India, on 08 April 2021.
- Participated in one-day virtual talk on the occasion of "International Day of Yoga" on 21 June 2021 organized by Department of Education and Education Technology, University of Hyderabad, Telangana, India.
- Participated in online awareness program organised by INFLIBNET Centre "Regional/State Level Online Awareness Programme on Urkund Plagiarism Detection Software (PDS-ShodhShuddhi)" on 09th July 2021.
- Participated in online webinar on "Educational Assessment of Children with Intellectual Disability" organized by Purna Jyoti Education and Rehabilitation Society, Bareilly, Uttar Pradesh, India on 18 July 2021.
- Participated in online webinar on "A practical approach of IEP for children with Hearing Impairment" organized by Purna Jyoti Education and Rehabilitation Society, Bareilly, Uttar Pradesh, India on 1 August 2021.
- Participated in online webinar on "Curriculum Planning for Children with Intellectual Disabilities" organized by Purna Jyoti Education and Rehabilitation Society, Bareilly, Uttar Pradesh, India on 8 August 2021.
- Paper Presented on theme of "Intellectual Disability: Understanding the Need of Inclusive Education with Special Reference to New Education Policy 2020" in International Conference on Commerce, Management & Interdisciplinary Subjects (ICCMIS) on 28-29 October 2021 in Online mode.
- Paper Published "A Systematic Review of Teachers' Perceptions Towards Effective Teaching-Learning of Students with Intellectual Disability" International Journal of Advanced Research (IJAR), 9(11), 669-674, ISSN: 2320 – 5407, DOI:10.21474/IJAR01/13789.





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### RESEARCH ARTICLE

#### A SYSTEMATIC REVIEW OF TEACHERS' PERCEPTIONS TOWARDS EFFECTIVE TEACHING- LEARNING OF STUDENTS WITH INTELLECTUAL DISABILITY

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#### Abstract

The phrase "intellectual impairment" refers to a person's level of cognitive functioning. By specific children it occurs when a child's cognitive functioning is hampered to the extent that he or she is unable to receive information from his or her environment. After that, successfully absorbing, problem-solving, and adapting to the knowledge is required. The purpose of this study is to provide an overview of children with intellectual disability and their education for conceptual knowledge, define cause, and classify. Intellectual disability is defined as significant deficits in intellectual functioning and adaptive behaviour manifested as conceptual, social, and practical adaptive skills. An intellectual disability is characterized as having an IQ of less than 70 and having problems with adaptive behaviour or daily living abilities (eating, dressing, communicating, and participating in group activities). Intellectually disabled people learn slowly and have trouble grasping abstract concepts. So there is a dire need of appropriate teaching methodologies for effective Teaching-Learning of such students. The features of people with intellectual disability according to their education are also discussed in this study.

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#### Introduction:-

Education of the disabled learners has been a priority area in India since independence. The Education commission (1964-66) also recognized the worth of the child with disability and recommended that the education of the disabled children should be an inseparable part of the general education system. The main objective was to mainstream them for class adjustments and adaptations in general education system. The commission further recommended making efforts for the integrated education of children with disabilities with their normal peers in the local ordinary schools. Intellectual impairment is a social abnormality that affects not only the persons who are affected, but also their family and society as a whole (Dev & Kumar, 2015). Intellectual disability is characterized by a difference in the rate and efficiency with which a person receives, recalls, and applies new information when compared to others. Youngsters with intellectual disability are frequently able to participate in activities with children who do not have disabilities. Because quality of life, health, education, and employment are all fundamental rights, it is critical that children with intellectual disability are treated with kindness and fairness. The emotional and mental requirements of people with intellectual disability are the same as those of the general population (Shree & Shukla, 2016).

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**Intellectual Disability:**

“Intellectual disability” (mental retardation) refers to a particular state of functioning that begins prior to age 18, characterized by significant limitations in both intellectual functioning and adaptive behaviour (AAMR (Retardation, 2002)). The definition of intellectual disability has been revised a number of times during the past few decades as people’s understanding of the disorder has changed, and in response to various social, political and professional forces. “Intellectual disability is characterized by considerable limits both in intellectual functioning and in adaptive behaviour as represented in conceptual, social, and practical adaptive skills,” according to the AAMR (Retardation, 2002). This disability originates before age 18” (Klebeck, 2020), generally, by intellectually disabled children is meant those children who possess less than average intelligence. Until the beginning of 20<sup>th</sup> century, they were taken as the backward children. Psychologists found in their studies that some children lag behind educationally despite possessing average and more than average intelligence, so they started to distinguish between backward and intellectually disabled. At present, by intellectually disabled children is meant those children who possess very less intelligence than average from the birth itself and who are not able to adjust with the society. They are also called mentally handicapped children. The definition presented by the American Association of Mental Deficiency (AAMD) published in 1959 is recognised the most. In the words of (Zavaraki & Schneider, 2019), “**Mental-retardation refers to sub-average general intellectual functioning which originates during the development period and is associated with impairment in adaptive behaviour**”..

**Types of Intellectual Disability:**

Different methods classify Intellectual disability differently. There is psychological and educational classification. Psychological classification is based on intelligence quotient, and educational classification relies on the current level of functioning of the intellectually disabled person/child.

**Psychological Classification**

The following classifications, based on standard scores of intelligence tests, show the categories of the American Association of Intellectual Disability, the Diagnostic and Statistical Manual of Mental Disorders-IV/V, and the International Classification of Diseases-10.

**(a)Mild Intellectual Disability** affects 85% of a person with intellectual disability population. IQ score ranges from 50-69. Children within this classification can attain academic success at about the sixth-grade level. They can become self-reliant and in some cases, live independently with the community and social support.

**(b)Moderate Intellectual Disability** affects around 10% of the individuals under the classification of intellectual disability. IQ ranges from 35 to 54 and has satisfactory communication skills. Many of these persons can manage very well in the group homes and the community. Many are employed and can take care of them with minimal supervision.

**(c)Severe Intellectual Disability** is 3-4% of the population within this classification. IQ scores range from 20 to 40. Communication skills and self-help skills are very minimal, and many individuals require supervision and assistance. Many of these persons reside in group homes with the help.

**(d)Profound Intellectual Disability** is a minuscule portion of the intellectual disability population, approximately 1-2% of these affected populations. These individuals are with IQ below 25 and require around-the-clock care and support. Their communication skills are very limited, and they need assistance for self-help skills. People with profound intellectual disability usually have neurological disorders as well.

**Educational Classification**

Educators classify children with Intellectual Disability as educable mentally retarded (EMR), trainable mentally retarded (TMR), and Custodial Mentally Retarded (CMR). These various classifications help in providing an understanding that at which level a child with intellectual disability can function in society, his educational attainment, and his degree of independence.

**(a)EducableMentally Retarded** are those with IQ ranges from 50 to 69. Their intellectual development, when they become adults, roughly corresponds to typically developing children of age 8 to 12 years. EMR children go through the similar stages as normal children. EMR children may only come to notice in their early childhood years when their play, self-help skills are less developing than children of their similar age. For some EMR children, the problem may not be seen until their school years. EMR Children look like to their non-disable peers in the physical appearance, but their motor ability and coordination is little lower compared to the typically developing peers (Shree & Shukla, 2016). EMR Children are also characterized by a delay in cognitive development that influences the acquisition of both language and academic skills. Attention, memory, and generalization are the three most important cognitive skills which influence the acquisition of both language and academic skills. EMR children are

found lacking in these three skills. However, Most of the time attention problems are confused with working memory problems. These cognitive skills are associated with the academic success and which of this skill is more related to academic achievement need to be sorted out to enhance academic learning.

**(b) Trainable Mentally Retarded** children are with IQ between 25 and 50. This group of child can be trained in daily living skills and functional academics.

**(c) Custodial Mentally Retarded** children are those who have IQ below 25. These children with severe and profound retardation need more assistance for their daily living and leisure activities (**Gautham & Chandra, 2017**).

### Review of Related Literature:-

#### a) Studies related Intellectual Disability in India:

While disability legislation in India has been subjected to intense debate over the last few years, disability and issues around it have not attracted as much attention in research. (**Bacon & Baglieri, 2021**) has drawn attention to this issue by stating that „much of the literature is either in the form of news, reviews, and compilations of articles from across the globe, studies in the form of cases and literature produced by NGOs, or documentation of rehabilitation practices. Moreover, the limited research that addresses disability issues in southern countries, including India is chiefly focused on gathering statistical data on prevalence of disability and assessing the efficacy of rehabilitation programmes (**Dev & Kumar, 2015**). However, since the recent past, scholars have engaged in exploring the experiences of disabled persons. Accordingly, some notable exceptions to the predominant focus on generating quantitative data on disability in the context of India are empirical studies that have focused on the interaction between disability and gender constructs of disability and disabled identity and disabled people in the workforce (**Klefbeck, 2020**). However, such studies are few in number compared to the vast literature available on the experiences of other marginalised groups such as women, scheduled castes and scheduled tribes in various spheres of life, including higher education. Like disability, gender is a pervasive marker of marginalised identity across different social groups. In addition they [disability and gender] are about power dynamics and construe social inequality. These hierarchies of bodily value underwrite political, social, and economic arrangements (**Shree & Shukla, 2016**). And yet, while interactions between gender and/or caste, race, etc., have been recognised and critically engaged with in the academia, similar engagement with disability is largely absent.

#### b) Studies related Intellectual Disability in foreign countries:

(**Furrer, Valkanover, Eckhart, & Nagel, 2020**), concluded that to enhance learning quickly, we tend to bear in mind that these aren't continually a similar techniques that result in sturdy, long-run learning. Once brooding about the way to learn material always is brooding about the things within which we tend to area unit possible to want access to it material. There should be done more work to accumulate higher metacognition by taking note to our successes and failures in estimating what we tend to do and don't grasp, and by victimization testing usually to observe our progress and to take into account what styles of activities represent learning.

(**Butler, Miller, Lee, & Pierce, 2001**), investigated to address the different problems associated with methods ,|information science, |informatics, science, scientific discipline are necessary to know a number of the instructive aspects of the changes within the learning process. The target of the study was to judge memory and intellectual designs in Elementary and lyceum students diagnosed with learning disability and a focus Deficit disorder and in students while not learning disabilities.

Enrolments of children with disabilities have been increasing in Tanzania regular schools, both in primary and secondary education (**Klefbeck, 2020**). This implies that in recent years children with disabilities including mental retarded children have keep improving in enrollment in both primary and secondary education. This might be due to community awareness, strong political system of the country to support education for disabilities including mental retardation children.

#### Teacher's perceptions on inclusion of intellectually disabled students:

To fully perceive the results of this study it's elementary to know the idea of a perception. Perceptions may be suggests by that we have a tendency to sense the planet we have a tendency to sleep in, and then it's the premise of our basic human functioning. The method within which all people interpret the world is controlled by our distinctive perceptions (**Zavaraki & Schneider, 2019**). During this analysis, perceptions can involve all aspects of however one senses the planet, like personal attitudes, beliefs, behavior and views. When reviewing previous analysis exhausted this space, it's important to envision the importance of researching educators' perceptions towards

inclusive education as perceptions have the power to guide behaviour, attitudes and beliefs. (Calhoun, 2011), highlighted the affiliation between educator's attitudes and therefore the implementation of inclusion; however, they state that there's little or no analysis that exists on educators attitudes and particularly perceptions towards inclusive education. This study aims to know the perceptions of educators towards inclusive education which might assist in informing inclusive academic practices in South African colleges. Restructuring of thought schooling is important so as for all schools to be able to accommodate each child, no matter their specific learning desires (Panayiota Stavroussi, Papalexopoulo, & Vavougio, 2010). Teachers are the chief implementers, real practitioners and fully experienced of educational programs of catering the needs of intellectually disabled students. In inclusive setup schools teachers tried their best to do their jobs although the perceptions of teachers may affect the learning performances, outcomes of intellectually disabled students. To this end, this study tries to attempt to find out teachers' perceptions towards the learning of intellectually disabled students.

(Algahtani, 2017) carried out a study and found that despite the fact that almost all teachers interviewed were willing to make necessary accommodations for students with disabilities, the majority of those teachers felt that students with disabilities should not be educated in general classrooms no matter what the simplicity or severity of the disability, especially students with behavioural disorders and/or mental retardation. However, the majority of the teachers had a positive attitude toward inclusion which could only be successful with enough training and administrative support. On the other hand, (Dev & Kumar, 2015) found out that regular school teachers feel that they have nothing much to offer students with mental disabilities in inclusion setting as compared to specialist teachers. In agreement (Bacon & Baglieri, 2021) established that some teachers have the conviction that special schools have more to offer and that they can relieve students from the stress of continuous performance pressure of failure and under achievement in regular schools. As such these teachers have negative unsupportive attitudes towards inclusion. (Panayiota Stavroussi, Papalexopoulo, & Vavougio, 2010) points out that the majority of teachers feel they have got a difficult enough job without having to think about learners with mental disabilities who are viewed as an extra burden. These teachers are not comfortable with the large numbers, poor working conditions and remuneration; hence their resistance against the inclusion of learners with mental disabilities in ordinary classes. The same arguments are provided by teachers that they cannot promote inclusion while they experience conflicting constraints and expectations, insecurity and a general lack of encouragement.

#### **Methods of Effective Teaching-Learning for students with Intellectual disability:**

Students with intellectual impairments (ID, formerly known as mental retardation) benefit from similar instructional strategies as students with different learning obstacles. Learning impairments, attention deficit hyperactivity disorder, and autism are all examples of this.

One method is to break down learning tasks into small chunks. Every new learning activity is introduced one by one. This keeps the co-ed from feeling overwhelmed. After the co-ed has taken one step down, the next step is introduced. This is frequently a progressive, step-by-step learning method. It's a feature of many different learning models. The only difference is the size and range of the arranged paces (Devi & Sarkar, 2019).

A second tactic is to alter the method of instruction. For many audiences, long verbal directions and abstract lectures are inadequate instructional tactics. The general populace learns in a kinaesthetic manner. This indicates that individuals learn best by doing something "hands-on." This is frequently in contrast to pondering things in the abstract. For college students with intellectual disability, an active approach is extremely beneficial. When data is concrete and discovered, they learn the most. There are various techniques to demonstrate the concept of gravity, for example. In the abstract, the lecturers will discuss gravity. They will talk about the attracting force pull. Second, by dropping something, lecturers can demonstrate how gravity works. Third, lecturers will use association exercise to help students physically experience gravity. It's possible that the students will be instructed to leap up (and then down) or drop a pen. The majority of pupils remember additional information from their gravity primary experience. This concrete understanding of gravity is easier to comprehend than abstract ones (Maturana, Mendes, & Capellini, 2019).

Third, people with intellectual disability thrive in learning situations that include visual aids. This could include graphs, charts, and illustrations. These visual aids can also assist pupils in understanding what behaviours are expected of them. Victimization charts, for example, are a fantastic way to track pupils' progress. Charts can also be used to give positive feedback for appropriate, on-task behaviour.



The production of direct and quick feedback is a fourth teaching technique. Students with learning disabilities require fast feedback. This enables kids to establish a link between their actions and the teacher's response (Devi & Sarkar, 2019). It's difficult to establish a connection between cause and impact when input is delayed. As a result, the educational goal may be difficult to comprehend.

### Conclusion:-

A person with an intellectual disability should be handled holistically and with all of their needs met. To overcome potential difficulties, they require encouragement and support. Research does not support the argument that using the term intellectual impairment is less stigmatising. Not the affected individual, but society is the source of the problem. The ridicule of the terminology most likely stems from the assumptions and biases that some people hold when it comes to people with intellectual disability (Shree & Shukla, 2016). People with intellectual disability, like those who are ordinarily developing, suffer from loss. Due to secondary loss, communication problems, and difficulty or inability to find meaning in the loss, people with intellectual disability are more likely to experience traumatic sadness symptoms. According to researches, intellectually disabled children are those whose intelligence is so less developed that they face difficulty in reading, writing and adjustment. This study concluded by discussing effective strategies of result-orientation of students' performance and teachers' practices data to enhance those skills and achievements of students in inclusive setup.

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28-29 October 2021 (Thursday and Friday)

# Certificate

This is to certify that Km. Savita, M.Phil scholar from School of Education, Central University of Haryana, has **participated and presented a paper titled *Intellectual Disability: Understanding the Need of Inclusive Education with Special reference to New Education Policy 2020*** the International Conference on Commerce, Management & Interdisciplinary Subjects (ICCMIS) organized by the Department of Commerce and International Business, School of Business Studies, Central University of Kerala, held on 28-29 October 2021.

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