

Perception of Parents and Children with Disabilities about Barriers to Implementation of Inclusive Education in Haryana

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This paper presents the perception of parents and children with disabilities about the barriers that prevent inclusive education from being implemented in Haryana. The sample comprised 56 parents and 28 children with disabilities selected from 28 government primary schools of four districts. A self-developed perception scale, containing 30 items, divided into three sections namely perception towards physical barriers, perception towards administrative barriers and perception towards attitudinal barriers, was administered. The score value for each item of the scale was calculated and item rating was assigned. Out of the three types of barriers, the administrative barriers were ranked at the top both by parents and children with disabilities. Among 30 factors, 'lack of encouragement by the head teacher to use technology in the classroom' and 'the appointment norms of special teachers' were perceived as the highest barriers to the implementation of inclusive education. It is recommended to remove the barriers to make inclusive education a successful practice. The study has its implications for the policymakers, parents, school administrators, media personnel, rehabilitation professionals and children with disabilities.

Keywords: Perception, Parents, Children with disabilities, barriers, inclusive education

Inclusive education for children with disabilities is relatively a new venture in India. It has been defined in different ways by scholars but in very simple words it means educating children with disabilities alongside non-disabled children in neighborhood schools with requisite support services in the form of specially trained teachers, special equipment and modified infrastructure. Inclusive education is the result of the realization that segregated education for the disabled and non-disabled children is harmful to society. The benefits of inclusive education for students with disabilities have been reported by researcher's viz. it increases their academic performance, peer acceptance, self-esteem, and access to dignified jobs as well as independent living skills are also strengthened (Salend & Garrick, 1999; Drame & Kamphoff, 2014). The United Nations Educational, Scientific and Cultural Organization (UNESCO) has played a major role in the evolution of the concept of inclusive education at the world level; however, its need for Indian community has been emphasized by many reports and documents.

The evolution of inclusive education for children with disabilities in India can be traced in government reports released after 1947. Indian Constitution guaranteed it's all citizens the right to education and stipulates that education of children with disabilities should be an integral part of the general education system (Thakur & Thakur, 2012). The government of India introduced a scholarship scheme in 1952 for the education of students with disabilities. The scheme of Integrated Education for the Disabled Children (IEDC) was launched in 1974 to support and promote the education of the disabled. The scheme aimed at providing education to children with disabilities in regular schools. The National Policy on Education, 1986 emphasized the removal of disparities and ensuring the equalization of educational opportunities for all children including the disabled. The Rehabilitation Council of India Act, 1992 recognized the institutions working in the field of education for persons with disabilities. It mandates to maintain a Central Register for all professionals who have acquired a qualification

in special education and rehabilitation of the disabled. The Persons with Disability Act, 1995 regulated the admission of children with disabilities in special and inclusive schools. The establishment of National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities in 1999 and subsequent enactment of the Right to Education Act, 2009 and the Rights of Persons with Disability Act, 2016 has opened the doors for education for the disabled children in inclusive settings.

The inclusive education is a mandatory component of most of the educational schemes that are currently being practiced across the country. This kind of education is being provided to the disabled upto the 8th class in a synchronized way, through a single window system, under Sarva Shiksha Abhiyan (2002), the Right to Education Act (2009) and the Rights of Persons with Disability Act (2016). After 8th class, there is another scheme named 'Inclusive Education for the Disabled at Secondary Stage (IED-SS)' to cater to the educational needs of children with disabilities, under Rashtriya Madhyamik Shiksha Abhiyan (RMSA), till they pass 12th class. The IED-SS facilitates the transition of those disabled who have successfully completed elementary education and want to pursue secondary and senior secondary education through inclusive schools.

The Sarva Shiksha Abhiyan, the Right to Education Act and the Rights of Persons with Disability Act is the legal guards to inclusive education but in the long-term, its success depends upon many other factors. Among all, one factor is how the stakeholders perceive and identify the barriers which impede its implementation in the schools and how planning is done and worked out to remove the barriers. Since the launch of SSA in 2002, there is no evidence of analyzing the perception of stakeholders on various aspects of the barrier that hinder implementation of inclusive education. Although, studies have been attempted internationally on determining stakeholders perception about inclusive education (Abbott, 2006; Hill, 2009; Alquraini, 2012), research on determining the perception of stakeholders

about barriers to inclusive education is not exhaustive. The main stakeholders of inclusive education are Children with Disabilities (CwDs) and their parents. Therefore, by examining the perceptions of parents and children with disabilities about barriers to inclusive education, the study assumes not only to strengthen the existing body of knowledge but also intends to provide insights on how to improve the existing inclusive practices by removing the barriers.

In Senegal, parents and students with disabilities perceived lack of accurate and complete disability prevalence data as a barrier for inclusive education (Drame & Kamphoff, 2014). Siperstein, Parker, Barron, and Wideman (2007, as cited in Bruster, 2014) discovered negative attitudes among the non-disabled students for the inclusion of students with intellectual disabilities in general education classes. The perception held by the non-disabled youths that students with disabilities should be included in non-academic classes, but not in core academic classes was a barrier to the implementation of inclusive education. According to James, Kellman, and Lieberman (2011, as cited in Bruster, 2014), students with disabilities considered lack of opportunity to participate in physical activities and school teams as barriers to their inclusion in physical education classrooms. Peck, Staub, Gallucci, and Schwartz (2004) hold that parents consider inclusive education positive for their children with disabilities. However, behavioral problems and lack of time were found by them a barrier to inclusive education. Yssel, Engelbrecht, Oswald, Eloff, and Swart (2007) found that parents perceived inclusion a positive placement and correct place to learn. In parents' opinion, mainstream classrooms provide greater opportunities for children with disabilities to establish social relationships, gain positive experiences, and shape self-image (Gibb, Young, Allred, & Dyches, 1997). Pijl and Hamstra (2005) established that those parents of students with disabilities who were educated in inclusive classrooms had overall positive perceptions about inclusive education.

The students with disabilities need personal assistance for dressing-up, maintain personal hygiene, get remedial education, or maneuvering

within the school. They also need extra time to come to class, eat lunch, or complete homework. However, if such things are not met by the school then these are being perceived as barriers to inclusion (Pivik, McComas, & Laflamme, 2002). The perception of parents that non-disabled students may tease their disabled wards in inclusive classrooms is also considered as a barrier to inclusion. Lack of conceptual clarity about 'inclusive education' is another barrier to its implementation. In Bangladesh, negative attitudes, lack of teachers training, poor access to school infrastructure, faulty policies, problems in administration, institutional power distance and lack of teamwork were recorded as barriers to inclusion (Kawser, Ahmed, & Ahmed, 2016). In Nepal, it was noticed that children with disabilities had lower attendance and higher drop-out rates than other children due to negative perceptions of parents about the learning capabilities of their children.

It is important to know the perceptions of parents and children with disabilities about barriers to inclusive education, because it may help the school authorities to know what the parents want for their children in inclusive schools and what children with disabilities perceive about the factors that restrict their inclusion in general classrooms. The results of the study may be useful for policy makers and administrators to plan and execute interventions for teachers, school heads, junior engineers, non-disabled classmates, and other related people to identify and eliminate the barriers to school access, changing attitudes and training stakeholders for successful and effective inclusion.

Objective

The study was undertaken to determine the perception of parents and students with disabilities regarding barriers to the implementation of inclusive education in Haryana State.

Method

The descriptive survey method was used for the investigation since it best suited the nature and objective of the study.

Sample

The sample comprised 56 parents and 28 children with disabilities selected from 28 government primary schools of four districts.

Tool

A perception scale containing 30 items, divided into three broad areas namely perception towards physical barriers, perception towards attitudinal barriers and perception towards administrative barriers, was constructed and administered on the sample by the researcher. The parents and children with disabilities were asked to complete the scale indicating the extent to which they perceive the listed factor a barrier for implementing the inclusive education. The subjects were required to indicate 'to a great extent', if they feel that the item statement appears a significant/absolute barrier to the inclusive education, 'to some extent', if they find that statement is a barrier but the 'degree' to which it acts as a barrier is of moderate level/of average importance, 'not at all' if they believe that the statement is not at all a barrier. Scoring of the scale was done by calculating the frequencies and assigning the numerical weight of 2, 1 and 0 to responses marked as 'to a great extent', 'to some extent' and 'not at all' respectively.

Scoring

The score value for each item was calculated with the help of the formula as follows:

Score value = the number of 'to a great extent' response \times 2 + number of 'to some extent' response \times 1 + number of 'not at all' response \times 0.

The rating of the items was calculated by dividing the score value of each item with N i.e. total number of respondents. This enables the researcher to locate/rate the severity/degree/extent of a barrier to which it prevents the implementation of inclusive education, as perceived by a category of subjects. The formula used for rating each of the items is given below:

Rating of the item = Score Value/N.

Results

The assessment of barriers was categorized into three aspects. The first aspect i.e. physical

barriers refer to the obstacles faced by students with disabilities in accessing ramps, doors, floors, stairs, libraries, classrooms, toilets, recreational areas etc. The second dimension i.e administrative barriers refer to the inability of the school head to execute the policies and provisions with reference to the inclusive education. The third area i.e attitudinal barriers refer to the negative views, opinions, feelings, beliefs etc. held by stakeholders towards the

education of students with disabilities. Lack of knowledge and understanding about causes of disability, prejudiced mind, and social discrimination of the disabled also fall in the category of attitudinal barriers to successful implementation of inclusive education.

The results obtained by administering the perception scale on parents of children with disabilities are presented in Table 1.

Table 1: Perception of Parents about the Barriers to Implementation of Inclusive Education (N=56)

Sr. No.	Items	To a great extent	To some extent	Not at all	Score value	Item rating score	Severity of Barrier
Physical Barriers							
1.	The school entrance gate is a barrier to the implementation of inclusive education.	4	6	46	14	0.25	7 th
2.	The ramps hinder the movements of CwDs in school.	10	5	41	25	0.44	5 th
3.	The playgrounds are not useable for CwDs.		5	51	5	0.08	9 th
4.	The toilets in the school are not CwD friendly.	23	14	19	60	1.07	2 nd
5.	The drinking water is not accessible to CwDs.	30	12	14	72	1.28	1 st
6.	The doors are not wide for the movements of CwDs.		11	45	11	0.19	8 th
7.	Mid-day meal area is not within the reach of CwDs.	12	23	21	47	0.83	3 rd
8.	There are sharp turns in the pathways thus making them inappropriate for CwDs.		02	54	02	0.03	10 th
9.	The floors in the school are slippery	9	4	43	22	0.39	6 th
10.	The design of classroom obstructs in meeting the needs of CwDs.	12	14	30	38	0.67	4 th
Administrative Barriers							
1.	The head teacher denies admission to CwDs.		5	51	5	0.08	10 th
2.	The head is unable to make sound decisions on inclusion.	3	16	37	22	0.39	9 th
3.	Due to poor training of head teachers, the implementation of inclusive education is haphazard.	2	12	42	16	0.28	8 th
4.	The school head is not efficient in organizing activities of inclusive education.	8	15	33	31	0.55	6 th
5.	Inclusive education has lost its credibility due to poor planning by the head teacher.	23	18	15	64	1.14	5 th
6.	The heads are not providing accurate information on inclusive education schemes.	34	9	13	77	1.37	4 th

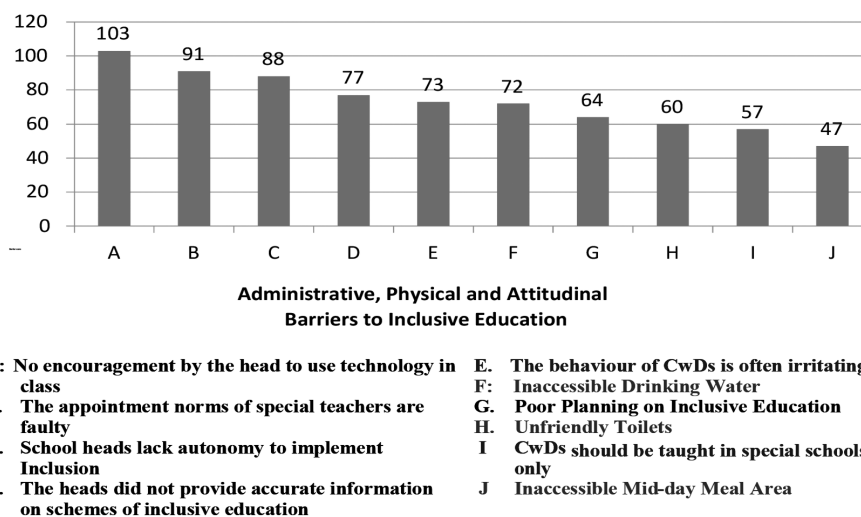
Sr. No.	Items	To a great extent	To some extent	Not at all	Score value	Item rating score	Severity of Barrier
7.	The appointment norms of special teachers are faulty since these did not allow them to spend more time in schools.	40	11	5	91	1.62	2 nd
8.	The head is not encouraging teachers to use appropriate technology, technological aids, and software in the class.	47	9		103	1.83	1 st
9.	The head did not procure books for CwDs well in time.	1	14	41	26	0.46	7 th
10.	The school head lacks 'autonomy' to implement inclusive education.	35	18	3	88	1.57	3 rd
Attitudinal Barriers							
1.	The teaching of CwDs is the responsibility of special teacher only.	12	23	21	47	0.83	3 rd
2.	The CwDs do not deserve an education.		5	51	5	0.08	7 th
3.	Home-based education is a useless exercise.	1	5	50	07	0.12	6 th
4.	The CwDs should be taught in special schools only.	12	33	11	57	1.01	2 nd
5.	The policy of inclusion is a burden on resources.		3	53	3	0.05	8 th
6.	Inclusion does not contribute to the learning of CwDs.	4	9	43	17	0.30	5 th
7.	The special grants for CwDs should not continue.			56	0	0	-----
8	It is right to label CwDs as 'stupid, lame or hopeless'.			56	0	0	-----
9	The behaviour of CwDs is often irritating.	28	17	11	73	1.30	1 st
10	It is fair to provide extra help and attention to CwDs.		18	38	18	0.32	4 th

The perusal of data on 'physical barriers' in Table 1 shows that parents of the disabled children rated 'inaccessible drinking water' as the highest barrier to the education of their wards. It was followed by 'unfriendly toilets', 'unreachable mid-day meal area', 'defective classroom design', and 'inappropriate ramps'. The 'playgrounds' and 'pathways' were the least affecting barriers. The other barriers that parents identified were 'slippery floors', 'entrance gate', and 'narrow doors'. The severity of these other barriers was rated as either 'to some extent' or 'to a great extent'.

With reference to the category of 'administrative barriers', it can be inferred from

Table 1 that the parents perceived 'lack of efforts by head teacher to encourage the teachers to use appropriate technology, technological aids, and software in the class' as the topmost barrier to inclusion. The parents perceived 'current appointment norms of special teachers' faulty and gave it second highest ranking in a continuum of barriers to implementation of inclusive education. It was followed by 'heads lack autonomy for implementing inclusive education', 'heads do not provide accurate information on schemes related to inclusive education', and that 'inclusive education has lost its credibility due to poor planning by head teachers'. The parents perceived the factor

Figure 1: Perceptions of Parents regarding top Ten Barriers to the Implementation of Inclusive Education



namely ‘inability of school heads to make sound decisions on inclusion’ and ‘refusing admission to CwDs’ as the least affecting barrier. The other barriers that the parents identified were ‘poor training of head teachers on inclusion’ and ‘delayed procurement of books’. The severity of the barriers was rated as either ‘to some extent’ or ‘to a great extent’

Regarding the category of ‘attitudinal barriers’, Table 1 indicates that the parents did not perceive it appropriate to label their wards as ‘stupid, lame or hopeless’. Similarly, all the parents favoured continuing the special grants provided by the government to meet the educational expenses of the CwDs. Interestingly, parents found the irritating behaviour of the CwDs as the highest impediment in implementing inclusive education. The policy of inclusion was not perceived a burden on resources by all parents, except three.

The study also attempted to rate the top ten barriers out of total 30 on the basis of item rating score. The top 10 barriers, out of total thirty, that affect the implementation of inclusive education as perceived by parents is given in Figure 1.

According to Figure 1, the parent’s perceived lack of encouragement by the head teacher to use technology in class as the highest barrier

to the implementation of inclusive education. Among the top ten barriers, inaccessible mid-day meal area was placed at the bottom which means that the way food is received is not a matter of concern for parents and they are satisfied by the mid-day meal serving practices. Out of the ten top barriers perceived by parents, five barriers were related to administrators, two were negative attitudes whereas three barriers were associated with the presence of inaccessible physical infrastructure. In parents’ opinion, the biggest factor that hinders the implementation of inclusive education was the administrators. The findings have important implications for schools since the authority that is responsible to implement inclusive education has been perceived as a barrier to its implementation. There is a great need to ponder over this issue and to find the ways and means to resolve it.

The perception of Children with Disabilities (CwDs) about the barriers to the implementation of inclusive education has been demonstrated in Table 2.

Figures presented in Table 2 show that poor toilet facility in schools was perceived as the most severe physical barrier by CwDs. The other barriers reported by the CwDs include inaccessible drinking water (2nd highest

Table 2: Perception of Children with Disabilities about Barriers to Implementation of Inclusive Education (N=28)

Sr. No.	Items	To a great extent	To some extent	Not at all	Score value	Item rating	Severity of Barriers
Physical Barriers							
1.	The school entrance gate is a barrier to the implementation of inclusive education.	4	2	22	10	0.35	6th
2.	The ramps hinder the movements of CwDs in school.	2	7	19	11	0.39	5th
3.	The playgrounds are not useable for CwDs		4	24	4	0.14	9th
4.	The toilets in the school are not CwD friendly.	13	4	11	30	1.07	1st
5.	The drinking water is not accessible to CwDs.	9	7	12	25	0.89	2nd
6.	The doors are not wide for the movements of CwDs.		2	26	2	0.07	10th
7.	Mid-day meal area is not within the reach of the CwDs.	2	11	15	15	0.53	4th
8.	There are sharp turns in the pathways thus making them inappropriate for CwDs.		8	20	8	0.28	7th
9.	The floors in the school are slippery.	6	5	17	17	0.60	3rd
10	The design of classroom obstructs in meeting the needs of CwDs.	3	1	24	7	0.25	8th
Administrative Barriers							
1.	The head teacher denies admission to CwDs.		6	22	6	0.21	5th
2.	The head is unable to make sound decisions on inclusion.		3	25	3	0.13	6th
3.	Due to poor training of head teachers, the implementation of inclusive education is haphazard.		6	22	6	0.21	5th
4.	The school head is not efficient in organizing activities of inclusive education.	5	12	11	22	0.78	3rd
5	Inclusive education has lost its credibility due to poor planning by the head teacher.		3	25	3	0.10	6th
6.	The heads are not providing accurate information on inclusive education schemes.	11	8	9	30	1.07	2nd
7.	The appointment norms of special teachers are faulty since these did not allow them to spend more time in schools.	28			56	2	1st
8.	The head is not encouraging teachers to use appropriate technology, technological aids, and software in the class.	28			56	2	1st
9	The head did not procure books for CwDs well in time.		2	26	2	0.07	7th
10.	The school head lacks 'autonomy' to implement inclusive education.	3	8	17	14	0.5	4th

Sr. No.	Items	To a great extent	To some extent	Not at all	Score value	Item rating	Severity of Barriers
Attitudinal Barriers							
1.	Teaching of CwDs is the responsibility of special teacher only.		5	23	5	0.17	4th
2.	CwDs do not deserve an education.			28	0		-----
3.	Home-based education is a useless exercise.		3	25	3	0.10	6th
4.	CwDs should be taught in special schools only.	4	2	22	10	0.35	3rd
5.	The policy of inclusion is a burden on resources.		3	25	3	0.10	6th
6.	Inclusion does not contribute to the learning of CwDs.	4	6	18	14	0.5	2nd
7.	The special grants for CwDs should not continue.			28	0	0	-----
8	It is right to label CwDs as 'stupid, lame or hopeless'.			28	0	0	-----
9	The behaviour of CwDs is often irritating.	2	4	22	8	0.28	4th
10	It is fair to provide extra help and attention to CwDs.	20	3	5	43	1.53	1st

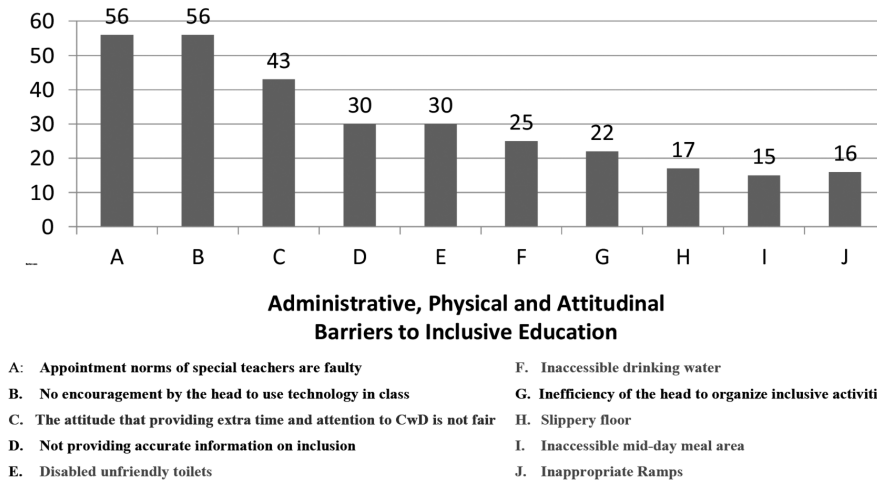
barrier), slippery floors (3rd highest barrier), and unreachable mid-day meal area (4th highest barrier).

Interestingly, the doors and playground were found least affecting barriers to inclusion. The barrier namely ramps, school entrance gates, pathways and design of the classroom were cited by CwDs as moderate category barriers.

On the administrative front, it was interesting to note that most of the barriers perceived by CwDs had weighted equally. The highest score on a scale of perceived barriers received by 'faulty norms of recruitment of special teachers' equaled with the score on 'lack of efforts by head teacher to use technology in the classroom to teach CwDs'. It was indicated by CwDs that the school heads were not providing accurate information on inclusive education schemes (2nd highest barrier). The CwDs found school heads inefficient in organizing activities on inclusive education (3rd rank). The fourth administrative barrier cited by CwDs for obstructing inclusion was lack of school head autonomy to implement inclusive education. On a continuum of level of severity, the CwDs perceived delayed procurement of books for distribution by head

teacher as the least severe/least affected barrier to inclusive education.

Concerning attitudinal barriers, the CwDs cited allotment of extra time and attention to them by teachers as the severest barrier to inclusion. It may be inferred that giving extra attention was perceived by CwDs as an act of labeling them as inefficient or poor performers in academics as compared to other non-disabled students in the class. The CwDs were against holding negative opinions that inclusive education did not contribute to meeting their educational needs. They perceived prevalence of such opinions and belief as the 2nd highest attitudinal barrier to their education in inclusive settings. The third highest barrier according to them was holding opinions that 'CwDs should be taught in special schools only'. The fourth rank on perceived barriers was given to the beliefs that teaching the CwDs is the responsibility of a special teacher only and the belief that the behavior of CwDs is usually irritating. The CwDs did not rate three negative statements namely 'the CwDs do not deserve education', 'the special grants for CwDs namely escort allowance, transport allowance, girl stipends etc. should not continue', 'it is right

Figure 2: Perceptions of CwDs Regarding Top Ten Barriers to the Implementation of Inclusive Education

to label CwDs as stupid, lame or hopeless' as barriers to inclusive education.

The graph showing the perception of CwDs about top ten barriers to the implementation of inclusive education is given in Figure 2.

The main stakeholders of inclusive education are CwDs. According to them, norms of appointing the special teachers were faulty and the same were rated as the highest barrier to the implementation of inclusive education. Among the top ten barriers, ramps as a barrier were placed at the bottom. It means they were satisfied with the layout and gradient of ramps. Out of the top ten barriers perceived by CwDs, five barriers were related to physical infrastructure, four to administrators whereas one barrier was associated with the negative attitude of the society. In the opinions of CwDs, the biggest barrier to the implementation of inclusive education was inaccessible school infrastructure since five dimensions, out of top ten, belongs to this sub-category.

Discussion

With regards to the overall barriers to the implementation of inclusion, the students with disabilities and their parents had similar perceptions on many aspects. For example, the faulty norms of appointing special teachers received the highest rating by parents and

students with disabilities. This finding is not surprising since inclusive education is a new concept in India and Haryana is not an exception. The flawed appointment of special teachers means that special teachers are not appointed in each school instead appointments have been made at the educational block level where 80-100 schools are assigned to them to work as itinerant teachers for children with disabilities. The special teachers provide academic support to children with disabilities by traveling from one school to another on need basis which was considered inadequate and faulty by parents and students with disabilities. In Haryana, inclusive education is neither a compulsory paper in pre-service teacher training programs nor it is covered comprehensively by in-service training programs therefore at later stage when the senior teachers become policymakers being Block Education Officers, District Education Officers, Directors etc.; they are not skilled enough and knowledgeable to assess the importance of appointing special teachers at school level to meet the needs of children with disabilities at classroom level. This has been perceived as the biggest barrier by both stakeholders in the implementation of inclusive education.

The two groups had different perceptions for the presence of barriers in schools since

students gave top five ratings to physical factors whereas parents assigned top five ranks to administrative factors. The findings on parents support Berwal's (2012) observations wherein the inability of the school heads to execute the policies and provisions with reference to the inclusive education of students with disabilities was reported as a barrier to the implementation of inclusive education. Further, attitudinal barriers received the lowest ranking both by parents and children with disabilities. The two groups differed on their rating to attitudinal barriers since only one factor on attitudes, among the top ten, was rated as a barrier by children with disabilities whereas parents rated two factors as attitudinal barriers.

There is research evidence holding the belief that inclusive education is good for the overall development of society. It is well documented that it enhances mutual acceptance between peer groups, develop better self-esteem and increases academic achievements irrespective of the ability or disability (Salend & Garrick, 1999; Drame & Kamphoff, 2014). The inclusion of the disabled children in mainstream schools has been felt essential for the establishment of rights-based society. However, the presence of barriers, as perceived by parents and students with disabilities, defeats this philosophy, purpose, and realization. This study indicates a need to remove the factors that act as barriers to inclusive education so that the marginalization and dropout rate of children with disabilities get minimized. The presence of barriers is a great threat to the interactions of students with and without disabilities as well as to their learning and school access. The rehabilitation professionals and media personnel are required to take up this issue with the top brass of bureaucracy by highlighting the barriers in newspapers and electronic media so that more funds can be allocated to schools to remove the infrastructural barriers, generating the awareness among the schools' heads and modifying the attitudes of the non-disabled.

Conclusion

This paper is based on a study conducted in Haryana where, despite legislative measures,

the inclusive education is still facing considerable obstacles. The study has shown that school administrators have been perceived as a top barrier to inclusive education by children with disabilities and their parents. The success of inclusive education in Haryana lies in providing effective training to school heads, enabling them to develop a vision and skills to modify their practices in genuinely inclusive ways.

Since existing school infrastructure has been perceived as a barrier to access by children with disabilities, simple adaptations in school building may prove a landmark step in enhancing their participation in school activities. The findings suggest to organize counseling sessions cum training camps for parents, teachers, and students with and without disabilities to develop in them the desired skills and competencies for inclusion. The training courses/camps should make room for critical discussion on the concept of inclusion, together with a consideration of identifying and removing attitudinal, infrastructural and administrative barriers. The training and counseling sessions have the potential to enhance the acceptance and friendship between disabled and non-disabled and to motivate the parents, students, administrators and civil engineers to work together for creating an accessible school infrastructure. It is also important to change the attitude of the school world towards the disabled children through intervention programs otherwise inclusion will remain a 'sham' and the disabled in inclusive schools will be considered and treated as 'stupid, lame or hopeless'.

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