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EDITORIAL

EDUCATION FOR SPIRITUAL DEVELOPMENT IN STUDENTS

Sunil Behari Mohanty

Spirituality is the foundation of the Indian mind (Sri Aurobindo 2003, p. 6). "Among the Eastern philosophical tenets, the ideal of education includes moral and spiritual values within the formal curriculum, without whose appreciation no student can approach feelings of great happiness, especially of a spiritual nature." (White & Janowiak 2012, p. 14). Spirituality in true sense is beyond far above the upper limit of religions. While rites and rituals play a dominant role in a religion, spirituality does not advocate any rite and ritual. Spirituality recognises life in the matter (Mohanty 2012, p. 528). Gandhi (1937) sad that:

"By spiritual training I mean education of the heart. A proper and all-round development of the mind, therefore, can take place only when it proceeds pari passu with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole. According to this theory, therefore, it would be a gross fallacy to suppose that they can be developed piecemeal or independently of one another."

Soon after independence, before the constitution was passed, the University Education Commission 1948-49 stated that "If we exclude spiritual training in our institutions, we would be untrue to our historical development. (Radhakrishnan 1949, p..203). The Commission also stated that

"The fundamental principles of our constitution call for spiritual training. There is no State religion. All the different forms are given equal place, provided they do not lead to corrupt practices. Each one is at liberty to approach the unseen as it suits his capacity and inclination. If this is the basis of our secular state, to be secular is not to be religiously illiterate. It is to be deeply spiritual and not narrowly religious." (Radhakrishnan 1949, P.204)

The Education Commission 1964-66 stated that "We would also like to lay stress on the importance of encouraging students to meet in groups for silent meditation" (Kothari 1966, p. 29). The National Policy on Education 1986 modified in 1992 had stated that "The future shape of education in India is too complex to envision with precision. Yet, given our tradition, which has almost always put high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives." (MHRD 1992, p.50).

Waters et al. (2014, p. 103), in a study conducted in Australia reported usefulness of meditation for facilitating cognitive functioning and emotional regulation of school students. There are spiritual development centres in the United States. Higher Education Research Institute at the University of California at Los Angeles had a project on spiritual development in higher education. A report published by the institute found that efforts

were being made in many colleges and universities to make the faculty and staff acquire skills for promoting spiritual development in students (HERI 2007, p. 1). The first national longitudinal study of undergraduate's spiritual growth among US students reported:

1. Spiritual growth in spite of declining religious engagement.
2. Development of diverse cultures and skills to face complex life problems through strategies such as study abroad, interdisciplinary coursework, service learning and other forms of civic engagement.
3. Increase in the level of spirituality through programmes such as self-reflection and practice of meditation.
4. Programs dealing with "inner selves" facilitating academic pursuits and leadership skills and intellectual self- confidence. (Astin, Astin, & Lindholm, 2010, p. 2).

In the United Kingdom, Ofsted, UK (2018, p.40) stated that
"The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences."

Spiritual development needs to be included in programmes for initial teacher preparation. (Mohanty 2019). Introduction of silence for a few minutes as suggested by Radhakrishnan 1949, p.203) will not have any objection from any religious community, as in this activity one can concentrate on whatever religious leader, without disturbing the neighbour.

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TEACHING COMPETENCIES FOR INCLUSIVE EDUCATION

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Human population in developed as well as developing countries has always a part of its population with certain special needs regarding economy, health, gender, language, and religions etc. Segregating them or looking down at them is not humane and the spirit of democracy and welfare state. Development of everyone is the essence of social development. It is possible only when the education system that too the elementary education takes proper care, and its teachers are equipped with all the needed competencies and skills. The present research is carried with the objective of finding out the needed competencies of elementary school teachers which will form the basis for developing a need-based training programme. The survey was conducted on a sample of 60 teachers selected from elementary schools and the developed teachers' inclusive education competency scale was administered to find their inclusive teaching competency. The analysis revealed that the elementary school teachers need training in (a) Concept and philosophy of inclusive education, (b) Identification of disabled children, (c) lesson planning for inclusive teaching, and (d) Evaluation and monitoring of the disabled children.

INTRODUCTION

According to the World Health Organization (2011), it is estimated that one billion people around the world have one or more physical, sensory, intellectual, or mental health impairments, and that is equivalent of around 15% of the global population. It further mentions that somewhere between 93 million and 150 million of those are children under the age of 14 (WHO & World Bank, 2011). The situation of disability population has not changed even today and these children if neglected today, the future of human society will be at stake. Realizing the importance, the Director General of UNESCO, Audrey (2018) has stated that "the 2030 Agenda for Sustainable Development promises to leave no one behind" be achieved – because development will not be sustainable if it is not based on human rights and fundamental freedoms for all. To build more resilient societies, we must place the rights of persons with disabilities at the heart of our efforts, to enable every woman and man to make the most of the opportunities for personal fulfilment. We must integrate persons with disabilities into all decision-making and policies. This means encouraging their participation in political, social, and cultural life to build a world that is pluralistic, open, participatory, and knowledge-based is important means of developing a society that is truly inclusive. To make possible the participation of all in all aspects of human life, making education inclusive is a must. To do so, our system of teacher education needs revamping and the teachers already in service need to enhance their skills and competencies needed for inclusive education. It is therefore imperative to study the needed skills and competencies of our in-service teachers. The objective of this paper is to study the competencies needed among the in-service teachers at elementary school level in India.

HISTORICAL PERSPECTIVE OF INCLUSIVE EDUCATION

At the international level, there have been efforts to make education accessible to all irrespective of individuals' capabilities and characteristics. In this regard, the United Nations (1948) Universal Declaration on Human Rights states that "every child has a right to education". This was strongly reaffirmed by UNESCO (1990) in the "World Declaration on Education for All" at Jomtien Conference in Thailand. For the first time in the history of education, the rights of all persons; young and old was stressed and had an impinging impact on the system of education. After this, United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (United Nations, 1993), a strong resolution was formed for improving the educational conditions of persons with disabilities. These efforts gave rise to the concept of inclusive education principle and was adopted at the "World Conference on Special Needs Education: Access and Quality" (UNESCO, 1994). The World education conference at Dakar, Senegal further restated at the World Education Forum (2000) to strengthen its resolution.

The United Nations (2018) in its report on disability and development states that "Realization of the Sustainable Development Goals by, for, and with persons with disabilities", launched on 3rd December at the United Nations Headquarters on the 2018 International Day of Persons with Disabilities. It was emphasized that by 2030 no one shall be left behind education. All children irrespective of their disabilities shall have quality education. Taking note of this, the member nations of UN took note with appreciation and in December 2019, passed two resolutions adopted in the General Assembly. The first resolution titled "Promoting social integration through social inclusion" and the second titled "Implementation of the Convention on the Rights of Persons with Disabilities and the Optional Protocol there to: accessibility" started the work to advance the rights of persons with disabilities in the implementation, monitoring, and evaluation of the Sustainable Development Goals.

UNESCO (2019) in its report on "A Momentum for Efforts on Inclusion in Education" mentions that "despite the progress made in recent years, persons with disabilities continue to face numerous barriers to their full inclusion and participation in their communities, and in society as a whole."

UNESCO (2020) has defined inclusive education as "education systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities, and characteristics and that eliminate all forms of discrimination in the learning environment". This means, quite simply, that every child has a right to appropriate high-quality education, regardless of gender, location, wealth, ethnicity, religion, language, disability – and regardless of how these barriers may further intersect.

In India, the history of inclusive education can be stressed since 1974 when a scheme viz., "Integrated education" was started by Government of India. Further, in 1986, the MHRD, Govt. of India brought a National Policy on Education for adopting inclusive education in

mainstream schools. The Programme of Action (MHRD 1992) also stressed the need for integrating children with special needs with normal children. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence" (MHRD 1986).

Realizing the importance of inclusive education, an MOU was signed between NCTE and RCI (NCTE & RCI, 2000) to sensitize all teachers to teach in inclusive classrooms. The Rehabilitation Council of India also developed several modules to train teachers. Further, the National Curriculum Framework, 2005 stated that a policy of inclusion needs to be implemented in all schools and throughout Indian education system. It is observed that the pre-service teacher education program neither fully equips the teachers and teacher educators to deal with the children with special needs nor it equips them to manage the moderately disabled in the general classrooms. To prepare teachers (pre-service teacher education programme) NCTE (2014) has given an outline of two-year B.Ed. program where in one paper having 50 marks viz., "Creating Inclusive School" has been suggested as a paper to be studied by all students. The suggested curriculum of teacher education of 2014 has not been able to produce competent teachers as inclusive education has to be there not as a paper but as an integral part in all course components. The two-year Diploma in Elementary Education (NCTE, 2014) also has just one paper in the second year. The paper is being taught in isolation and as per the observation of UNESCO (2013), this is a common problem in all our teacher education programs. It suggests that in the curriculum of teacher education, inclusive education shall be a part in all the papers both in theory and practice.

The National Education Policy (2020) has stated clearly stated that "Achieve an inclusive and equitable education system so that children have equal opportunities to learn and thrive and thereby participation and learning outcomes are equalized across all gender and social categories by 2030". To achieve this objective, it has made recommendations to make education system inclusive by providing financial grants, training of teachers, reaching the underrepresented groups like STs, SCs, and weaker sections of the society and the children with special needs. It has also recommended for the change in curriculum and reforms in examination system to achieve the objective. One major recommendation of the policy is to establish capacity development centre for in-service and pre-service teachers at school. It has stated that universities shall offer certificate course to teachers to make them skilful to teach in inclusive classroom. Looking into the policy recommendations, 2020, an attempt has been made here in this paper to find out the competency level of our teachers and to design a need-based program for them. Therefore, a survey was designed to find teaching competency level of elementary school teacher and the areas of competency that needs to be strengthened.

MEANING AND IMPORTANCE OF INCLUSIVE EDUCATION

A review of the Acts, policy initiatives at national and international level on Inclusive education viz., UNESCO (1990) report on "World Declaration of Education for All", UNESCO (1994) report on "Statement on Framework of Action" at Salamanca Conference, UNESCO (2019) report on "A Momentum of Efforts for Inclusion", UN Resolution (2019) report on "UN Flagship Report on Disability and Sustainable Development Goals", Govt. of India (1993) RCI Act, Govt. of India (1995) PWD Act, and Govt. of India (2018) Rights of Persons With Disabilities Act reveal that Inclusive education is that "where all children - no matter who they are - can learn together in the same school". This entails reaching out to all learners and removing all barriers that could limit participation and achievement. If we analyse UNESCO (2019) report "A Momentum of Efforts for Inclusion", we can find that it believes that four principles are key to understanding and implementing inclusive education.

First, inclusion is an ongoing pursuit to promote diversity, to learn to live with difference, and to learn to learn from difference. Second, inclusion is concerned with the identification and removal of barriers to education. Third, inclusion is about the presence, participation, and achievement of all students, where 'achievement' refers to students' learning outcomes, not merely academic results. Fourth, inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion, or underachievement.

It indicates a moral responsibility to ensure that groups that are statistically most 'at risk' are carefully monitored, and active steps are taken to ensure their education and growth. The importance of inclusive education can be realized only when we understand that fifteen percent of Global population (UNESCO, 2019) are having some kinds of physical disabilities and these people in billions are not having the opportunities for their education and development. Further, any nation cannot develop by neglecting its citizens and if these billions of people become so dependent for their earning and survival, then a nation can be paralyzed. However, the programs like integrated education, special education that are implemented by many nations including India are not the right approach to meet the needs of disabled children in right way. It is realized that we shall have to have inclusive education in the right perspective to have quality education for all.

TEACHING COMPETENCIES FOR INCLUSIVE EDUCATION

Teaching competencies for inclusive education has been studied by Gear and Gable (1979) in USA and based on the questionnaire developed by these authors, Das, Kuyuni, and Desai (2013) studied teachers' competencies by having ten areas of competencies needed for making education inclusive. These areas are Professional knowledge, Classroom climate, Collaboration, Assessment, Classroom management, Goal setting, Resource management, Instructional techniques, Individualized instruction, and Evaluation. In another study, Tschannen and Woolfolk (2001) developed Teachers' Sense of Efficacy Scale. The different aspects of the scale were Efficacy of instructional strategies, Efficacy

in classroom management, and Efficacy for student management. Sharma and Loreman (2012) in their study Teacher's Efficacy to Implement Inclusive Practice, developed a scale by taking into consideration three factors: Efficacy in using inclusive instruction, Efficacy in collaboration, and Efficacy in dealing with disruptive behaviour. The scale had eighteen items measuring teachers' efficacy to make education inclusive. A review of these scales and research literature brings out the point that teachers' competencies to make education inclusive needs; Identification of disabled children, enrolling and retaining disabled children in school, knowledge, and skills of designing instruction and the ability of teachers to implement the strategies by having proper support from school, parents, and peers. It also needs the provisions of education created at national and international levels for making education inclusive.

RATIONALE FOR THE STUDY

We have many children with disability and research prove that inclusive education is beneficial for both the normal and disabled children to be taught together under the same roof in the same classroom (Peter, 2018). But our teachers are not having the needed training and competencies to make education inclusive. It is therefore essential that we develop a training program based on the deficiencies in competencies among the schoolteachers. It is therefore essential to find the deficiencies of competencies among the teachers.

Research questions

To design a program for in-service teachers, it is essential to find answer to the question; what are the deficiencies in competencies among in-service teachers to make education inclusive?

OBJECTIVES OF THE STUDY

The present study is conducted with the following objectives.

1. To design a test to measure in-service teachers' competencies to make education inclusive.
2. To find out the needed competencies of in-service teachers to make education inclusive.

PLAN AND PROCEDURE

The study was conducted in two phases. Phase-I was to develop a test to measure the competencies of teacher. So, a test was developed by the researcher by taking into consideration the following competencies derived from research literature.

1. Concept of disability
2. Identification of CWSNs
3. Provisions of rules and Policies about Inclusive education
4. Instructional strategies to make education inclusive

5. Co-operation and collaboration for CWSNs
6. Infrastructure facilities for inclusive education
7. Role of a teacher in inclusive class
8. Managing students' behaviour
9. Evaluation of students
10. Support of experts, parents, and staff members

To develop the test, the first draft having forty-five multiple choice type items were developed by the researcher on the identified areas of competencies as listed above. The items were edited and finalized by considering the coverage, and language clarity. To finalize the test, the draft was given to five experts in education with a request to give their judgement about the content coverage and language clarity. Based the experts' judgement, the test with forty items was finalized and it was therefore ascertained that the test is valid. The test was administered on a sample of 25 teachers of a CBSC school and split-halve reliability was calculated. The items were divided into odd-even and two sets of scores (total score in odd items and total score for even items) were found for each of the 25 teachers. The correlation found was .67 and is significant at 0.05 level. Therefore, the psychometric properties were estimated and the test with 40 items was ready for administering.

In Phase-II, data were collected and analysed to find out the competencies needed for making education inclusive. The following procedure was followed for this purpose.

SAMPLE FOR THE STUDY AND DATA COLLECTION

The sample selected for the study was by using multi-phase random sampling method. In the first phase, four schools were randomly selected from the Baroda city (two CBSC schools and two State board schools). In the second phase, from each school, 15 teachers of primary section were selected randomly. The researcher personally visited the four schools to administer the test. The teachers took about half an hour to complete the test. Proper care was taken by the researcher to avoid any copying and incomplete submission by any teacher. So, from a total of 60 respondents, data was collected.

DATA ANALYSIS AND INTERPRETATION

The collected data were analysed first to understand the background information about the teachers and then to find out the needed teachers' competencies for making education inclusive.

(a) Background of teachers

The academic background of teachers selected for the study was 25 (41.6%) were with master's degree and B.Ed., 23 (38%) were with bachelor's degree with B.Ed., and 12 (20%) were with Diploma in Teaching with Plus two etc. as their qualifications. It can be said that teachers at primary schools are having adequate academic and professional qualifications.

An analysis was also carried out to find out their teaching experience. It was found that among the selected teachers in the sample, 17 (23%) having less than 10 years teaching experience, 26 (54%) were having 10-20 years of teaching experience, and 17 (23%) were having more than 20 years of teaching experience. It can be said that the sample had novice as well as experienced teachers.

Inclusive Teaching Competencies of Elementary School Teachers. The total scores obtained by teachers in the inclusive education test were tabulated and presented below along with its Mean and SD in the last two rows.

Table 1

Level of Teachers' Competencies to make education Inclusive

Class Interval	Total number of teachers (f)
5-9	2
10-14	11
15-19	21
20-24	16
25-29	10
Total	60
Mean	18.60
SD	5.30

The table -I above reveals that more than half of the teachers were below the 50% point in the scale. The standard deviation shows that the teachers were diverse in their level of competencies in making education inclusive. A detailed analysis of the inclusive teaching competencies of teachers at elementary schools along with the training needs is presented in the Table-2 to find out the areas of competencies in which the teachers were lacking.

Table 2:

Item-wise analysis of Teachers' Responses that reveal the need of In-service training

Sr. No.	Test Items as per competency measured	Total number of teachers responded correctly to items	Remarks about the items/areas that needs training
1.	Concept of integrated education	44	
2.	Concept of special education	15	Needs Training
3.	Concept of inclusive education	51	

4.	PWD Act	38	Needs Training
5.	PWD Act Coverage	17	Needs Training
6.	Disability population	15	Needs Training
7.	RPWD Act, 2016	15	Needs Training
8.	Dyslexia	34	Needs Training
9.	Paraplegic	31	Needs Training
10.	Cerebral Palsy	22	Needs Training
11.	Hearing impaired	38	Needs Training
12.	Vision of Eye	35	Needs Training
13.	Attention Deficit	37	Needs Training
14.	RTE 2009	26	Needs Training
15.	Education as Fundamental Right	32	Needs Training
16.	Free and Compulsory education	39	Needs Training
17.	Free education for disabled	22	Needs Training
18.	Co-operative learning	34	Needs Training
19.	Collaborative learning	38	Needs Training
20.	Access of disabled to education	13	Needs Training
21.	Home schooling	16	Needs Training
22.	Personal tutoring	23	Needs Training
23.	Problems at inclusive school	22	Needs Training
24.	Role of Principal for inclusive education	44	
25.	Individual based lesson plan	38	Needs Training
26.	Tackling problems of hearing impaired	48	
27.	Support for making education inclusive	34	Needs Training
28.	Roles of teachers for inclusion	22	Needs Training
29.	Autistic children identification	27	Needs Training
30.	Education of mentally retarded	21	Needs Training
31.	Monitoring students' learning	27	Needs Training
32.	Evaluation of blind children	10	Needs Training
33.	Child-cantered education	12	Needs Training
34.	Provisions for evaluation of disabled children	25	Needs Training

35.	Teachers' role in inclusive class	23	Needs Training
36.	Concept of effective teaching-learning	22	Needs Training
37.	Seating arrangement in inclusive class	30	Needs Training
38.	Philosophy of inclusion	16	Needs Training
39.	Dyscalculia problem	34	Needs Training
40.	Problems of inclusive education	31	Needs Training

Note: An item where the score is below 40 i.e., 66% is taken as an area that needs training for teachers.

The above table brings out clearly that teachers have knowledge about the concept of integrated education (item number 1) knowledge of inclusive education (item number 3), roles of principal to make education inclusive (item number 24), and competency to take care of hearing impaired (item number 26). The teachers scored exceptionally low in the other 36 items. These 36 items were categorized meaningfully, and the following ten areas were formulated where elementary school teachers need in-service training for enhancing their competencies to make education inclusive.

Need of in-service training for elementary school teachers for making education inclusive

1. Philosophy of inclusive education
2. Types of disability and affected population
3. PWD Act and its coverage
4. Constitutional provisions for education of CWSNs, RTE and education as fundamental right
5. Methods of teaching; Co-operative learning, Collaborative learning, home schooling, Personalized learning, and lesson planning
6. Need and process of collaboration to educate CWSNs
7. Essential School infrastructure for the education of CWSNs
8. Role of teachers to make classroom teaching inclusive
9. Evaluation methods for CWSNs, monitoring the education of disabled
10. Basic problems of inclusive education

CONCLUSION

Education is a fundamental right and to educate all our citizens, teachers have a significant role to play. The disabled children need to be identified, admitted, and imparted quality education. The answer to this is inclusive education. This needs certain skills and competencies on the part of the teachers and therefore in-service education is essential.

The in-service teacher education shall be organized as per needs of teachers, As the present research revealed, the in-service training shall be organized on the areas viz., concept and philosophy of inclusive education, Identification of disabled children, lesson planning for inclusive teaching, evaluation, and monitoring of the disabled children, getting proper support from needed people and authorities.

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A COMPARATIVE ANALYSIS OF VOCATIONAL INTERESTS OF GOVERNMENT AND PRIVATE HIGH SCHOOL STUDENTS OF MIZORAM

Lynda Zohmingliani
Lianhlupuii Hnamte

The National Education Policy 2020, in its opening sentence that stated that 'Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development' clearly accepted the role of education in the formation of an ideal class of citizens that would have the right distribution of interests for the benefit of the nation. The role of secondary education in order to encourage students to pursue their interests for further studies is also clearly outlined in the document. The present study is very much in line with the topics mentioned in the document. This study was undertaken to find out the vocational interests of secondary school students of the state. The knowledge would help policy makers and administrators as well as teachers to understand the needs of the students and to provide the right kind of educational experience for them. It was found that secondary school students from private and government secondary schools were not quite different in their vocational interests.

INTRODUCTION

The National Education Policy 2020 clearly states that students should be free to pursue their studies of interest even if the subjects may vary, as a future plan for the academic growth of students. One of the most abused words in the modern secondary education must be the word, vocation. Not only has this word been confused with aptitude (although it is related to them), but it has also been confused with ability. But the term vocation simply means a strong feeling of suitability for a particular action or profession. A person may immediately have an affinity for it but may not feel it is his or her calling because that particular interest may not look too lucrative as a profession. But time and time again it has been proved that to have one's calling as one's profession is the best choice anyone could make regarding his life choice. A person may be good in his parent's profession but may not feel it is his calling. Yet in many societies, it seems to be an accepted norm to follow in the parents' footsteps even in the choice of a profession. This may be one reason for the high percentage of under employment as well as temporary nature of many employees. It is important to identify the interest of the students and take necessary steps. In fact, in this regard, if the country is to follow the suggestions made by the NEP 2020, it is important that students should understand their respective vocations in life.

RATIONALE OF THE STUDY

In Mizoram, one of the north east states of India, a high percentage of educated but unemployed youth has become one of the major concerns of the state. Although this young state holds the second position in literacy in the country, the rate of unemployment as well as under employment is quite high. Therefore, the investigator, with the purpose of finding out the reason behind this, thought that it was necessary to understand the vocational interest

of the students. Moreover, it was considered important to understand this interest before the students could go to the respective streams chosen by themselves or by their parents. This would help the teachers in guiding students towards the right path and ultimately create more productive citizens for the country. Moreover, in the presence of government managed and privately managed secondary schools all over the country, it was considered an important activity to find out the vocational interests of students from both kinds of management.

STATEMENT OF THE PROBLEM

The present problem may be stated as 'A Comparative Analysis of Vocational Interests of Government and Private School High School Students of Mizoram'.

OBJECTIVES

1. To identify the different Vocational Interest areas of Secondary School students of Aizawl city.

2. To compare the ten (10) areas of the Vocational Interests between Government and Private High School students of Aizawl city.

NULL HYPOTHESES

1. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Literary.
2. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Scientific.
3. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Executive.
4. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Commercial.
5. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Constructive.
6. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Artistic.
7. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Agriculture.
8. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Persuasive.
9. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Social.
10. There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Household.

DELIMITATION

Due to constraints in time and resources, the present study was solely confined to Aizawl district only.

METHODOLOGY

The present study is largely descriptive in nature. Therefore, descriptive survey method has been employed for the present study.

Population and sample

The population of the present study consists of all students studying in Government High School and Private High School of Aizawl city. The present study comprised of 200 students from High Schools within Aizawl City out of which 102 students were from Government Schools and 98 were from Private Schools. The sample was collected based on cluster random sampling.

Tool used

For collection of primary data, the investigator used Vocational Interest Record (VIR) developed by Dr. S. P. Kulshrestha in 1965, which was thoroughly revised in 1970, 1975 and 1977 by the author. The VIR contains 200 vocations belonging to different vocational interest areas. It covers 10 vocational areas such as Literary, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, Social and Household.

Collection of Data

The investigator sought permission in advance from the school authority. When the application was approved, the investigator went to the schools. After brief instructions, the Vocational Interest Test was administered. The completed answer sheet was collected and checked. The scores were then tabulated, analysed, and interpreted according to the norms provided in the manual of the test booklet.

ANALYSIS AND INTERPRETATION OF THE DATA

The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated, and analysed. Standard statistical methods were employed for analysis of the data. The findings of the study are presented as follows in accordance with the objectives of the study

Objective No.1 : To identify the Vocational Interests of High School students of Aizawl city.

The investigation research was done based on the Vocational Interests Record developed by Dr. S. P. Kulshrestha. The findings were as highlighted in the following Table No.1 (a) and No. 1(b):

Table No. 1 (a)

	Literary	Scientific	Executive	Commercial	Constructive	Artistic	Agriculture	Persuasive	Social	Household
High Interest	2	3	4	0	0	4	0	1	1	0
Above Average	11	32	31	2	0	19	7	4	7	27
Average Interest	102	97	112	67	58	136	66	95	78	101
Below Average	45	40	32	70	52	30	49	56	62	42
Low Interest	40	28	21	61	90	11	78	44	52	30

Source: Field Work

Table No. 1 (b)

	Literary	Scientific	Executive	Commercial	Constructive	Artistic	Agriculture	Persuasive	Social	Household
High Interest	13 (6.5%)	35 (17.5%)	35 (17.5%)	2 (1%)	0 (0%)	23 (11.5%)	0 (0%)	5 (2.5%)	8 (4%)	27 (13.5%)
Above Average	102 (51%)	97 (48.5%)	112 (56%)	67 (33.5%)	58 (29%)	136 (68%)	66 (33%)	95 (47.5%)	78 (39%)	101 (50.5%)
Average Interest	85 (42.5%)	68 (34%)	53 (26.5%)	131 (65.5%)	142 (71%)	41 (20.5%)	127 (86%)	100 (50%)	114 (57%)	72 (36%)

Source: Field Work

- As shown in the Table No. 1 (b), the High and Above Average Interest levels have been clubbed together. Similarly, the Low and Below Average Interest levels have also been clubbed together for easy interpretation.
- From the Table No. 1 (b), it can be observed that Maximum number i.e., 51% of the sample students had Average Interest in the Literary area. 42.5% had Low Interest and only 6.5% were having High Interest.

- In scientific area, 48.5% of the sample students had Average Interest while 34% had Low Interest and 17.5% had High Interest.
- Greater number i.e., 56% of the sample students had Average Interest in Executive area, 26.5% came under the level of Low Interest and 17.5% had High Interest, which was the one among two highest percentages found within different areas in the High Interest level. 26.5% had Low interest in this area.
- In the Commercial area, only 1% of the total students had High Interest. This shows that majority of the students did not have interest in this area. 33.5% came under the level of Average Interest while most of the students i.e., 65.5% had Low Interest in it.
- No student was found to have High Interest in the Constructive area. 29% of sample students had Average Interest where as 71% had Low Interest. This showed that this area was the most commonly disliked area by the students, for which they were unlikely to pursue further studies.
- Artistic area was the most commonly liked area by the students where 68% had Average Interest and 11.5% had High Interest whereas 20.5% of the sample students had Low Interest in this particular area.
- In the Agriculture area, there were no students who had High Interest. 33% were found in the level of Average Interest. 63.5% had Low Interest. This indicates that majority of the students were not interested in the area of Agriculture.
- There were 2.5% students who had High Interest in Persuasive area of Vocational Interest. 47.5% had Average Interest and 50% had Low Interest. This may indicate that the sample students did not have high aptitude for politics and other professions where persuasion would have a primary place of importance.
- It was found that 57% of the students had Low Interest in Social area, 39% had Average Interest and only 4% had High Interest.
- In Household area, 50.5% were in the level of Average Interest, 13.5% were in High Interest and 36% were found to have Low Interest.

Objective No 2 : To compare the ten (10) areas of the Vocational Interests between Government and Private High School Students of Aizawl city.

Table No. 2 (a)

Comparison of Vocational Interests between Government and Private High School students in the area of Literary

LITERARY						
Groups	Number	Mean	SD	MD	T value	Sig. level
Govt.	102	7.02	3.478	.491	.885	NS
Private	98	7.51	4.304			

Source: Field Work

Table No. 2 (a) disclosed that the mean value of Government group is 7.02 and Private group is 7.51 whereas the SD scores of the groups are 3.478 for Government and 4.304 for Private. The obtained 't' value for the two compared groups is found to be .885 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Literary. Thus, the hypothesis No. 2 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Literary' is accepted.

Table No. 2 (b)

Comparison of Vocational Interests between Government and Private High School students in the area of Scientific

SCIENTIFIC						
Groups	Number	Mean	SD	MD	T value	Sig. Level
Govt.	102	9.12	4.356	.424	.648	NS
Private	98	8.69	4.866			

Source: Field Work

As found in Table No. 2 (b) the mean value of Government group is 9.12 and Private group is 8.69 whereas the SD scores of the groups are 4.356 for Government and 4.866 for Private. The obtained 't' value for the two compared groups is found to be .648 which is not significant at any

level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Scientific. Thus, the hypothesis No. 2 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Scientific' is accepted.

Table No. 2 (c)

Comparison of Vocational Interests between Government and Private High School students in the area of Executive

EXECUTIVE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	9.23	4.032	.174	.289	NS
Private	98	9.05	4.473			

Source: Field Work

As can be seen in Table No. 2 (c) the mean value of Government group is 9.23 and Private group is 9.05 whereas the SD scores of the groups are 4.032 for Government and 4.473

for Private. The obtained 't' value for the two compared groups is found to be .289 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Executive. Thus, the hypothesis No. 3 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Executive' is accepted.

Table No. 2 (d)

Comparison of Vocational Interests between Government and Private High School students in the area of Commercial

COMMERCIAL						
Groups	Number	Mean	SD	MD	T value	Sig. Level
Government	102	5.62	3.187	.220	.479	NS
Private	99	5.40	3.296			

Source: Field Work

Table No. 2 (d) clearly showed that the mean value of Government group is 5.62 and Private group is 5.40 whereas the SD scores of the groups are 3.187 for Government and 3.296 for Private. The obtained 't' value for the two compared groups is found to be .479 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Commercial. Thus, the hypothesis No. 4 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Commercial' is accepted.

Table No. 2 (e)

Comparison of Vocational Interests between Government and Private High School students in the area of Constructive

CONSTRUCTIVE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	4.80	3.398	.457	.974	NS
Private	98	4.35	3.237			

Source: Field Work

As can be observed in Table No. 2 (e) the mean value of Government group is 4.80 and Private group is 4.35 whereas the SD scores of the groups are 3.398 for Government and 3.237 for Private. The obtained 't' value for the two compared groups is found to be .974 which is not significant at any level. It may be inferred that there is no significant difference

among Government and Private High School students in the area of Constructive. Thus, the hypothesis No. 5 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Constructive' is accepted.

Table No. 2 (f)

Comparison of Vocational Interests between Government and Private High School students in the area of Artistic

ARTISTIC						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	9.68	3.594	.227	.440	NS
Private	98	9.45	3.709			

Source: Field Work

From Table No. 2 (f) it can be stated that the mean value of Government group is 9.68 and Private group is 9.45 whereas the SD scores of the groups are 3.594 for Government and 3.709 for Private. The obtained 't' value for the two compared groups is found to be .440 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Artistic. Thus, the hypothesis No. 6 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Artistic' is accepted.

Table No. 2 (g)

Comparison of Vocational Interests between Government and Private High School students in the area of Agriculture

AGRICULTURE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	5.51	3.932	.296	.533	NS
Private	98	5.21	3.915			

Source: Field Work

Table No. 2 (g) revealed that the mean value of Government group is 5.51 and Private group is 5.21 whereas the SD scores of the groups are 3.932 for Government and 3.915 for Private. The obtained 't' value for the two compared groups is found to be .533 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Agriculture. Thus, the hypothesis No. 7 which states 'There is no significant difference in Vocational Interests

between Government and Private High School students of Aizawl city in the area of Agriculture' is accepted.

Table No. 2 (h)

Comparison of Vocational Interests between Government and Private High School students in the area of Persuasive

PERSUASIVE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	6.74	3.864	.244	.449	NS
Private	98	6.98	3.823			

Source: Field Work

The Table No. 2 (h) clearly showed that the mean value of Government group is 6.74 and Private group is 6.98 whereas the SD scores of the groups are 3.864 for Government and 3.823 for Private. The obtained 't' value for the two compared groups is found to be .449 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Persuasive. Thus, the hypothesis No. 8 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Persuasive' is accepted.

Table No. 2 (i)

Comparison of Vocational Interests between Government and Private High School students in the area of Social

SOCIAL						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	6.21	3.589	.043	.079	NS
Private	98	6.16	3.979			

Source: Field Work

Table No. 2 (i) presented that the mean value of Government group is 6.21 and Private group is 6.16 whereas the SD scores of the groups are 3.589 for Government and 3.979 for Private. The obtained 't' value for the two compared groups is found to be .079 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Social. Thus, the hypothesis No. 9 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Social' is accepted.

Table No. 2 (j)

Comparison of Vocational Interests between Government and Private High School students in the area of Household

HOUSEHOLD						
Groups	Number	Mean	SD	MD	T value	Sig. level
Government	102	8.52	4.275	.305	.495	NS
Private	98	8.21	4.443			

Source: Field Work

As appeared in Table No. 2 (j) the mean value of Government group is 8.52 and Private group is 8.21 whereas the SD scores of the groups are 4.275 for Government and 4.443 for Private. The obtained 't' value for the two compared groups is found to be .495 which is not significant at any level. It may be inferred that there is no significant difference among Government and Private High School students in the area of Household. Thus, the hypothesis No. 10 which states 'There is no significant difference in Vocational Interests between Government and Private High School students of Aizawl city in the area of Household' is accepted.

DISCUSSION AND CONCLUSION

It was interesting to note that only artistic area had a majority of students interested in it. The other areas which had much more bearing on professional success given the small population as well as the isolated situation of the state, did not gain much vote from the students. This could indicate that the students were not extremely interested in serious pursuit of vocations. It could also be construed that student did not have much exposure to the activities associated with the other areas of vocational interest. Moreover, there was no significant difference in the vocational interests of students from government secondary schools and students from private secondary schools. This was a clear indicator that both systems of management did not differ in their teachings and influenced their respective students in quite similar ways.

To conclude, it may be accepted that at the time this study was done, students only had a major interest in artistic pursuits. Private and government secondary schools also did not differ much in their choice of vocations. This knowledge may be incredibly useful for teachers in motivating their students. Students need to be introduced to many interesting vocations that could also give them more opportunities to be successfully independent in life. Furthermore, it is important to make students understand the roles they would need to play in the future in this competitive world where every nation needs to constantly evolve. If teachers and parents worked unitedly for the improvement of students' life choices, the district and ultimately the state and the country at large would have an incredibly positive future.

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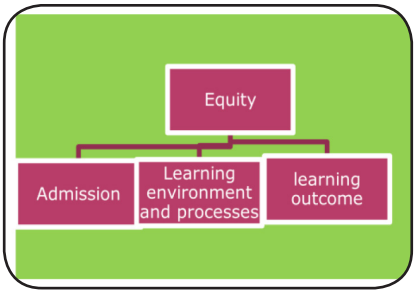
ACCESSIBILITY OF LEARNING ENVIRONMENTS AND LEARNING PROCESSES TO CHILDREN WITH DISABILITY

Veera Gupta

INTRODUCTION

Inclusive education (IE) is a worldwide phenomenon widely advocated in the recent past due to international treaties such as United Nations Convention on Rights of Persons with Disability as well as in the Sustainable Goals. It has percolated down from philosophy to legal Acts and regulations of the countries. However it is yet to become practice that is based on human rights and social justice. IE advocates that children with special needs have to be educated along with their typical peers in the regular classrooms. In order to achieve this culture and ethos, teachers in inclusive classroom need to play a major role through their attitudes and actions. Inclusive education policies facilitate action of teachers and also influence the way teachers form their attitudes towards inclusion.

The objective of inclusive education of 'same quality for all' requires three distinct phases of efforts. The first phase deals with identification and admissions of CwDs in educational institutions, second phase deals with making provisions for learning environment and processes conducive for CwDs, and third phase is with respect to their learning outcomes. The system has made provision for admission but learning processes and learning outcome are still dependent on family effort. It is time now to move beyond personal efforts to systemic efforts to allow students to access learning environments and learning processes in the educational institutions. The focus of this paper is on second phase of systemic efforts i.e., learning environments (LE) and Learning processes (LP) as shown in the figure 1.



In India, Right to Free and Compulsory Education Act was enacted in 2009. Though it was land mark legislation to improve access to education of marginalized sections of the society. It is true that because of the Act and reservations policies, many sections of marginalized society have benefitted with access to education related opportunities but for the CwDs besides access to education opportunities, access to facilities for completion of education is also required. Therefore, in the context of education for CwDs access to admission as well as access to learning opportunity both are important. To begin with review process, the status of admission of CwDs in the elementary classes in India is presented. The status is helpful in understanding scope of work for educational planners for providing learning opportunities to CwDs. That is the focus of this report.

STATUS OF ADMISSION OF STUDENTS WITH DISABILITY IN ELEMENTARY CLASSES IN INDIA

What is the count of CwDs in India? Are they all enrolled? If not, why? These are the questions posed to any educational planner. But reliable number of CwDs is not known. There are many reasons for the non-availability of reliable data. Out of many reasons, two main reasons are: number of disabilities has been shifting from seven and four in Persons with disability (PwD) Act 1995 and National Trust Act 1999 respectively to twenty-one in RPwD Act 2016. Secondly, the counting mechanism in the Census of India or in the National Sample Survey Office (NSSO) is self-reporting. As a result, reliable count is not available. So far, the most reliable count is available under District Information System of Education (DISE) as it is based on house hold surveys conducted by teachers. Besides that, impairment of students is assessed by medical doctors in the annual camps under Sarva Shiksha Abhiyan (SSA), a centrally sponsored scheme. The number of CwDs under DISE is a good indicator of enrolment and retention over the years but again it may not be comprehensive enough on total count of CwDs as available in the total population because total population of CwDs in India could be much more than reported under DISE. As per DISE, number of CwDs enrolled over in elementary classes in the last eight years is given in the table A and total enrollment in elementary classes in table B respectively in annexure 1. Further the data on enrollment of CwDs in class -1 only is extracted from DISE data base and is given in the table -1 below for discussion on comparison to total enrollment as well as increase or decrease over the years of CwDs.

SOURCES OF DATA ON CWD

- Census of India
- NSSO
- DISE
- Research Surveys

Table- 1

Number of CwDs enrolled in Class -1

Year	No. of disabilities	Boys with disability	Total boys enrolled	% of BwD	Girls with disability	Total Girls enrolled	% of Gwd total enroll	Total CWD (B & G)	Total enrolment of students	% of total CwD to total enroll
2009-10	7	141335	15247954	0.93%	96940	14161045	0.68%	238275	29408999	0.81%
2010-11	11	130155	15681058	0.83%	91028	14544109	0.63%	221183	30225167	0.73%
2011-12	11	142339	15420049	0.92%	98763	14203717	0.70%	241102	29623766	0.81%
2012-13	11	188516	14914051	1.26%	133802	13756994	0.97%	322318	28671045	1.12%
2013-14	11	179315	14178423	1.26%	122312	12986088	0.94%	301627	27164511	1.11%
2014-15	11	101606	13996936	0.73%	69696	12906397	0.54%	171302	26903333	0.64%
2015-16	11	146589	14128543	1.04%	101427	13041467	0.78%	248016	27170010	0.91%
2016-17	11	124734	13220591	0.94%	86847	12070666	0.72%	211581	25291257	0.84%

Source: DISE raw data from data base

The table -1 indicates that number of CwDs enrolled in every year is different. It is ranging from 0.64 percent in the year 2015 to 1.12 percent in the year 2013. The table also shows that increase in number of disabilities did not impact the range of enrolment of CwDs as the number of disabilities increased from seven to eleven in the year 2011 but percentage of CwD instead of increasing got reduced from 0 .81 percent to 0.73 percent to total enrolment. The table also indicates that the overall percentage of CwDs in the total enrollment is also much below the expected number of populations with disability i.e 3to 5 percent. The maximum percent of CwDs to total enrolment has not gone beyond 1.12 percent. Another observation is that the number of girls with disability (GwD) is lower to boys with disability (BwD) in every year.

The study conducted by Educational Consultants India Ltd (Ed.CIL) and Social and Rural Research (SRI) in 2014 estimated that there could be two crores fifty-five lakh (2,55,10, 909[1]) total children of six-year-old eligible to get enrolled in grade -1. Against this estimation, the table-1 above gives the total number of enrolled children at two crores seventy-one lakh (27164511). It is higher than estimated. It could be due to the fact that there are under and over age children enrolled in grade 1. Similarly, the report estimated that there could be 1.05 percent children enrolled with any type of disability. Against this estimation, the table above indicates 1.11 percent CwDs are enrolled in grade -1 in the year 2014. It is also higher than the estimation. However, both the DISE data and Survey data are much lower than the estimation of Census data which puts the count at 3-5 percent of the total population and academic estimates including dyslexia goes around 20 percent of the population.

Taking cognizance of the data and estimation, the total count of all enrolled students is approximately 18.9 Crores in elementary classes in the year 2016-17. At present only one percent of the enrollment that is approximately 20.97 lacks CwDs are enrolled in the system. If CwDs count may go up to 20 percent of the population, then there could be as many as 4 crore CwDs to cater to.

In this paper, policies, data on enrollment and other information is analyzed to examine whether these enrolled and identified CwDs are provided with the facilities to progress in the schools. The concept of 'Learning Environment and Process (LELP)' goes beyond the notion of admission. The concept of LE includes access to transport to reach school, ramps, tactile path to access classroom, laboratories, playground, and recreational facilities etc. It allows equal opportunity to participate in learning processes. Lack of accessible or appropriate equipment and learning materials, inaccessible infrastructure also acts as barriers to equal opportunity to quality learning. Therefore, LE and LP occupies important position in the present legal and regulatory policy frameworks. The paper discusses policy prescriptions for the LELP for the CwDs and also examines the actual status of

1 The number is calculated by dividing total population of 6-13 by eight to derive population of six-year-olds. (20,40,87,274/8 =2,55,10,909)

the implementation of these policy prescriptions in the schools. The paper is based on UDISE, and data of the research conducted on the topic by Dr. Anupriya Chaddha (2017) unpublished. The data have been reorganized for the paper.

The LELP is categorized into twelve variables. Five variables are related to learning environment and seven are related to learning processes.

The following tasks were carried out to finalise the paper:

1. Conceptual framework of policies on accessibility to learning environments and processes was provided. All policies were reviewed, and gaps identified if any.
2. In the light of policies, status of other variables on the ground was studied. These variables are:

2.1 status of enrolment of CwDs in India (DISE data)
2.2 status to accessing school- transport related barriers
2.3 status of access to classroom- building related barriers
2.4 status of health care facilities
2.5 status of special toilets in schools
2.6 status of adapted furniture in classroom
2.7 status of sitting arrangements
2.8 status of aids and appliances
2.9 status of availability of UDL
2.10 status of adapted curriculum
2.11 status of assessment related provisions
2.12 status of instructional strategies and designs including IEPs
2.13 status of teacher competence consisting of knowledge, attitude and training

The conceptual policy framework with regard to above mentioned variables mentioned from 2.1 to 2.13 were examined in various national, regulatory and executive policies, regulations and circulars. The focus is to identify gaps within various policies and from policy to practice in classroom.

REVIEW OF POLICIES RELATED TO ACCESS TO LEARNING ENVIRONMENTS AND PROCESSES (LELP)

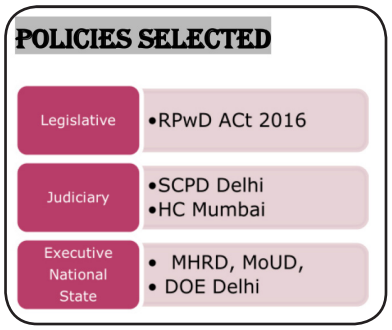
The goals of education are the same for all children. However, these goals are to be balanced and brought in harmony with the individual needs of each child. Individual needs and teaching objective determine the learning environments. An effective learning environment is created by a teacher by making deliberate choices about how an activity, course, or curriculum will lead to desired outcomes for student learning regardless of student differences. Learning environments are defined as physical features of learning spaces. A classroom or school needs to be conducive to learning. It should be properly lit, noise free, airy, equipped with age-appropriate furniture etc. But in the case of CwDs access to learning environments itself could be restricted. Many barriers imposed on account of impairment

such as need of transport to reach school, proper signage or facility of ramp or tactile path to reach classrooms, use of health care facilities in the school, need of special toilet, adapted furniture and proper sitting arrangement in the classrooms are found restrictive. Even if these barriers related to access are removed, CwDs do not get engaged in learning processes. For learning to take place, physical sense organs send message to brain to process it. In case if there is impairment in any of the sense organ or in neuropaths of the brain learning gets hampered. Therefore, a teacher has to make extra effort to provide aids and appliances, learning materials, adapted curriculum, assessment provisions for learning to take place. Besides resources, it also requires teacher competence to create such learning experiences for CwDs.

> It had been a while since I was sitting in a wheelchair, outside the principal's office at a school in Patparganj, Delhi. As my parents and I awaited our turn, we discussed how we could beg for admission, yet again. We were stressed as every school we had approached so far had rejected me with different excuses. Finally, the principal called us in, and said, ***"I can't give admission because our Class 7 is on the second floor. We don't have proper facilities to help your child."***
>
> -Youth Ki Awaz Aug 10, 2016

The policies support school administrators and teachers to create such LELPs. There are many legal and executive level policies at national, state and school level for inclusive education in India. The list is very long. The policies enacted after RPwD Act 2016 has been taken for analysis as these are specially meant for CwDs and go beyond admission provisions alone. The Act has specifically mentioned LELP variables.

The policy making structure in India includes legislation, Judiciary, executive at national, state, and district levels. The education of CwDs is looked after by two ministries (MHRD, MSJE), national level regulatory bodies (NCTE, RCI, National Trust), and 29 state directorates of education. Besides that, there are Supreme Court, high courts and disability courts. Each one makes policy related to one or more issues of education of CwDs. The important national policies and one state level policy are selected for analysis in this chapter specifically with reference to LE for CwDs. These policies include: RPwD Act 2016, Executive circulars of Directorates of Education (DOE) Delhi, Samagra a Centrally Sponsored Scheme of Ministry of Human Resource development (MHRD), Guidelines for Universal Design of Building published by Ministry of Urban Development, High Court orders of Mumbai, and State Commission of persons with Disability Delhi.



Policy Framework for LE

The detailed content of the policies can be read at the source of policy as given in the reference section. Here, policies are examined from the perspective of specific mention of the variable of LE as defined in the chapter one from 2.2 to 2.6 is available or not. The text of the policy in brief is mentioned at the end of the table in foot notes for perusal and ready reference. The table-2.1 below provides brief on contents of LE variables as available in different policies.

Table-2.1

Policy analysis for specific mention of LE variables

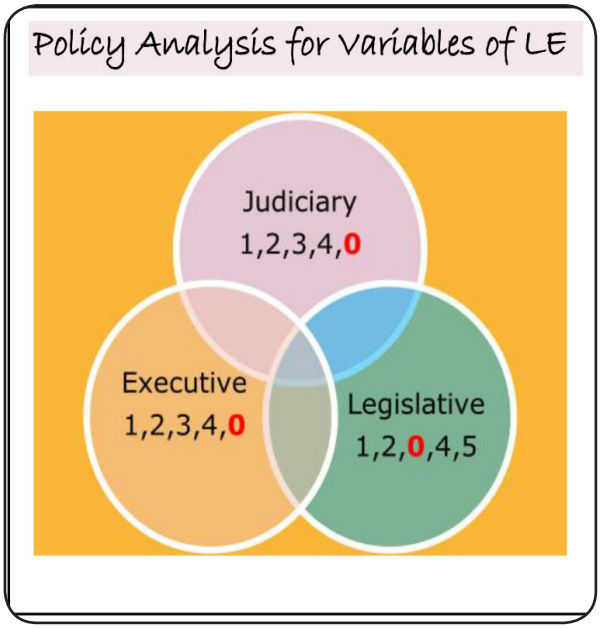
Variables Numbers		1	2	3	4	5
Types of Policies	Policies Name	Transport	Ramps/ tactile path	Health care	Special toilet	Adapted furniture
Legislative	RPwD Act 2016	Yes[2]	Yes[3]	No	Yes[4]	Yes[5]
Executive	Circular DOE/ Delhi May 2018	Yes[6]	Yes[7]	Yes[8]	Yes[9]	No
	Samagra scheme, April 2018	Yes[10]	Yes[11]	Yes[12]	Yes[13]	NO
	MoUD Circular HG 2016	NO	Yes[14]	No	Yes[14]	No
Judiciary	SCPD Delhi (2017) Mumbai HC (2018)	Yes[15]	Yes[15]	Yes[15]	Yes[15]	NO

Source: created by the author

The table-1 shows that RPwD Act of 2016 has mentioned specifically about learning environments under its clauses at 16 and 17 about duties of the educational institutions and specific measures to be taken to promote and facilitate inclusive education. However, it is found that mention of health care facilities in the educational institutions is not mentioned.

1 16 (viii) Provide transport facility.
2 16 (ii), Make building, campus accessible; 44(ii) compliances to building rules within 5 years
3 16 (iv) provide necessary support in environment
4 16 (iv) provide necessary support in environment
5 The path from the entrance to the school buildings and playground must be clear and leveled. Ramps should be fitted with handrails. Directional Tactile Paving should be provided.
6 Provision of Transport, Escort,
7 Provisions for physiotherapy, occupational therapy, speech therapy, behavior modification, counselling etc
8 Accessible toilets should be provided at every floor to assist students
9 4.3.1 (iv) Transport/ Escort
10 4.8 Removal --access to Classrooms, laboratories, libraries and toilets in the school.
11 4.3.1(ii) Medical services, diagnostic services etc., Therapeutic services and counselling
12 4.8 Toilets
13 Guidelines for universal design of building
14 As per MoUD and MHRD guidelines

Nevertheless, it has found mention in the MHRD Scheme, and in the circular of the Directorate of education and also in the judgments of the courts. Similarly, the mention about the adapted furniture is conspicuously missing in all policies. In the RPWD Act also it is not clearly mentioned, the meaning is left to interpretation. Rest of the variables of transport, ramps/tactile path and special toilets are specifically mentioned in all the policies. It can be deduced that availability of adapted furniture for CwDs in schools could be missing. It is to be confirmed by data analysis discussed in the next chapter.



Policy Framework for LP

Academic publications (W.B. Group), research (Sharma Priyanka 2018), and evaluation reports of schemes for education of CwDs (UNESCO 2015), and previous policies of the country such as (NCF 2005) and many more have informed the educational planners that learning of CwDs is greatly helped by the factors such as making them sit closely, making learning experiences meaning full by use of aids and appliances, providing it in the format which can be accessed by them. These classroom interactions are dependent on the competence of the teacher therefore teacher competence is one major factor. The content of IEP indicates how far teacher is able to use strategies to meet learning needs of a CwD. The variables mentioned at 2.7 to 2.13 would be analyzed in the policies.

The policies selected are many but are not being discussed as these are not revised and no input was found relevant to the discussion though the work of a teacher is greatly influenced by these. One such important policy is National Curriculum Frame Work for Teacher Education 2010 published by National Council for Teacher Education and other is State Education Code. Out of the main policies, RPwD Act 2016, Samagra Scheme of MHRD, Circular of DOE Delhi and Case in the Court of SPCD Delhi are being analysed on LP Variables in the table -2.2

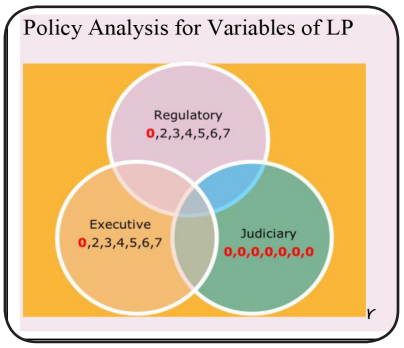
Table 2.2

Policy Analysis for specific mention of Variables on LP

Variables Numbers		1	2	3	4	5	6	7
Types of Policies	Policies Name	Sitting arrangement	Aids & Appliance	UDL	Adapted Curriculum	Assessment Provisions	IEPs	Teacher Training

Legislative	RPwD Act 2016	NO	Yes[1]	Yes[2]	Yes[3]	Yes[4]	Yes[5]	Yes[6]
Executive	Circular DOE/ Delhi May 2018	NO	Yes[7]	Yes[7]	Yes[7]	Yes[7]	Yes[7]	Yes[7]
	Samagra scheme, April 2018	No	Yes[8]	Yes[9]	Yes[10]	Yes[11]	Yes[12]	Yes[13]
Judiciary	SCPD Delhi (2017)	No[14]	No[14]	No[14]	No[14]	No[14]	No[14]	No[14]

Source: Analyzed by author[6]



As evident from the table that LP variable on aids and appliances, UDL, adapted curriculum, assessment Provisions IEPs and teacher training are found mentioned except 'sitting arrangement. The court order also could not clearly mention these variables. It could be due to the fact that details on the policy provisions were not available, and court relies on available legislative policy. It is also evident from the time line those executive policies came two years later in effect. It is found that teacher training component and IEP is mentioned but content is not detailed out. The content of these two variables may include all other variables in its ambit. To date, **no policy**[7] document could be found on pre service and in-service teacher training curriculum for analysis to confirm inclusion of these components. Therefore, availability of these variables in the classrooms for CwDs may get hampered. In brief it may be concluded that Policy frame work is available for three LE variables and six LP variables out of five and

1 17(g) Provide assistive devices.
2 17 (f) Use of appropriate augmentative and alternative mode----------society.
3 17 (i) To make suitable curriculum and Examination
4 17 (i) same as 3
5 16 (iv) individualized support
6 17(d) train professionals
7 Equity Policy of DOE
8 4.6 under curricular access
9 4.3.1(iii), (v) under student-oriented component
10 4.4.3 and 4.6 under curricular areas
11 4.6 under curricular Access and annexure iv
12 4.7 under IEP
13 4.5 under Education of Teachers
14 Ms Bhawna Vs st. Thomas School, case no. 4/1365/2016-wel/CD
7 Policy documents are government documents. NCFTE of NCTE has not mentioned it specifically. RCI curriculum is for special teachers.

seven respectively. The status on availability of these LELP variables in the classrooms is examined in the next chapter. The effect and quality of available and missing LELP variables on learning is discussed in the Vth chapter.

Status of Access to learning Environments

There were 253 CwDs with eight types of disabilities enrolled in 40 schools as reported in the report (Anupriya 2017). The details on types of disabilities and number of CwDs enrolled are given in the table- 3.1 below:

Table-3.1

Number of CwDs covered

S.N.	Name of Disability	No. CwD
1	Blind	03
2	Cerebral Palsy	21
3	Hearing Impairment	70
4	Learning Disabilities	21
5	Low vision	46
6	Multiple Disabilities	10
7	Mental Retardation	50
8	Orthopedically Impaired	32
	Total	253

Source: Anupriya Chadhha (2017) report page no. 56 and 119

All these CwDs are to be provided with LE in their school. There are 3 children with visual impairment and 46 are with low vision. These 49 children with visual impairment (VI) need tactile path to access and navigate school building. There are 70 students with hearing impairment (HI). They need proper signage to move around. Similarly, there are 21 children with Cerebral Palsy, they need adapted furniture. There are 10 children with multiple disabilities they may require health services in the school. The information available on status of availability of the five variables of LE in the 40 schools of the study is represented in the following table-3.2

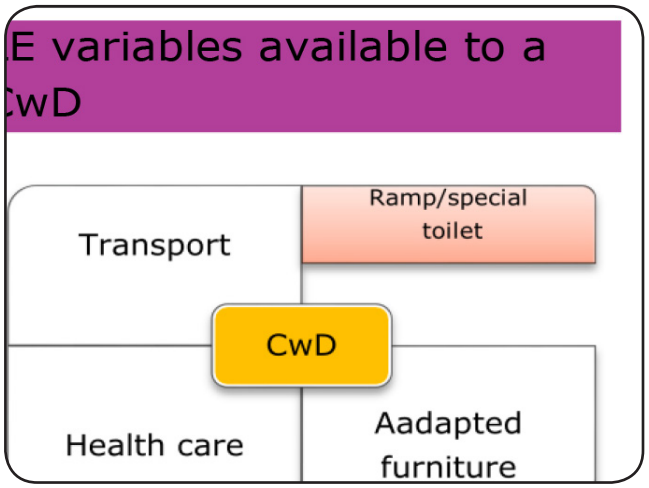
Table 3.2

Status of availability of Variables of LE in Schools

S.N.	Variables	Availability no./ Total schools	in %	Disability Specifically requiring facility	Marks for each variable out of 10
1	Transport	0/40[1]	0	All CwDs	0/10

2	Ramp	24/40[2]	60	Child with OI	3.2/10
	Wide doors	20/40[3]	50	Child with OI	
	Signage	13/40[4]	32.50	Child with HI	
	Tactile	0/40[5]	0	Child withVI	
3	Health care	0/40	0	ALL CwDs	0/10
4	Special toilet	10/40[6]	25	Child with OI	2.5/10
5	Adapted furniture	1/40[7]	2.5	Child with CP, MD	0.2/10
	Total				6/50 (12%)

Source: Anupriya Chadhha (2017) report[8]



The availability of LE variables as indicated in the table above is not very encouraging. The availability of ramps is highest at 60 percent followed by availability of wide doors at 50 percent, signage at 32.5 percent and special toilets at 25 percent. Besides these two variables, rest of the three variables of transport, health care and adapted furniture are missing and reported as zero or less than one percent. This availability is reported at school level and not at child level. It is assumed that if the facility is available at school, it is available to the child. With this assumption also the LE variables given above make the system report card empty in three quarters of availability. If we convert it into marks, system is getting only 12 percent marks in total on availability of LE. And on individual variables of LE is also much below than accepted level of performance. It is certainly a concern for policy planners.

Status of Access to Learning Processes

Learning process is very individualistic. To facilitate, each child, specific medical aid is to be given as per his/er need. Similarly, educational needs are also disability specific. If a child has a particular condition say disability in vision, then Braille /large print book/ICT is compulsory condition required for learning. Therefore, effort is made to analyse data and information from the perspective of child whether s/he is facilitated or not in the school. The information on LP was collected from the draft report. The data and information on all the seven variables of LP is presented in the table 4.1 below:

8 1. Data from qualitative analysis pp 87 and 92; 2. pp81; 3. pp81.

Table-4.1

Status of availability of Variables of LE in Schools

S.N.	Variables	Availability	%
1	Aids and appliances:		
	Medical aids[2] Orthopedically equipments (wheel chair, clipper) Hearing Impaired Total aids available	14/32 children 23/70 Children 37/253	43 32 14.6
	Educational aids[3]: Brail Kit[4] Brail slate and stylus[5] Tactile Book[6] Embossed Material and concrete objects[7] Communication boards[8] Pencil Holder[9] Taylor frame[10] ICT[11] MR Kit[12] Total aids available	 2/46 (LV students) 2/23 (LV students of grade II and III) 1/49(Blind and LV students) 9/49 (Blind and LV students) 13/81(CP, MD, MR) 16/52(LD, MD, CP) 3/23(LV students of grade II and III) 0/253(all CwDs) 2/50 (Child with MR) 48/253	 4.3 8.6 2.0 1.8 16 30 8.6 0 4 18
2	Sitting arrangement1 (Small group and Circles)	15/40 schools	37
3	UDL/ Accessible format Braille book/ large print[13]	8/40 schools	20
4	Adapted curriculum	0/40 schools	0
5	Assessment Provisions	0/40 schools	0
6	IEP[14]	17/40 schools	42
7	Teacher training[15]	40/40 (3days)	100

Source: Anupriya Chadhha (2017) report[9]

The table shows that the availability of medical aids was at 43 percent for CwDs related to OI condition and 32 percent for children with HI respectively. The medical equipment aid is a necessary condition to access educational opportunities. It is found that 57 percent CwDS with OI and 68 percent with HI respectively are without any medical equipment which is needed by them. The findings with regard to educational equipments availability for CwDs are ranging from 30 percent to zero percent. The highest percentage of 30 is reported for pencil grip required for child with dysgraphia, MD and CP. And the lowest percentage of zero is reported for ICT equipment. If we examine the availability of educational aids disability wise, the status is not encouraging. The maximum percentage is eight only for the children with VI who is found to have been provided with educational

1. pp71; 2. Pp61; 3. pp65; 4. Pp56 for child count and pp65 for aid; 5. Pp56 and pp 65; 6. pp 65; 7. Pp65; 8. Pp56 and 65; 9. Pp56 and 65; 10. Pp65; 11. Pp61; 12. Pp61; 13. Pp 63 14. Pp78; 15. Pp84

aids namely Braille book, Braille kit, Taylor frame, embossed material or tactile material. The percentage of children provided with embossed learning material is as low as 1.8 percent. It can be inferred as nonexistent for the CwDs in the school. The data given in the table 4, points out at availability of communication boards[10] for child with cerebral palsy (CP), MD, and MR at 16 percent. The data shows that 84 percent children with CP, MD and MR are not provided with communication board. The availability of MR Kit for the children with mental retardation (MR) is reported only four percent. It means 96 percent children are without the necessary kit in the classrooms. There is no mention of educational aids required for other disabilities namely learning disabilities and multiple disabilities.

The sitting arrangement in small groups or circles was made in 37 percent schools only. It may be interpreted that it is incidental rather than intentional as strategy to teach CwDs. It could be due to the lack of knowledge in teachers. The findings will be further explored and juxtaposed with other variables of IEP and teacher training. The availability of learning material in accessible format (UDL) namely Braille book and large print was found available in 20 percent schools only. The adapted curriculum and assessment provisions were completely missing as reported at zero percent. IEPs are found being used in seventeen schools at 42 percent. Though IEPs are for individual CwD but information available is school wise. It can be assumed that in all these schools it is being made for all CwDs. But these IEPs are not made by the teachers but are reportedly by resource teachers. However, these are available for CwDs. The component of regular teacher training is analyzed and not of resource teachers. Because in the inclusive set up regular teacher is supposed to teach. On the variable of teacher training, it is reported that all the teachers have received training of three days each.

The tables 3.2 on LE variables and 4.1 on LE variables indicate that availability is ranging from 0 to 24 percent only. Though it should be hundred percent as it is right of each child. The availability of LELP to CwDs is not even reaching to 50 percent. Learning process variable of medical aids to OI and HI is highest but not hundred percent. Other children with disabilities are neglected in terms of availability of LELP variables. The variable wise gaps are highest in transport, Health care facilities, adapted furniture, ICT, Adapted curriculum and examination provisions. Though teacher training is reported as hundred percent, but it is only of three days. The effect of it is derived from the fact of learning achievement of the CwDs. The learning achievement of CwDs is reported as opinion of teachers and not grades/ marks descriptors given by teachers on learning Achievement. The opinion is collated as given in the Table 4.2 below:

10 A communication board is a board with symbols or pictures that is used to facilitate communication for children with limited expressive language ability. Children communicate using the board by pointing and gesturing or gazing at the various symbols and pictures.

Table 4.2

Learning Achievement of CwDs

Rating	frequency	Percentage
Below Average	77	30.43
Average	163	64.43
Above Average	13	05.14
Total	253	100

Source: Anupriya Chadhha (2017) report pp66

The table is showing that 94 percent CwDs are falling in the category of average or below average performance. Only five percent CwDs are above average performer in the opinion of teachers. The data on learning outcome is not available under National Assessment Survey and Student Database Management Information System (SDMIS) as yet. So far findings are indicative that LELP is not available to CwDs.

DISCUSSION

India has very large number of student population in the age group of 6-14. The total count of all enrolled students is approximately 18.9 Crores in the year 2016-17. At present only one percent of the enrollment that is approximately 20 lakhs CwDs are enrolled in the system. If CwDs count may go up to 20 percent of the population, then there could be as many as 4 Crore CwDs to cater to. The system has to take care of providing LELP to all these students.

Learning Environment and Learning Processes gain more significance in the case of CwDs. Other marginalized groups such as girls, scheduled caste, scheduled tribes, and others could improve their status by provision of access to education alone. Therefore, reservation was sufficient measure to provide equal opportunity. But in the case of CwDs, admission alone is not sufficient; access to learning opportunity is of equal importance if not more. Therefore, LELP is one of the important inputs for the education of CwDs.

India is a federal democracy. The democracy has three organs legislation, judiciary and executive. All three types of orgnisations at national, state and district level formulate or at least disseminate policy. However, there is no clear-cut chain of policy percolation. As a result, even though there is national legal (RPwD Act) or executive level (Samagra) policy in place it may still not reach the school as school may still be following state level (directorate level circular) policy. That may not have been updated in the light of central policies. Further if one Ministry or organization has made rules it may not reach the school until and unless it gets incorporated in right manner in right place in the policies which govern the behavior of the implementer. For example, universal design of building,

barrier free guidelines need to become part of school recognition/ affiliation rules. The central rules as prescribed by Ministry of Urban Development on building or Samagra Scheme specification may not prove to be that fruitful. It is because of the fact that other ministries are not regulating ministries for schools and centrally sponsored scheme are only incentive schemes. If a particular state does not take funds under incentive schemes, is also not liable to follow the provisions of the scheme as well. But RPwD Act is legislation, it needs to be followed. The right policy instrument is state level policy i.e., state education code. If these provisions of RPwD Act and of Samagra are incorporated in 'state education code' it becomes available to all as all are governed by these rules. Besides that, policy implementation instruments such as budget plans, calendar, appraisal formats for teachers, monitoring formats need to get revised in the light of the RPwD Act. One another important gap in policy frame work identified is with respect to teacher education curriculum. The teacher education curriculum is not revised in the light of new paradigm shifts taking place. The education of CwDs is still being taught under D. Ed Special education and B. Ed special education. The curriculum of these courses is designed and regulated by Rehabilitation Council of India (RCI). The Council is responsible for special educators and not for general teachers whereas, CwDs are to be taught by general teachers in the regular schools. As a result, policy framework was completely missing on teacher education. The LELP is teachers' tool. If teachers are not aware, knowledgeable, skillful and also regulated by any policy, it is a distant dream.

In spite of the fact that policies are found on many of the variables and have been made by all the three organs of democracy, it is not going to be effective. As per the theory of change, policies need to be bestowed with some salient features. The policy should be able to break path. As structures had been existing for integrated or special education in India as per earlier PwD Act. There is greater need of advocacy and coalition among actors. Besides that, as PwD Act has not been replaced by RPwD Act based on local experiences but is based on international convention, which is top-down policy diffusion, it requires changes to be made first in policy instruments that is first order of policy instrument, then in executive policies i.e., education codes, second level of policy, and then only in goals of policy i.e RPwD which is third level of policy. It is found that in India third level of policy is enacted without the second and first level of policy instruments having been prepared (Cerna 2013). Therefore, the result of the policy in terms of learning achievements of CwDs is difficult to be seen.

As mentioned earlier, the data on LELP was collected in 40 schools of Uttar Pradesh and Assam. The treatment of data in the report of Anupriya Chaddha (2017) was different. In this paper the data is examined from the perspective to CwD as to what extent LELP is available to him/er. The LELP is categorized into twelve variables. Five variables are related to learning environment and seven are related to learning processes. The information available on these variables is presented in terms of 253 CwDs of eight disabilities. The variables are examined with reference to each disability.

On account of 'transport' variable it is found that it is policy provision, but no facility is provided in these forty schools to CwDs to reach school. However, they reported they come to school on their own and also like coming.

The second variable was related to access within the building such as ramps, wide doors, signage, and tactile path. The policy has quoted guidelines of MoUD which consist of these features and many more but the availability of these four features is at 60, 50, 32 and zero percent respectively in the surveyed schools. If we translate in terms of accessibility to child with different disabilities, it can be concluded that child with VI cannot navigate within the school building independently as there are no tactile path. Similarly, ramps and wide doors required for the child with OI are available in only 60 and 50 percent schools respectively. The availability of health care facilities is one important component of inclusive education. There were 10 students reported with multiple disabilities and 21 were with CP but none of the school has these facilities. The children with OI (32), CP (21) and MD (10), totaling to 63 CwDs need special toilets in school. These are enrolled in all 40 schools but only 10 schools, i.e., 25 percent are found to be having special toilet. The status of adapted furniture is found negligent. There were 21 Children with CP and 10 children with MD who need adapted furniture but only one child is provided with such furniture. Out of the five variables selected for examination, two variables of transport and health care are at zero percent available. Adapted furniture is at 2.5 percent, signage at 32 percent, wide doors at 50 percent and ramps at 60 percent of schools is available. The availability status is characterized with holes, capable of dropping CwDs out of the system. After admission, LE is compulsory condition required for the education of CwDs. The schools are getting only 12 percent marks on LE availability.

It is further examined how learning process is taking place in schools for CwDs. Learning processes is very individualistic and is also dependent on systemic processes. A few variables such as medical and educational aids are to be given to a specific child, so it is examined in terms of availability of that variable to number of CwDs. There are a few variables such as sitting arrangement, use of IEPs, availability of UDL, provision and practice of adapted curriculum and examination which are related to CwD but are process related therefore these are examined in terms of availability in the schools.

The policy framework mentions the term 'aids and appliances' to be made available to CwDs but list of appliances for each of the disability is not specifically mentioned. As a result, the aids and appliances are not found available for each of the CwD in the school. The few educational aids are general such as ICT, IEP, sitting arrangements etc. These facilitate all children irrespective of kind of impairment or even no impairment. But a few educational aids are disability specific, if these are not made available to the child with that particular disability, s/he will be at loss of learning. The medical and educational aids are available to only 18 percent CwDs individually. The responsibility to provides learning material in accessible formats such as audio books, e books, embossed books, etc. also needs to be defined as NCERT and National book trust are entrusted for publication of

print material. The same orgainsation or other organization should be made responsible to prepare and disseminate material in UDL format to be used by CwDs and teachers.

For system level variables if teacher training is excluded, it is found that only 42 percent schools are practicing preparation of IEPs, 37 percent are making sitting arrangement different than rows. And 20 percent schools are using Braille under accessible formats.

It is evident from the discussion that there are laps with respect to LELP availability in Schools. If teachers are competent and trained these laps should have been minimum. On the variable of teacher training, it is reported that 100 percent teachers have received three days in- service training. Three days in- service training is only for sensitization. It is not sufficient to develop concepts, inculcate desired skills and attitude. The curriculum of teacher education as given by National council for Teacher Education was also examined for its inclusion of inclusive education. The teacher Training curriculum for the general teachers is found deficient in the inclusive education component. However inclusive education is taught under Spl. B. Ed and D. Ed courses. These courses are for special educations or resource persons. Since iterant or integration model is no more in operation, it is not effective for education of CwDs in the inclusive education setting. It is also found that in many in – service training programmes organized at NIEPA, participants question the inclusive approach and favour special education approach. It could be due to deeply held concepts learnt in pre service training. New paradigms are not accepted easily. It collaborates to theory of change through policy as discussed earlier.

The LELP are not available and CWDs are not learning is indicated by the opinion survey as given by teachers. There is national data base available called National Assessment Survey (NAS) conducted by NCERT to learn about achievement levels of students in elementary classes. Unfortunately, it is not available on CwDs as one of the categories. There is no other information available on national level to examine learning progression of CwDs. The examination results of Boards of classes Xth and XII are not comprehensive enough on progression of CwDS from elementary classes. The DISE data base is also not a good indicator on LELP as due to 'no detention policy' of RTE, the data on enrollment is not a measure of learning. It could be best only a measure of retention. The Student Database Management Information System (SDMIS) has been started in 2017 which is to capture more variables related to CwDs, but it is also not complete and not yet available in public domain. The findings suggest that there is a gap in data on LELP as well as on learning progression due to absence of LELP provisions for CwDs in school.

RECOMMENDATIONS

Based on the findings and discussion ensued in previous sections following recommendations are made.

1. There are vision level policies available such as RPwD Act 2016 and other guidelines issued by other ministries such as MoUD and MSJ & E. These are third level of policies

for the teachers as they may not come in contact with these. The findings also showed that Directorate of Education, Delhi has also issued circular in 2018, it is second level of policy which is sometimes available to teachers. More over these circulars also have not been issued by all education directorates in India. This second level policy needs to be formulated by all directorates as per latest Act to bring change otherwise past practices will continue as per PwD Act. Besides that, it is most important to formulate first level of policy documents which are found totally missing in the system. These first levels of policy documents are appraisal and monitoring formats and data collection tools on CwDs in general and on LELP in particular which are used by teachers.

2. From the time line of policy transmission, it is evident that from UNCRPD in 2007, National Act was legislated in 2016, a gap of nine years; and directorate has issued circular in 2018, a gap of two years; and policy instruments are yet to be devised, a gap is yet to be estimated. In a top-down policy approach, it is better if all three types of policies are formulated and rolled out simultaneously for better implementation.

3. From the discussion of policy formulation organizations and levels, it was found that there are number of organizations, responsible for issuing guidelines, regulations, rules and funds. These are national level ministries, MoUD, MSJE, MHRD; national level regulatory bodies such as NCTE, RCI, National Trust, National Book Trust, National examination boards etc. a synergy needs to be developed in their work. For example, Inclusive education is not mere a philosophy but a legal policy framework. But teacher training curriculum is not updated since 2010. Similarly, NCERT has developed Barkha series, a prototype of UDL but organization to upscale it and disseminate is to be identified. At state level also educational directorates are issuing circulars at their pace.

4. Synergy in different organization is required; it was found that within organizational activities also synergy is required. For example, NCERT has responsibility of NAS but CwDs as one of the categories is yet to be included.

5. Synergy in all the concepts of inclusive education in the policy of one organization is also required. As found, that directorate of education has issued a circular, but all the concepts of inclusive education could not find place in it. There are many circulars. If there is one comprehensive policy like ‘education code’ available to teacher, principals, parents, district education officers it is better understood and would help in implementation. It will have all aspects in it starting from identification, admission, medical assessment, certification, educational provisions, IEP, educational Assessment, Feedback to CwDs and Parents, funds, teacher training, teacher performance, building rules, accountability of system and different stake holders etc. It will not leave any scope of filtration.

6. Details on medical aids and equipments disability wise and also details on education aids and equipments disability wise needs to be circulated for the state/ district administrators, teachers, parents and students. Availability of equipment in a school is not a sufficient indicator of success as there could be more CwDs than the number of equipment available in a school. It is first level of policy instrument which is found missing. As a result, data capture format under DISE and SDMIS are also not in sync with all the variables.

7. Role of academic faculty and researchers is to be increased to take up studies to facilitate and develop knowledge on gaps of information available for policy implementation. For example, researchers are to be conducted on effect of LELP on learning of CwDS. Academic discourses are required to change the mindset of the stake holders to move away from integration to inclusive model of education.

8. There are two national data sets available namely DISE/SDMIS on enrollment, building norms such as Ramps/ special toilets, facilities like transport, kits and achievement class 5th and 8th and NAS on learning outcome (at present not catering to CwDS) but there is no data set available on learning processes happening. It is to be created for analysis and to create evidence for policy makers.

9. The status of LP variables such as adapted curriculum, provisions of examinations, availability of educational devices of CwDs on individual basis, availability of UDL, and sitting arrangement in the classroom are to be included in the second and first level of policies on priority basis.

10. The LE variables such as tactile path, signage, health care and adapted furniture also need to get included in the first level of policy instruments such as data capturing formats and monitoring formats.

11. Inclusive education curriculum should be included in the curriculum of pre- and in-service teacher education. Besides that, it could also be made into an online module compulsory for all teachers and system level officials to pass to remain and progress in their respective jobs.

Annexure-1

Table –A

Enrollment of CwDS in classes 1-8th in last 8 years

ac_year	BwD	GwD	Total CwDs	% BwD to Total Boys	% GwD to Total Girls	Total CwD to Total enrollment
2009-10	860542	633975	1494517	0.92	0.73	0.83
2010-11	848969	630779	1479748	0.85	0.68	0.77
2011-12	977949	728960	1706909	0.95	0.76	0.86
2012-13	1347896	1002324	2350220	1.31	1.03	1.18
2013-14	1434934	1072946	2507880	1.40	1.12	1.26
2014-15	924883	675242	1600125	0.91	0.71	0.81
2015-16	1316647	968886	2285533	1.30	1.02	1.16
2016-17	1201184	896131	2097315	1.22	0.98	1.10

Table -B

Total enrollment of all types of students in classes 1-8th in last 8 years

Year	Boys	Girls	Total
2009-10	93136536	87225377	180361913
2010-11	99599538	93436880	193036418
2011-12	102637629	96416102	199053731
2012-13	102867860	96843383	199711243
2013-14	102718803	96180856	198899659
2014-15	102110952	95555957	197666909
2015-16	101593340	95123171	196716511
2016-17	98250874	91636141	189887015

Source: DISE data Base

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