Barriers towards inclusive education in India for the visually challenged students

Mafuza Yasmin
E-Mail: mafuzajrf@gmail.com
Hijli College, Department of Sociology, Kharagpur, Paschim Medinipur, West Bengal, India

Prakash Mukherjee
E-Mail: prakashmukherjee25@gmail.com
Hijli College, Department of Mathematics, Kharagpur, Paschim Medinipur, West Bengal, India

Azra Abidi
E-Mail: azraabid2002@yahoo.com
Jamia Millia Islamia University, Department of Sociology, Jamia Nagar, New Delhi, India

Abstract:
Inclusive education of intellectual disability children in India is in its cradle. There are comprehensive alignments of barriers that may be encountered in the effort to implement inclusive education of disability students. In this article, we point out the challenges and barriers for sightless students in accessing education like: familial segregation, social inclusion, hiring separate special educator in every school, access to basic Resources-Braille books, audio textual, emboss map-charts, mobility friendly infrastructure, educational aids, printing notes, peer support and positive upbringing surroundings etc. For this purpose, we visit one special school and two inclusive mainstream school's in rural districts of West Bengal, Hooghly with the application of Phenomenological inquiry to understand theoretically the daily lived experiences, and use of mixed methods research like focus group discussions including both structured and face-to- face interviews, participant observation in order to collect data with a 100 sample about the barriers associated with inclusive education for visually challenged students. The study identifies public awareness programmes to curb social misconceptions about orthodox stigmatized identity of disabled children, which serve as liaisons between the school, home, and community.

Keywords: Visually Challenged, Barriers, Inclusive Education (IE), Rehabilitation.

Introduction:

The great Indian poet and leader of Brahmo Samaj in nineteenth-century, Bengal, Gurudev Rabindranath Tagore rightly said, "The problem is not how to wipe out all differences, but how to unite with all differences intact", following his words, we express that Disability is about acceptance of diversity rather than recognizing difference of physical humanly body traits or personality, who always assimilated themselves in a sustainable human environment with a collective sharing of human resource development and tolerate discrimination from the non-disabled population for the "survival of the fittest", mentioned by the great scientist and philosopher Charles Darwin (Barnes, 2016).

UNICEF study finds that child suffering with severe disability is very uncertain and estimates 93 million that is (1 in 20) of persons in the younger age group of 14 years undergo with an austere disability (UNICEF, 2013). On the other hand, *Human Resources and Skills Development Canada (2011)*, research specifically on the younger and adult age category group of the total disabled

population, and come across 202350 children (3.7%, aged 0–14 years) and 96060 teens (4.6%, aged 15–19 years). In contrast, ***American Community Survey (2010)*** on the child Disability Characteristics, observe, 5.2 per cent (2.8 million) of the 53.9 million school-aged children (aged 5–17). (Government of India, Ministry of Social Justice and Empowerment Department of Empowerment of Persons with Disabilities, 2015)

Most Importantly, the Indian Census 2011 reports, major contribution on the secluded minority miserable section of the total Indian population discovers that 2.2 % are suffering the distress of some forms of multiple categories of disabilities among the total 1.21 Cr of Indian population. Whereas in comparison to urban-rural areas, disabled population consists lower proportion in urban areas (2.17%) than in rural areas (2.24%), due to the lack of modern technology disability oriented accessibility facilities, whereas the census also focuses on the gender gap among the disabled population which results, that male's category (2.4%) experience more exploitable tortured disability than female's disability (2%). The percentage of disability category are: blindness (18.8%), hearing (18.9%), speech (7.5%), movement (20.3%), mentally retarded (7.6%), mental illness (2.7%), multiple disabilities (7.9%), any other disability (18.4%) (Division & Central Statistics Division, Ministry of Statistics and Programme Implementation, 2018).

To attain inclusive development for all categories of disability, India has lay down major agendas in sustainable development goals, focusing on empowering persons with disabilities for equitable, inclusion rather exclusion and pledges to **"leave no one behind"**. (World Health Organisation & The World bank, 2011). On the other hand, internationally, USA has celebrated the "World Disability Day" in 2018 with a theme, "Empowering persons with disabilities and ensuring inclusiveness and equality", which aims to ensure right to equality and liberty for PWDs.

Now Disability is considered as a civil and justifiable human rights subject, as governments, medical doctors, non-governmental organizations, special educators, rehabilitation therapists, special schools/organisations and the families of people with disabilities collectively involve eradicating PWDs barriers of growth and progress. As it is society that make disabled rather than impairment. Everybody collectively should involve in building a positive environment with equal accessibility of sustainable resources.(Braithwaite & Mont, 2009)

The empirical research study finds out the major obstacles for PWDs inclusion in the following: Unsupportive families, deprived of quality education, underprivileged of attaining capacity based skills, no modification of inclusive curriculum, lack of teachers training, ineffective leadership community decisions, knowledge deficit, improper information mechanism for parents, teachers, administrative policy makers, inappropriate infrastructure for providing inclusive education to special needs children, responsive system should be created for good governance, planning and implementation of schemes, monitoring checks of funding scholarships and devices, lack of building barrier-free public transport for mobility, rural-urban infrastructural highways divide is one of the key obstruction for lower school attendance and high dropout rates of destitute below poverty children especially child with disabilities, the way to empower children with disabilities is to have accessibility of supportive equipments such as audio books, recorder, using JAWS technology in ICT, E-learning, availability of teachers and special educators training to enhance the special students needs through cooperative school staff, families and social and medical rehabilitation services, functioning in disability capacity building, by way of channelizing accountable functional responsibilities through granting of endowments. (Kumar, 2010)

Research objectives

The study was designed with the purpose to attain the following objectives:
1. To identify the barriers and challenges in regions of Hooghly district of West Bengal hindering the educational growth for visually challenged students.
2. To study how the mainstream society schools, empower through inclusive education system for visually impaired students in providing vocational and career education at primary, secondary and higher secondary levels.
3. To find out the limitations in mainstream schools for visually challenged students in the form of social exclusion and possibilities for developing more inclusive schools for social inclusion of C.W.S.Ns.

4. To carry out a comparative study of one special and two inclusive schools for analysing the attitudinal behaviour of parents, teachers, and head/warden towards inclusive education for the visually challenged students.

<div align="center">

Literature review
</div>

An understanding of the philosophy of Inclusive education: Special, Integrated, Inclusive Education

As India is one of the world's largest democratic country, suffering from innumerable challenges such as poverty, catastrophic disasters, social upheavals, political lynching, migration, developmental displacement, social inequality against marginalised castes groups, gender abuse, economic unemployment, exploitation of justifiable rights and most importantly ensuring right to equal access to quality education for all 200 million children including disabled and non-disabled children at the age of 6-14 years. (Mehrotra, 2011).

An inclusive education system benefits all learners without any discrimination towards any individual or group. Inclusive education can promote successful learning. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all. (Maria, 2012)

The philosophy of Inclusive Education emphasises on giving equal opportunities and full participation in an integrated manner where persons with and without disability studying together and participate collectively. Making inclusive education is a reality seems to be difficult but possible. It is the process that involves transformation of schools and centres of learning to cater for all children - boys and girls, able and disabled, marginalised and less privileged. (Mara & Mara, 2012)

There are many schools which refuse admission to children with special needs they admit them but in a few weeks, a few months, or a few years down the line they are asked to withdraw their children and put them into special schools, this is the experience of many children with special needs and visually challenge in mainstreams schooling, either; leaves out or pushes them out. Now we have many laws which speak about Inclusive Education, even India has signed the UN Convention on the rights of persons with disability. We have the Right to education Act of 2009 and most recent of Persons with Disability Act, 2016. There have been policies and legislations, but implementation is not in the way it should be. Making education accessible to such a large number of disabilities is everyone's responsibility as per : (i) Persons with disabilities act ,1995, (ii) Rehabilitation council of India act, 1992, (iii) National trust act ,1999, (iv) Right to education Act , 2010, (v) UNCRPD, 2007 etc. (Social Statistics Division, Ministry of Statistics and Programme Implementation, 2017)

Sarva Sikhsha Abhiyan the Nationwide government program for universalization of primary education states Zero rejection policy but these laws are not enough for our educational institutions to open their door to children with special needs. The statistics are revealing though India has achieved the gross enrolment ratio of 100%. (UNESCO Institute for Statistics, 2016)

About Inclusive Education:

Inclusive education means providing educational facilities to all children within a formal education system, for both the normal means children without any disabilities and the children with disability and involving an integrated classroom setup for both. Inclusive education facilitates all the opportunities to the exceptional children that fully required for their learning purpose. This can be achieved through mental and social supports from the school and familial environment by the children from this inclusive system. In this system, they are not being felt different one from the normal one. Even they still feel that they all are equal and it has to be practiced inside in the school classroom and outside playground activities as well as in the launch hours. (Nisa et al., 2017)

What are the differences between exclusion, segregation and integration?
Exclusion

Exclusion refers to the unaccessness of education to the disabled child. Exclusion occurs when the exceptional child are not able to register their name in the school because of their

disabilities. Instead of taking formal education in the school, they are taking the education at home. Hence, still they are excluded from the school campus.

Segregation

Segregation includes that type of environment where the students with disabilities are taught in the separate place or class with regard of some particular impairment. Generally, segregation refers to the beefy condition where a disabled child is being forced to go to the school with their difficulties in regular basis.

Integration

Integration is a setting of disabled student within regular or general classes without providing any individual facility and also without making any changes in the present education system. Therefore, integration is a form where the disabled children came in the mainstream education system and teachers are still unskilful how to treat the disabled child as well as how to give a socio-psychological support.

Steps towards Achieving Inclusive Education:

In the given below some following steps are discussed for achieving the inclusive education which are not applicable in the all situation in any country.

i. Zero rejection policy- means any organization or institution could not reject the any disabled child, if the child is able to registered his name in class.

ii. For success of inclusive education, its required diversity in train educators, teacher and also school administration because the education facilitates the individual difference.

iii. It's seen like developing some new teaching approaches for fostering the learning cooperative and the opportunities. It also addressing the teacher professional developed which leads to the quality of education.

iv. Early childhood care and education (ECCE) refers to the development early childhood investment is profitable for achieving the inclusive education.

v. For enrichment of inclusive education, it is most important to give a basic training that how to foster the needs of disabled child. (Miles, 2001).

Barriers for Children with special needs in attaining Education:
The descriptive study discovers, one of the most affected barriers is negative attitudinal behaviour against acceptance of persons with disability as they are being considered as a '**social stigma**' with sinful actions performed in the past life which God has bestow with stringent punishment in the form of physical impairments. The worsen effect of these daily challenges impacts both on the persons having impaired disability and family relatives in the form of marginalisation from the mainstream society, secluded feeling, unwanted community membership, burden to society's needs and government responsibility which results in worth-living, liberty life. As parents, children, and siblings of the disabled person or child get affected from pessimistic behaviour and depressive annotations/ remarks on their existence of quality living. The drawback of disability is linked to cross-cutting social categories varies from gender, caste, ethnicity, religion, residence, geographical region etc. Both, Gender and disability are seen as physical limitation based on biological traits or impairment rather than social status which society consign gender-based or disability type pre-defined tasks which restricts or excludes from performing other collective duties in society. (Addlakha, R., 2008).

For instance, if a person is physically impaired as orthopathecally handicapped, blind, locomotor or mentally disabled, he is considered as weak masculine strength, less courage, no independence rather dependence on other's support for daily mobility, lacks leadership qualities, and assertiveness. On the other hand to be a impaired disabled woman, regard as fragile to perform household chores which expects from being a mother or wife with no feminine qualities, attractiveness, splendour, and physical appearance due to which they are forced to physical, verbal, social, mental abuse and sexual violence.(Das & Addlakha, 2001).

Issues and Barriers:
i. Health:

In India, health issue is a major cause of concern for all, especially persons with disabilities who lack affordability in access to regular medical checkups, vaccinations and aids, infact some disability is caused during accidental injury, birth, maternal mortality rate, and malnutrition, can be preventable and cured, but there is a lack of trained doctors, unavailability of ASHA workers, special medical and community rehabilitation services, physiotherapists counsellors etc. in remote rural districts and villages, which alerts improvement of medical emergency hospitals, health sector on the whole.

ii. Education:

Lack of Implementation of Inclusive education system for the children with special needs in mainstream regular schools and colleges due to insufficient trained special educators and special counsellors with an unavailability of Braille literature books, audio-video electronic materials, weekly medical checkups and physiotherapy.

iii. Employment:

Due to the shame attach to disabled persons with God sinful past actions, many companies consider them as unproductive body which negatively impacts in humiliations with unpaid, jobless, destitute minority in society despite being having capability of doing productive work, thus more employment opportunities and disabled friendly infrastructure to be constructed for PWDs.

iv. **Access:** A big challenge to promote Physical accessibility is building of Barrier free communication infrastructure, ramps with playgrounds, spacious pavements in malls and ambiances, obstacles free transportation and traffic roads etc.

v. Discrimination/Social Exclusion:

Negative Social attitudes with dishonour of being disabled despite bearing in mind as a medical impairment is one of the major hindrances towards the development of persons with disability which creates an obstruction in active community participation and workforce, results social exclusion. Thus the society needs to change their rigid mindset against the existence of disability, and encourage to participate in capacity building rehabilitation programmes, provide with social safety mechanisms to complaint against crimes, increasing training and research studies on the problems of disability, endow low cost disabled assistive appliances, user friendliness accessibility, and encourage to participate in policy formulations decision making, monitoring and actual implementation. (Addlakha et al., 2017)

Methodology

Research design

The research on inclusive education for the visually challenged students is a descriptive and an explorative study which has done an in-depth ethnographic fieldwork of 3 schools (1-special school and 2- inclusive mainstream schools) of the total 175 sample, which is segregated into 5 sections, a) teachers, b) children, c) parents, d) head e) warden.

Sample

For appropriate data collection, sample has been divided based on stratified random sampling and convenience sampling among the total sample of 3 special schools which are: Louis Braille memorial School (special school) and Makhla Debiswari .Vidya .Niketan, High school (Inclusive School for only Girls) and Makhla high school (Inclusive School only for Boys), based on the variable such as Gender, disability, Age, teachers and parents occupation, teaching subject, educational qualification of parents and teachers, type of school, teaching experience, class wise sections (primary, upper primary, elementary, secondary, senior secondary) both for visually impaired/ disabled children as well as non- disabled children, relation with the child (father or mother) etc.

Data collections and analysis

The idea of making interviews questionnaire derived from studying lot of literatures on inclusive education. The interviews were divided into both open ended as well as close ended

questions with face to face, to observe their face expressions' within the school social structure. As classroom interaction is best way to examine their academic growth within the school curriculum, sports activities, enabling learning environment. Sometimes the survey process get saturated to have continuous discussion that too not with general students who have vision and sense to response but the visually challenge students who are mostly totally blind/ visionless and response to answer the questions through senses and hearing, infact children with blind with autism and mentally retarded able to response along with the parents (mostly mother as they feel comfortable) therefore it had taken longer time than usual fieldwork while interviewing with each special needs children. Finally, the data get exaggerated, but to maintain accuracy and reliability with unbiased responses, as a non-participant observer sit along with the visually impaired students while attending classes to observe their activeness to learn in a disabled friendly school environment without barriers and restrictions within classroom discussion with the teachers and school staffs.

Results

The following barriers received during the field study that prevents mainstream schools from accepting children with special needs:

- Attitudinal barrier- which sounds something like this – "but they are special needs, so why can't students with special needs go to special schools those are meant for them now", "how other students are going to manage by teachers there are 60 children in every class", "the curriculum is so vast they are overburdened fears of our educators what on earth will happen to our school".
- Parents fears of their neurotypical children – that whether teachers will give their maximum time in teaching maximum normal students of around 60-70 in a regular class and my special children who needs special care and attention will be neglected and isolated in the whole class sessions.
- These barriers seem pretty observed, however if in India every Indian has a Right to life, educate, live with dignity, equal opportunities and participation which have shown that if we all get aware and rise together we can break down these barriers.
- Now the Question is- *"How are we going to doing this?" "How do we eliminate these barriers''*, this is what this study says Inclusion is a process of change and this change starts from very important place that is it starts from within us.
- An inclusive system believes in providing benefits to all learners without any differences in physical, mental, social, economical or impaired personality. It is bringing into being on values of democracy, tolerance and respect for difference.
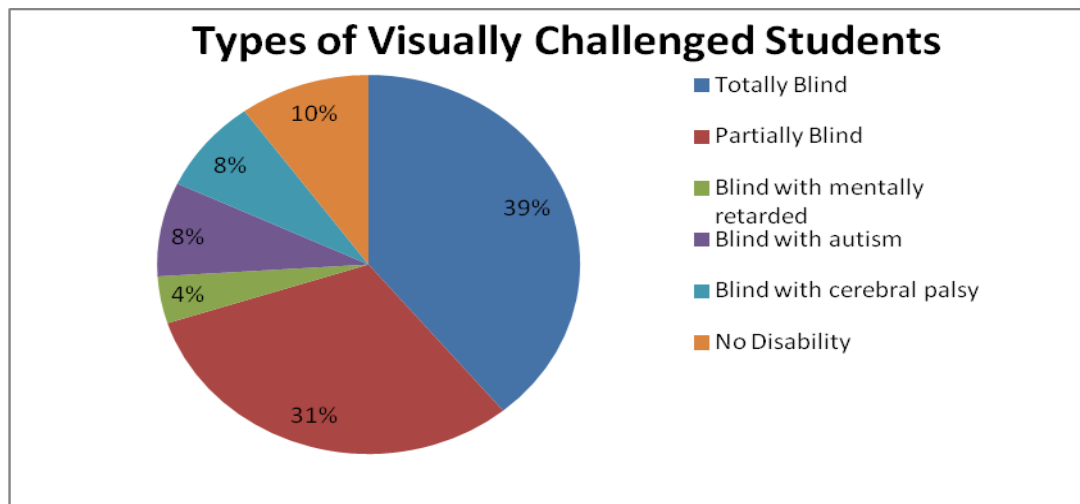
Figure 1.1. *School name where visually challenged students studying:*
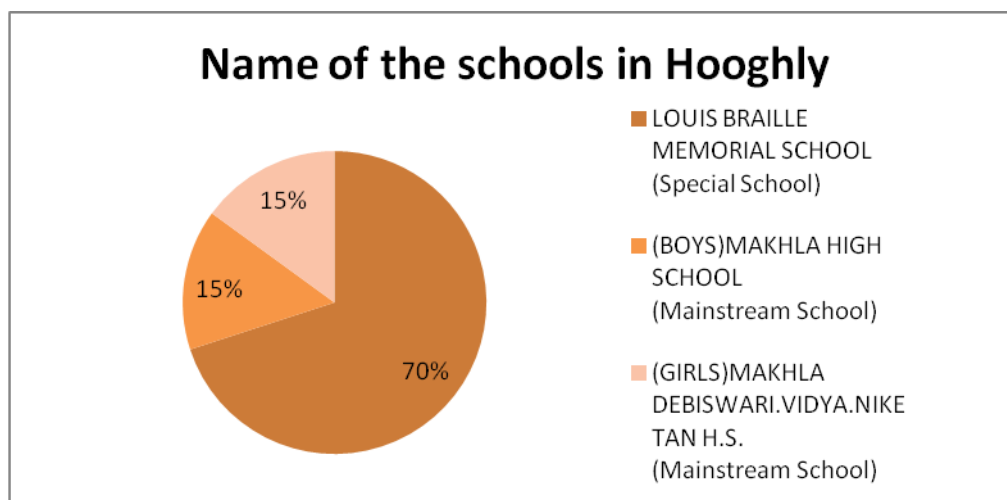
Among 100 respondents, 70 visually blind children have been interviewed from **Louis Braille Memorial School** (70%), and (15%) visually challenged students as well as non-disabled students

from Makhla boys high School and (15%) visually challenged students as well as non-disabled students from Makhla Debiswari Vidya. Niketan High School.

**Figure 1.2.** *Types of visually challenged student's respondents:*

Types of Visually Challenged Students

- Totally Blind
- Partially Blind
- Blind with mentally retarded
- Blind with autism
- Blind with cerebral palsy
- No Disability

Among 100 respondents, (39%) totally blind, (31%) partially blind, (4%) blind with mentally retarded, (8%) blind with autism, (8%) blind with cerebral palsy, (10%) students with no disability i.e. normal students has been interviewed to make a comparison of both students type perspective on inclusive education.

Figure .1.3. *Presents class of studying visually challenged students:*


Present class of student studying
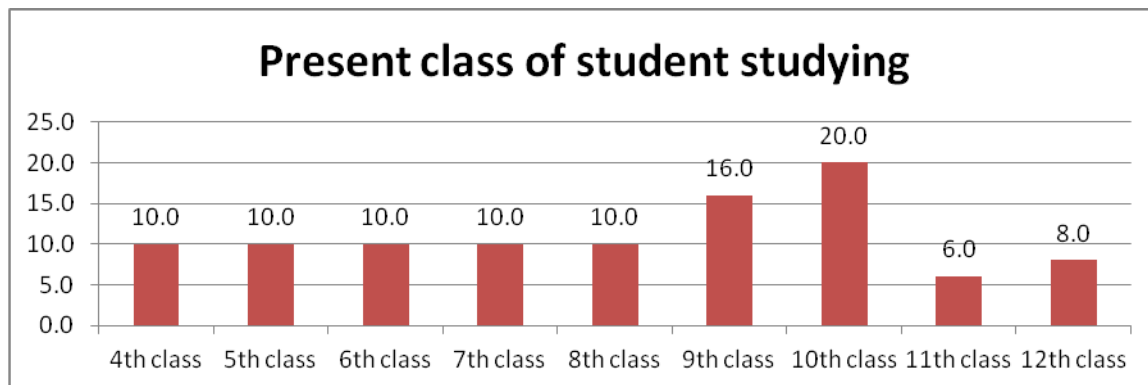
Among 100 respondents, (10%) interviewed from class 4th, (10%) from 5th class, (10%) from class 6th, while (10%) from 7th class, (10%) from class 8th, while (16%) from class 9th, (20%) from class 10th, (6%) class 11th and (8%) from class 12th, been considered from both Special and Inclusive schools.

Figure 1.4. *Every school whether inclusive or special must have a separate Braille library consist NCERTs Braille books and audio books for the visually challenged students to understand the texts easily and compete equally.*
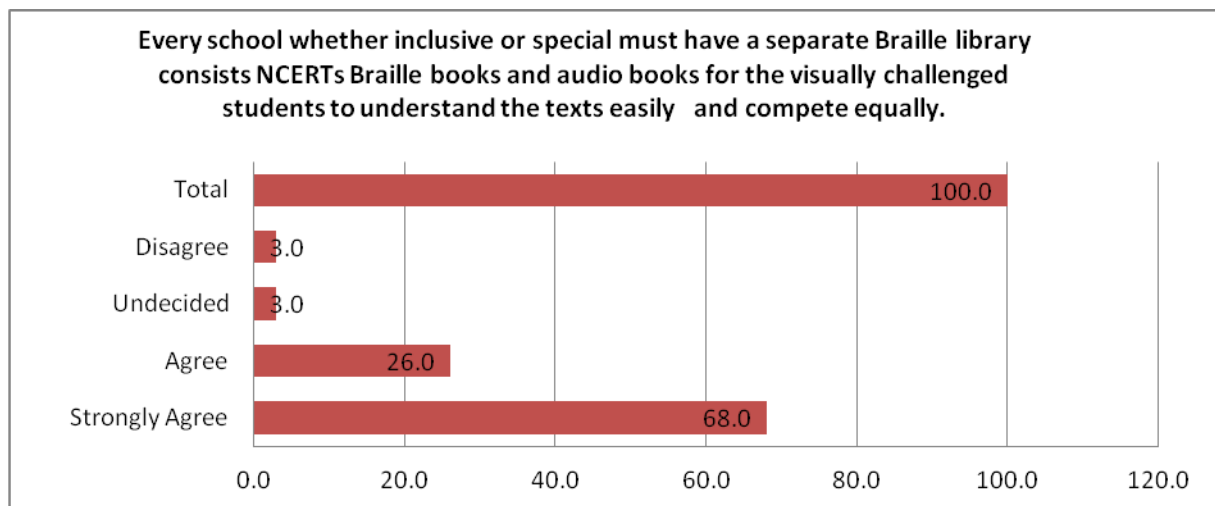
Among 100 respondents, the total respondents from *special school* and constitutes (70) and *mainstream school* (30), maximum students 'Strongly Agree' (68%) that '*Every school whether inclusive or special must have a separate Braille library consist NCERTs Braille books and audio books for the visually challenged students to understand the texts easily and compete equally*', while on the other hand some inclusive schools due to unavailability translation of NCERTs into Braille books only 'Agree' (26%), whereas only (3%) students response 'undecided' who suffers from severe disability like mentally retarded, autism etc, on the hand some non-disabled students disagree with (3%) .

Figure .1.5.   *Please mention the available electronic devices for visually challenged students to learn Braille symbols and alphabets in your school.*
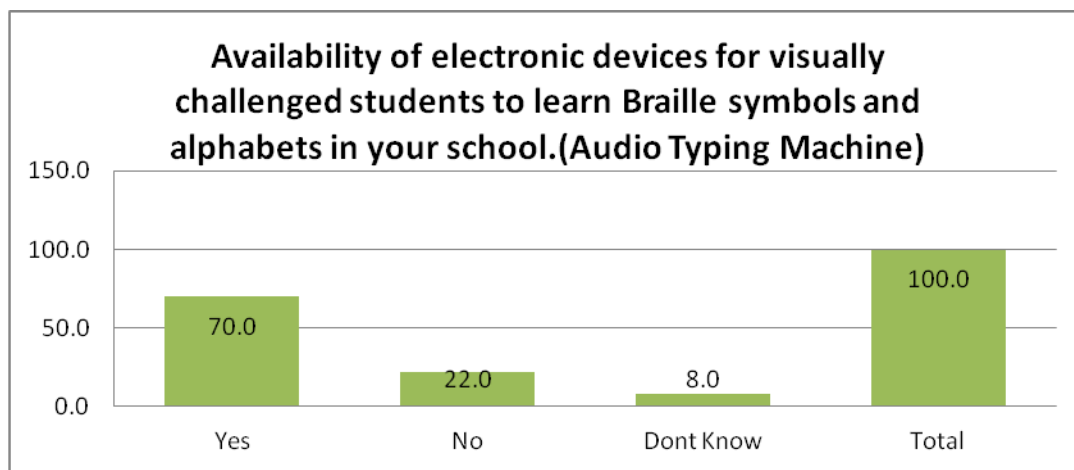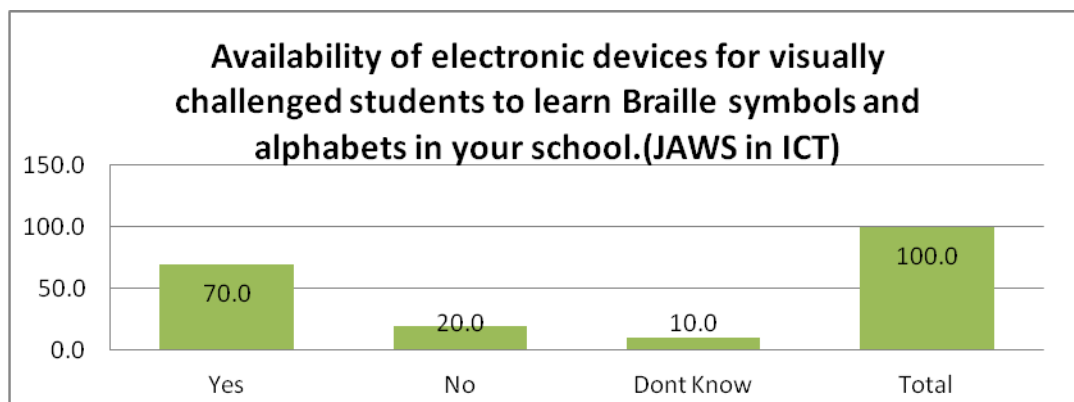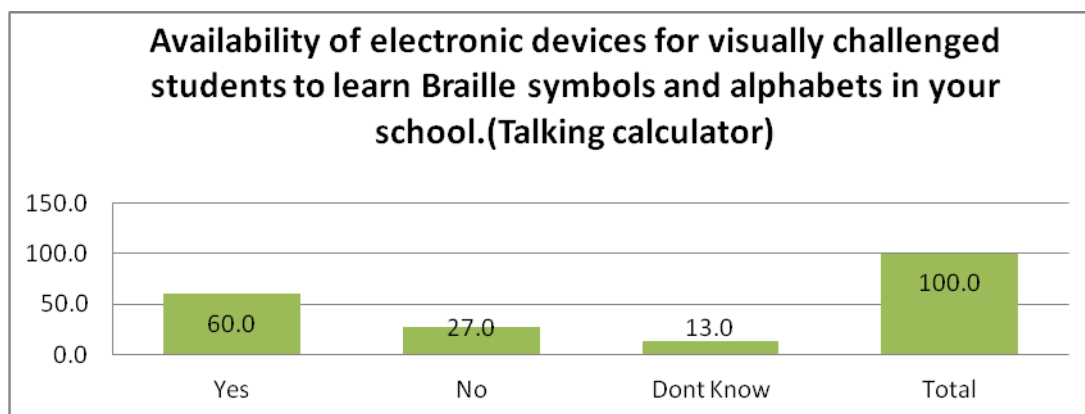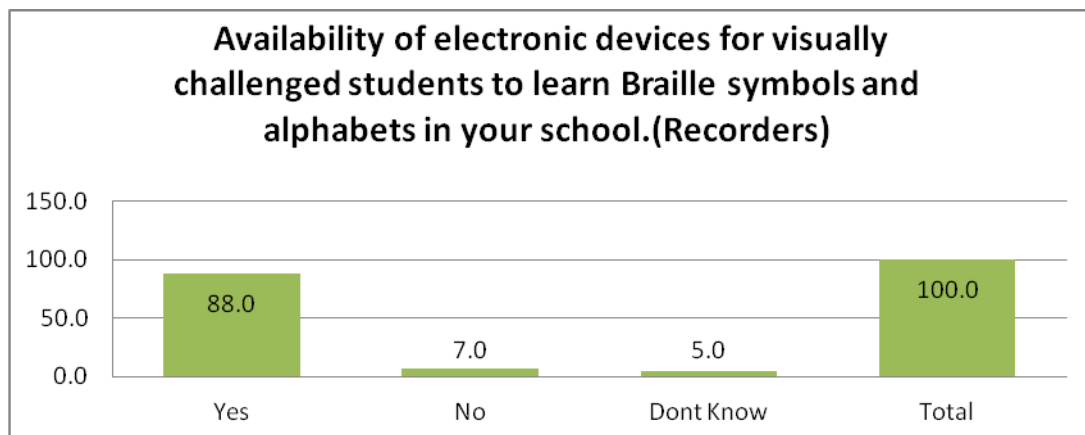
Among 100 total respondents including both visually disabled and non- disabled students in both special and Mainstream inclusive schools (70%) of special school students agree with the availability of '**JAWS technology in ICT**', (20%) said 'No', (10%) said 'Don't Know', (70%) of special school students agree with the availability of '**Audio Typing Machines**' for the blind, (22%) said 'No', (8%) said 'Don't Know', (88%) of special school students agree with the availability of '**Recorders**' for the blind, (7%) said 'No', (5%) said 'Don't Know', (60%) of special school students agree with the availability of '**Talking Calculators' for the blind,** (27%) said 'No', (13%) said 'Don't Know'.

Figure .1.6. *The daily barriers/ challenges experienced by visually challenged students in mobility outside and within the school premises.*
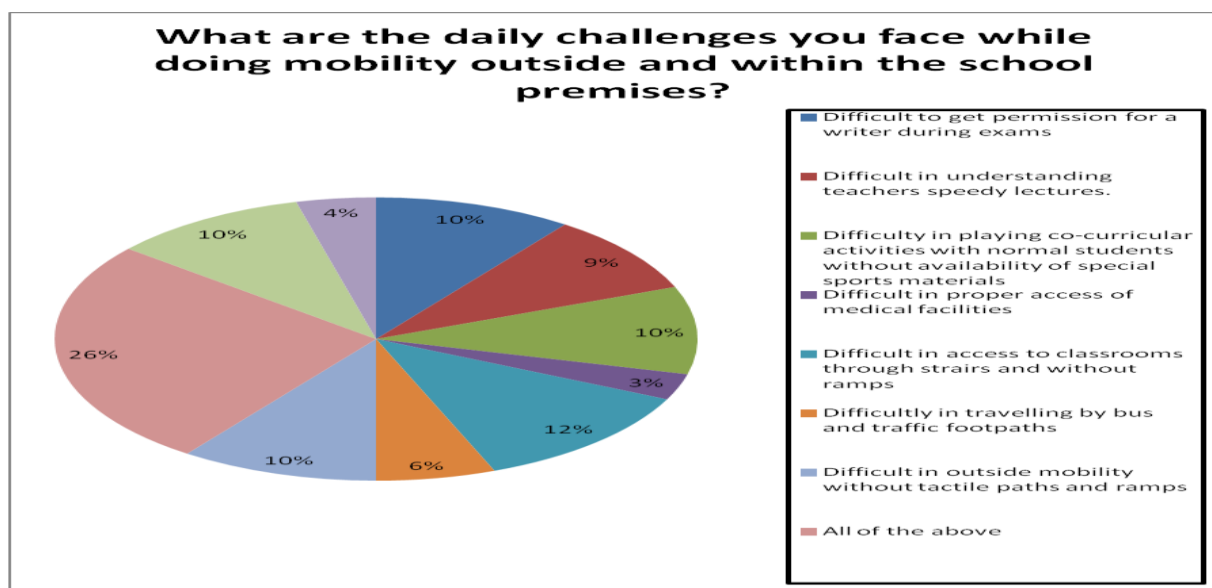
Among 100 respondents of all kinds of visual disabled students experienced some form of daily mobility barriers/ challenges both outside and within the school premises, (12%) difficult in access to classrooms through stairs and without ramps, (6%) facing difficulty in travelling by bus and traffic footpaths, (10%) difficult in outside mobility without tactile paths and ramps , only (3%) difficult in access of proper medical inclusive facilities, (10%) difficulty in playing co-curricular activities with normal students without availability of special sports materials, (9%) difficulty in understanding teachers speedy lectures in Inclusive classrooms, and lastly (10%) difficult to get permission for a writer during exams etc.

Figure. 1.6. *Is the school infrastructural facilities are disabled friendly, barrier free   and safe for your visually challenged and special child mobility?*
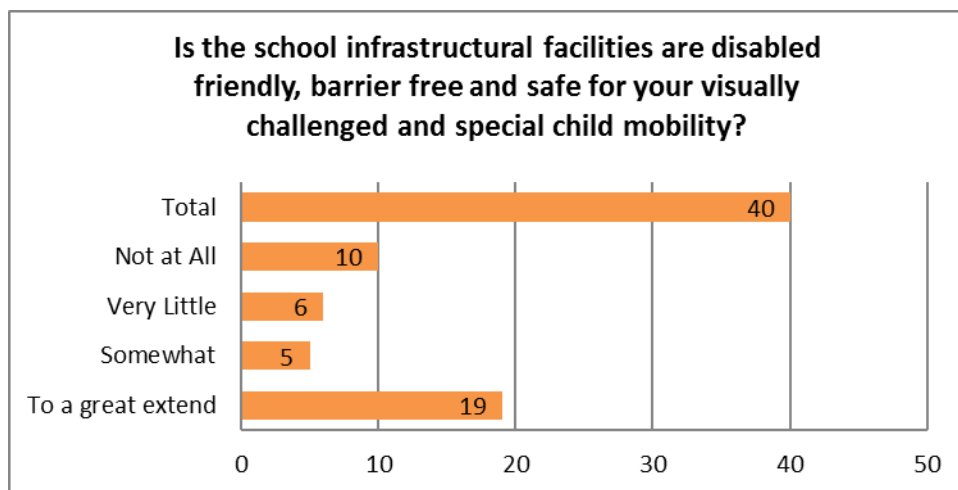
Among 40 parents respondents of the visually challenged students, the total respondents response on "*Is the school infrastructural facilities are disabled friendly, barrier free and safe for your visually challenged and special child mobility*" is 19, i.e. (47.5%), supports with 'To a great extend', whereas 5 (12.5 %) of the, response with 'somewhat', 6 (15%) of the total respondents with 'very little', and 10 (25%) of the, response with 'Not at all".

Discussion of findings

Results of the study showed a number of pointers on how the Inclusive Education curriculum is being implemented in Inclusive mainstream and special schools in Hooghly, West Bengal. With regards to how Inclusive and special school teachers perceive education for the visually challenged students, results showed that most of the teachers view it as a boring, abstract and highly procedural and braille-based subject.

Conclusion

It has been attempted, in India, to prepare inclusive disability policy and programmes to create public awareness with an affirmative attitude. This has brought India in the limelight for advocating disability rights in the developing world. To check the disability in the general population and to ensure specific care and services to those with disability trained personnel at every level of services must appointed. Accessibility and availability of Health Care and safety through social protection schemes must be ensured. Besides Disability as a health emergency crisis, it is also a pessimistic intrusion from the society in the form of municipal infrastructure, shared community support, inaccessible transportation and in affordability of disabled medical appliances.

Recommendations for Inclusive Education

Opportunities for interaction with able bodied peers must be provided to even children with severe development disabilities. The educational environment that help develop self-help skills like toilet training, eating drinking, brushing, bathing, shaving and so on, will help children with disabilities to live a dignified and independent life. Further, vocational trainings like sorting, packing, weaving,

carpentry, and so on can be beneficial for furore employment. Domestic skill training like cooking, bed making, washing, dusting and can help their families and help them support themselves in future.

For a long term success, regular participation of parents in educating children with disability is very important. Their participation becomes most important in goal setting in case of individualised learning and in parent teacher meeting. Parents must be encouraged to meet staff and teachers to discuss difficulty being faced by their child; and this creates a need for space provided for social purposes, small meetings and occasional work with student's parents or therapist.

To build safety environments, the school curriculum must include chapters like shopping, crossing the street, helping the disabled, how to climb railings, heighted buildings, slippery paths, electrical channel, toxic gases, polluted area etc.

Course on disability and Pedagogy of teaching children with different types of disabilities should be made compulsory in B.Ed. and M.Ed. teachers training curriculum.

Message to society and Government: **Implications for effective Inclusive teaching at schools**
The main argument need to focus on here is, '*Are we including them all, when planning, designing, building and operating infrastructures?*' If not, we must examine the effects of segregation, isolation, exclusion, and seclusion.

With an aim to spread the message of inclusion the 'disability or the disabled bodied person' should be treated as ability to work, valuable participation, voicing their rights, equal sharing of limited environmental resources, partake cultural activities, attaining educational privileges with respecting civil liberties and constitutional human rights through promoting inclusive all-encompassing documentary, fiction films, poetry, dramatic society, dance, literary, artistic in Film Festivals by disabilities persons including youth, old age and women.

References
Addlakha, R. (2008). Disability, gender and society. *Indian Journal of Gender Studies*, *15*(2), 191-207.

Addlakha, R., Price, J. & Heidari, S. (2017). Disability and sexuality: claiming sexual and reproductive rights. https://doi.org/10.1080/09688080.2017.1336375

Das, V. & Addlakha, R. (2001). Disability and domestic citizenship: Voice, gender, and the making of the subject. *Public Culture*, *13*(3), 511-531.
    file:///C:/Users/user/Downloads/Disability_and_Domestic_Citizenship%20(1).pdf

Barnes, E. (2016). *The minority body: A theory of disability*. Oxford University Press.

Barton, L. (2018). *Disability and society: Emerging issues and insights*. Routledge.

Braithwaite, J. & Mont, D. (2009). Disability and poverty: A survey of World Bank poverty assessments and implications. *Alter*, *3*(3), 219-232. https://doi.org/10.1016/j.alter.2008.10.002

Division, S. S. & Central Statistics Division, Ministry of Statistics and Programme Implementation,(2018). Children in India. *A Statistical Appraisal*. http://mospi.nic.in/sites/default/files/publication_reports/Children%20in%20India%202018%20%E2%80%93%20A%20Statistical%20Appraisal_26oct18.pdf

Division, S. S. & Central Statistics Division, Ministry of Statistics and Programme Implementation, (2016). Disabled Persons in India, A Statistical Profile. http://mospi.nic.in/sites/default/files/publication_reports/Disabled_persons_in_India_2016.pdf

G. O. I, Ministry of Social Justice and Empowerment Department of Empowerment of Persons with Disabilities. (2015, January). First Country Report on the Status of Disability in India of the UN Convention on the Rights of Persons with Disabilities. https://kalpagiri.files.wordpress.com/2016/11/first-country-report-final-disability.pdf

Mara, D. & Mara, E. L. (2012). Curriculum adaption in inclusive education. *Procedia-Social and Behavioral Sciences*, *46*, 4004-4009. https://doi.org/10.1016/j.sbspro.2012.06.187

Mehrotra, N. (2011). Disability rights movements in India: Politics and practice. *Economic and Political Weekly*. XLVI (6), 65-72.

Miles, M. (2001). Including Disabled Children in Indian Schools, 1790s–1890s: Innovations of Educational Approach and Technique. *Paedagogica historica*, *37*(2), 291-315. https://doi.org/10.1080/0030923010370202

Unianu, E. M. (2012). Teachers' attitudes towards inclusive education. *Procedia-Social and Behavioral Sciences*, *33*, 900-904. https://doi.org/10.1016/j.sbspro.2012.01.252

Thorat, S., & Kumar, N. (2008). *BR Ambedkar: Perspectives on social exclusion and inclusive policies*. New Delhi: Oxford University Press.

Souza, J. B. D. (2018). Blindness, Accessibility and Inclusion: A Trajectory. *Psicologia: Ciência e Profissão*, *38*(3), 564-571 https://doi.org/10.1590/1982-3703000092018

UNESCO Institute for Statistics. (2016). A Pilot Study of Out-of-School Children in India. *Center for Policy Research*, (July), 1–92. http://uis.unesco.org/sites/default/files/documents/a-pilot-study-of-estimating-out-of- school-children-in-india-2016-en.pdf

Nisa, M. U., Chell, M. M., & Ahmad, S. R. (2017). An Experiment on Children with Special Needs (CSWN) To Check the Effect of Exclusive Approach on Reading, Writing and Arithmetic Skills, International Journal of Indian Psychology, 4(3) https://doi.org/10.25215/0403.146

Apple, M. & Apple, M. W. (2018). *Ideology and curriculum*. Routledge.

World Health Organisation & The World bank. (2011). The world report on disability. https://www.who.int/disabilities/world_report/2011/report.pdf

Devi. J. (2014). functioning of special schools for children with visual impairment in himachal pradesh: an evaluative study. [Doctoral dissertation]. Himachal Pradesh University, Department of Education]. Inflibnet Center http://hdl.handle.net/10603/203876