

Inclusion in Education: Role of Teachers

RAJNI NAGPAL*
SANGEETA**

Abstract

The inclusion of children with disabilities in general education is becoming more prevalent. Inclusive education, in its broader sense, is about acknowledging diversity of learners' needs and providing appropriate support. This happens when the education system is characterised by a shared responsibility among all the stakeholders to collaboratively provide a continuum of specialised support to address different needs of all learners.

This paper presents an overview of the concept, principles, models of inclusive education, difference between inclusive education and integrated education and various policies and legislations concerning inclusive education in India.

Inclusive education demands that the teacher should be able to meet the needs of students with disabilities in a regular/ordinary classroom. The success of inclusive education rests on quality teacher preparation gearing towards inclusive education. Although there is widespread support for inclusion at a philosophical level, there are some concerns that the policy of inclusion is difficult to implement because teachers are not sufficiently well-prepared and supported to work in inclusive ways.

The paper reviews some of the barriers to the development of successful inclusive schools and suggests that the way of overcoming these difficulties is to develop positive attitude among teachers towards inclusive education as Inclusion is basically an attitude of acceptance of diversities. For teaching in an inclusive classroom the teacher needs to possess, skills and knowledge that help her/him to plan and implement strategies that provide wider access to regular classroom.

Inclusive Education: Meaning and Nature

Education is the core of equality and empowerment. The Constitution of

India ensures equality, freedom, justice and dignity to all individuals and implicitly mandates an inclusive society for including persons with disabilities.

* *Research Scholar*, Department of Education, Kurukshetra University, Kurukshetra, Haryana.

** *Professor*, Department of Education, Kurukshetra University, Kurukshetra, Haryana.

In the recent years, there have been vast and positive changes in the perception of society towards persons with disabilities. It has been realised that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

According to census 2001, there are 2.19 crore persons with disabilities in India, which constitutes 2.13 per cent of the total population. This forms quite a large chunk of the population. Hence, there is a need for mainstreaming the persons with disabilities in the general education system through inclusive education.

Inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The range of challenges confronting the school system while including children with diverse abilities and from diverse backgrounds have to be met by creating a child-centred pedagogy capable of successfully educating all children. Inclusion is the practice of establishing heterogeneous classrooms in neighbourhood schools, where every child strives to accomplish individual goals while fully participating in social and academic activities.

This often requires modifying the curricula and the environment in order to ensure the success and attainability of these goals (Lipsky and Gartner, 1996; Oremland, Flynn, and Kieff, 2002). Inclusive Education is a process of increasing the participation of all students in school including those with disabilities (Ainscow, 2000). It is about

restructuring the culture policies and practices in schools so that they respond to the diversity of students.

According to Pinnock H. and Lewis I. (2008), inclusive education is a dynamic process that reflects the following features:

- An acknowledgement that all children can learn.
- Respects differences in children: age, gender, ethnicity, language, disability, etc.
- Enables education structures, systems and methodologies to meet the needs of all children.
- Promotes an inclusive society.

The most common definition of inclusive education is the practice of educating students with moderate to severe disabilities alongside children without disabilities, in general classrooms within their home neighbourhood schools (Brown *et al.* 1989; Lipsky and Gartner, 1992). "Inclusion includes physical integration, social integration, and access to normalised educational, recreational, and social activities that occur in school" (Ryndack and Alper, 2003).

The Salamanca Statement and Framework for Action on Special Needs Education (1994), a major initiative at International Level, stipulates that "... schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups."

Since, inclusion in India is still in its evolving stage, there are many myths and misconceptions associated with its meaning, nature and practices. There are many approaches to inclusion ranging from fully inclusive to quasi-inclusive. Integrated education is not the same as inclusive education. There is a vast difference between the two approaches. Integrated education emphasises placement of children with disabilities in mainstream schools. The major thrust is on attendance. The school system remains rigid and as a result very few children with disabilities are able to cope with the demands of such a rigid system. This is a system that would not accept many of children with disabilities on the basis of not being prepared enough. In other words, in integrated education, the child, not the system, is seen as a problem. S/he is considered to be different from others and if s/he cannot learn it is her/his problem. Hence, integrated education is based on the medical model of disability and views a child with disability through clinical blinders needing remedy. Inclusive education, on the other hand is all about effective learning by all children including children with disabilities. It is based on the social model of disability and considers that if the child is not learning then the system needs to be blamed. Integrated Education is a stepping stone for inclusive education.

Inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. It implies that regular school curriculum, teaching

methods, organisation, and resources need to be adapted quite significantly to ensure that all children, regardless of ability or disability, can participate successfully in the mainstream of education. Ainscow (1995) stipulates that the former refers to “additional arrangements within a system of schooling that remains largely unchanged”, while the later aims to restructure schools in order to respond to the needs of all students.

Thus, the older concept of integration brings with it an inherent notion of ‘coping’ which rests with the child rather than the school. Inclusion is a child-friendly approach which stresses on educational outcomes for all children and not just allowing the child with disability to be in the regular setting. The mode of education now being most advocated for children with disability is inclusive education. It implies a radical reform of school in terms of curriculum, assessment, pedagogy and grouping of pupil.

The principles on which inclusive education is based are as follows:

- Every student has an inherent right to education on the basis of equality of opportunity.
- No student is excluded from, or discriminated within education on grounds of race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- All students can learn and benefit from education.
- Schools adapt to the needs of students, rather than students adapting to the needs of the school.

- The student's views are listened to and taken seriously.
- Individual differences between students are a source of richness and diversity, and not a problem.
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

There is no consensus in the field of special education about the modes and meaning of inclusion to be prepared actually in one or the other learning or educational situations (Kauffman and Hallahan 1991). Some of the researchers in this field are strong supporters of full inclusive model (i.e. full-time placement of all students with disabilities along with non-disabled peers); the others are in favour of partial inclusion or any degree of integration into the mainstream. Therefore, the models of inclusive education may be broadly based on the fully inclusive and partially inclusive nature of the placement of disabled students in the mainstream.

Model of Full Inclusion

Full inclusion calls for the inclusion of all students regardless of handicapping condition or severity, in regular classroom/programmes of school (curricular and co-curricular) full-time in the same way and to the same degree as received by non-disabled children. All the services are being taken to the child in that setting. A fully inclusive classroom keeps all children together for all subjects. The regular classroom teacher or general education teacher works cooperatively with a special education teacher in the same classroom.

Models of Partial Inclusion

In practical sense, however, such type of full inclusion is neither feasible nor proves more productive from the viewpoints of both the disabled and nondisabled children. Thereby, attempts are made to seek such integration that works well in prevailing situation/resources and suits the needs of the disabled as well as non-disabled children. It is named as partially inclusive education. It may be classified into five types.

Resource-centre or Cluster Model

In this model, children with disabilities are provided resource room facilities near the school. Area is chosen and a resource centre is established in the centre. The resource centre has facilities for producing educational aids and appliances for children with disabilities. One resource teacher is appointed here who caters to the special needs of disabled children. Four to five trained professionals are appointed in this centre. They survey the society, identify the disabled children, and enrol them in regular schools. They, however, attend the standard school in the locality. They daily go from their resource centre to standard school and come back after the classes are over.

Resource Room Model

In a resource room model, students with disabilities leave the general education class for a designated time period to visit the resource room and receive specialised instruction in areas such as language, reading, and maths, etc. This might even include making some adaptations in instructional procedures

and assignments to accommodate children with special learning needs in the general education classroom. The resource model is often referred to as a “pull-out” model, indicating that students with disabilities are pulled out of the general education classroom for special education instruction. However, they remain in regular classes for majority of academic instruction.

Itinerant Model

Itinerant Model means “Resource Programmes on Wheels”. This model is more practical and popular in those areas that have limited funds for full-time services and that have limited number of students to call for full-time resource teacher. In this model children stay with their families in their communities only. The disabled children accompany non-disabled children to the nearby school and return to their homes, like other children, after the classes are over. They are provided services of an itinerant teacher, educational and instructional material and equipment. The itinerant teacher travels from school to school to provide special instruction and support services in the regular school. The number of times the itinerant teacher visits the school depends on the needs of children. The difference in this model is in the movement of teacher rather-movement of children.

Self-contained Classroom Model

In a self-contained model of instruction, students with disabilities receive all or most of their classroom instruction from special education teachers. Even in this model, however, students

with disabilities usually have opportunities to interact with their non-disabled peers during activities such as art, music, physical education, recess, lunch, and assemblies. Special educators working in resource rooms often provide individualised or small-group instruction for some students with disabilities.

Although most regular classroom teachers support and believe that inclusion, philosophically, is the best answer, most prefer the traditional “pull-out” model for delivering special education services. Regular classroom teachers believe they are not adequately prepared to handle special education challenges within a regular classroom (Hines and Johnston, 1996). Many teachers believe that if they were to receive appropriate training, the inclusive classroom would offer unlimited opportunities to develop more flexible and responsive classrooms. Favourable opinions are reported more by teachers in qualitative studies than in large scale teacher surveys (Hines and Johnston, 1996).

Co-teaching model

Frequently referred to as the premier format for inclusive instruction, co-teaching can be defined as two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space (Cook and Friend, 1995). According to Cook and Friend, each educator is engaged and involved in the instruction of students, both general and special education, within the same classroom in the co-teaching model. Within such instructional situations, general and

special educators may engage in parallel teaching, alternative teaching, and team teaching, or may opt to rotate primary teaching responsibilities throughout the day, with the other teacher serving in a support capacity. Through such modes of instruction, each teacher is indeed jointly responsible for the instruction of students with and without special needs, allowing for greater differentiation of instruction and employment of intervention techniques designed to benefit both general and special education students.

The collaborative teaching team, a general educator and a special educator, delivers special education services in the general education classroom. They have the joint responsibility to design, deliver, monitor and evaluate instruction for a diverse group of learners in classes where both are present and engaged simultaneously (Fister-Mulkey, DeBoer, 1995).

In India, both full-fledged inclusive education programmes and quasi-inclusive programmes are being practised in various forms by various organisations. At present at least seven implementing strategies of inclusive education are observed in India.

1. Resource models where children with disabilities study in general schools and stay in hostels meant for non-disabled children.
2. Resource models where children with disabilities study in general schools and stay in hostels of the nearby special schools.
3. Resource models where children with disabilities study in general schools and stay with parents at home.
4. Semi-resource models or cooperative models where children with disabilities are taught only by the resource teacher in a separate class in a general school.
5. Itinerant model where a resource teacher visits the child in his/her local school and the child stays with parents.
6. Multi-category resource model where disabled children of different kinds are educated in a general school by the regular teachers and a specialist teacher.
7. Multi-category itinerant model where one special teacher attends to the needs of disabled children of different categories in a particular locality.

Inclusive Education in India

During the post-Independence period, it was the Kothari Commission (1966) which highlighted the importance of educating children with disabilities. It expressed that the education of children with disabilities must be a part of the general educational system suggesting that educational facilities must be extended to the blind, deaf, orthopedically challenged and mentally challenged (Pandey, 2006). In 1974, the centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) was launched which is presently being implemented in over 90,000 schools in the country. The scheme was introduced to provide equal opportunities to children with disabilities in general schools and facilitate their retention. It provides facilities like expenses related to books, stationery and uniforms, allowance for

transport, reader, escort, etc., to students with disabilities. It also supports appointment of special teachers, provision of resource rooms and removal of architectural barriers (MHRD, 2009).

The first pilot project on integrated education in India came in the form of Project Integrated Education for the Disabled (PIED). PIED launched in 1987, was a joint venture of MHRD and UNICEF. This project was implemented in one administrative block each in Madhya Pradesh, Maharashtra, Nagaland, Odisha, Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal Corporation and Baroda Municipal Corporation. In these ten blocks, 6000 children with special needs were integrated in regular schools. The success of PIED led to the inclusion of the component of Integrated Education of the Disabled (IED) in DPEP, a scheme launched by the Government of India for the development of primary education and subsequently in SSA to upgrade it to elementary education. SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education. All children must be provided a free and appropriate education. The school system does not have the option to accept or reject a child. So far in SSA, 2.85 million children with disabilities have been identified in 2008-09 (up from 2.4 million in 2006-07), of which 2.3 million (81%) have been enrolled in schools, 91,000 have been enrolled in EGS/AIE centres, and 114,000 are provided home-based education, for a

total coverage of 2.5 million (or 88%). A few states like Uttar Pradesh, Chhattisgarh, Goa, Uttarakhand, Madhya Pradesh, Jharkhand, Haryana, Nagaland, Sikkim and Delhi have identification rates below one per cent of the child population which suggests additional efforts are needed there.*

The National Policy on Education (1986) and its subsequent actions in pursuit of the goal to attain 'Education for All' have had considerable impact. The World Declaration on Education for All (Jomtien, Thailand, March 1990), acted as a catalyst and further promoted the processes already initiated in the country. The Rehabilitation Council of India (RCI), a statutory body of the Ministry of Social Welfare was established in 1986, followed by an Act to implement its objects in 1992. In essence, the Council and its Act aims to regulate the quality of training of Rehabilitation Professionals. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These legislations have been instrumental in bringing about perceptible change in the attitudes of government, NGOs and people with disabilities.

The most important legislation which comprehensively covers issues related to people with disabilities is the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, enacted in 1995. The Chapter V of the Act concerns education. This act makes it mandatory

* Source: 10th Joint Review Mission of *Sarva Shiksha Abhiyan*, Government of India, 20 July 2009.

to provide free education to children with disabilities in an appropriate environment until the age of 18 years. For integration of students with disabilities in normal schools, comprehensive schemes have been prepared by the government for

- providing transport facilities to the children with disabilities or in the alternative, financial incentives to parents or guardians to enable their children with disabilities to attend schools;
- the removal of architectural barriers from schools, colleges or other institutions, imparting vocational and professional training;
- the supply of books, uniforms and other materials to children with disabilities attending school;
- the grant of scholarship to students with disabilities;
- setting up of appropriate forums for the redressal of grievances of parents, regarding the placement of disabled children;
- suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision; and
- restructuring of curriculum for the benefit of children with disabilities.

The Government of India recently promulgated the National Policy for Persons with Disability, 2006 which clarifies the framework under which the state, civil society and private sector must operate in order to ensure a dignified life for persons with disability and support for their caregivers. It includes extending rehabilitation services to rural areas, increasing

trained personnel to meet needs, emphasising education and training, increasing employment opportunities, focusing on gender equality, improving access to public services, encouraging state governments to develop a comprehensive social security policy, ensuring equal opportunities in sports, recreation and cultural activities, increasing the role of civil society organisations as service-providers to persons with disability and their families.

Most recent advancement is the Right of Children to Free and Compulsory Education (2009) Act which guarantees right to free and compulsory education to all children between the age six to fourteen years. For education of a child with disability, the act has to be read in conjunction with the Chapter V of the Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is entitled to free education up to the age of 18 years. The government and local authorities must endeavour to promote integration of students with disabilities in regular schools, promote setting up of special schools in order to make them accessible to children living in any part of the country.

The most recent initiative of Government of India to achieve the goal of Universalisation of Secondary Education (USE) is Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aimed at expanding and improving the standards of secondary education, i.e. from Classes VIII to X. RMSA will work in line with revised scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS) which ensures that every

child with disability will be identified at secondary level and his/her educational needs will also be assessed. Every student in need of aids and appliances, assistive devices will be provided the same. All architectural barriers in schools will be removed so that students with disabilities have access to classrooms, laboratories and toilets in school. Each student will be supplied learning material as per his/her requirement. Students with disabilities will have access to support services like appointment of special educators, establishment of resource rooms in every block. Model schools are proposed to be set up in every state to develop good replicable inclusive education.

Role of Teachers in Promoting/ Facilitating Inclusion

In the field of education, teachers are viewed as the primary agents in the implementation of the philosophy of inclusive education; therefore, their perceptions may influence their behaviour towards and acceptance of children with disabilities. Further, the attitude of mainstream educators may have some bearing on the success of inclusive educational programme.

Teachers' sentiments, beliefs, attitudes, values, professional competence are known to influence their teaching practices and management strategies in the classroom, and therefore, to directly influence students' learning. In particular, a teacher's beliefs and knowledge about the learning capacity of children with disabilities may determine the extent to which the teacher is willing to make adjustment to teaching methods, curriculum, or classroom or-

ganisation, or indeed whether he or she even recognises that some students in the class do have special needs. It is argued that successful inclusion is possible when teachers display reasonably positive and accepting attitude towards children with disabilities and to the basic principles of inclusion.

With the recent adoption of inclusive models, the term diversity broadens to include children with varied abilities, particularly those with disabilities. As general and special education teachers share responsibility for educating children with disabilities, they should possess knowledge of different disability types, characteristics of disabilities, learning styles, instructional techniques or methods, problem and behaviour management, etc. They must have the skills necessary to modify educational programmes to effectively meet the needs of individual student. According to Opdal *et al.* (2001), teachers require knowledge and skills that empower them rather than provide them with comprehensive information about each disability. In their opinions, anxiety towards teaching children with disabilities is often linked to insufficient skills, time and support services.

Inclusion being on our national agenda, a major challenge facing regular school teachers today is to accommodate children with disabilities to regular classrooms. Including children with disabilities into regular classrooms is a complex issue and its implementation is a topic of great controversy. Although there is widespread support for inclusion at a philosophical level, but there are some concerns that the policy of inclusion is difficult to implement

because teachers are not sufficiently well-prepared and supported to work in inclusive ways. Inclusion requires teachers to accept the responsibility for creating schools in which all children can learn and feel they belong. In this task, teachers are crucial because of the central role they play in promoting participation and reducing under-achievement, particularly with children who might be perceived as having difficulties in learning. Mitchell and Desai point out that providing education to such a vast number of children with disabilities in regular school settings will face a number of challenges or issues: (a) the challenge of modifying deeply held attitude; (b) the challenge of providing adequate levels of training to key stakeholders; (c) the challenge of providing adequate resources; (d) the issue of large class size; (e) the issue of coordination among the various government departments; and (f) the concerns of educators.

Researchers have reported that any change initiative such as development of inclusive schools requires the perceived concerns of regular education teachers to be systematically addressed. They further add that failure to address teachers' concerns may result in problems related to implementation. Evans, *et al.* (1996) point out that attention needs to be given not only to the identification of the barriers and challenges faced by educators but also to the development of mechanisms to confront and overcome such challenges. In area of concerns about inclusive education, researchers noted that teachers working in inclusive classrooms had experienced various kinds of

concerns such as dilution of academic success of others students, inability to handle extra workload, large class size, difficulty in meeting the medical needs and behavioural challenges of students with disabilities, etc. Thus, the hallmark of inclusive education is the teachers' willingness to accept students with special needs. Their attitudes, knowledge and concerns about inclusive education are important as these are indicators of such willingness.

A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Opportunities need to be given to all children with disabilities, who may need assistance or more time to complete their assigned tasks. It would be even better if, while planning for such activities, the teacher discusses them with all the children in the class, and ensures that each child is given an opportunity to contribute. When planning, therefore, teachers must pay special attention to ensuring the participation of all. This would become a marker of their effectiveness as teacher (NCERT, 2005).

Rouse (2007) has suggested that developing effective inclusive practice is not only about extending teachers' knowledge, but it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs. In other words, it should be about 'knowing', 'doing', and 'believing'. In other words,

Knowing about involves

Teaching strategies;
Disability and special needs;

How children learn;
 What children need to learn;
 Classroom organisation and management;
 Where to get help when necessary;
 Identifying and assessing difficulties;
 Assessing and monitoring children's learning;
 The legislative and policy context;
Doing involves
 Turning knowledge into action;
 Moving beyond reflective practice;
 Using evidence to improve practice;
 Learning how to work with colleagues as well as children;
 Becoming an 'activist' professional;
Believing involves
 That all children are worth educating;
 That all children can learn;
 That they have the capacity to make a difference to children's lives;
 That such work is their responsibility and not only a task for specialists.

Conclusion

An ideal inclusive education concept aims at facilitating total integration of the child in the community. The upcoming inclusive education programmes in India are avoiding separation of children with disabilities from their families for the purpose of education.

Mere creation of an environment for inclusion is not sufficient. Efforts are needed to provide real educational support in the inclusive setting. The concept of inclusion as an ideology should be assimilated right from the classroom level, and in this context general teachers are the key players in inclusive education. Increasing positive attitude of teacher in inclusive education starts with dedication of himself to the work to be done. For the success of inclusion, the class teacher must accept the children with SENs and by showing a positive attitude towards them, the adaptation of the children to the educational environment is facilitated.

To open up the regular school system to disabled children is not enough. The policy on inclusion and mainstreaming can easily become "mere dumping" if not implemented carefully. A big gap exists between the ideal situation and the present reality. Thus there is an urgent need for interventions for equipping general teachers with special skills, making general curricula, teaching methods. Evaluation procedures, learning material disability-sensitive and addressing the attitudes/needs of other children in the school to ensure that such interventions benefit all children.

REFERENCES

- AINSCOW, M. 1995. 'Education for All: Making It Happen', Keynote address presented at the *International Special Education Congress, Birmingham, UK, 10-13 April 1995*.
- AINSCOW, M. 2000. 'The next step for special education'. *British Journal of Special Education*, 27: 76-80.
- BROWN L., E. LONG, A. UDVARI-SOLNER, L. DAVIES, P. VAN DEVENTER, C. AHLGREN, F. JOHNSON, L. GRUENEWAID and J. JORGENSEN. 1989b. 'Should students with severe intellectual disabilities be based in regular or special education classrooms in home schools?' *Journal of the Association for Persons with Severe Handicaps*, 14(1): 8-12.

- CENSUS OF INDIA. 2001. Government of India, <http://censusindia.gov.in/>
- COOK, L. and M. FRIEND. 1995. 'Co-teaching: Guidelines for creating effective practices', *Focus on Exceptional Children*, 28(3): 1-16.
- EVANS, D., B.L. TOWNSEND, A. DUCHNOWSKI and A. HOCUTT. 1996. Addressing the Challenges of Inclusion of Children with Disabilities', *Teacher Education and Special Education*, 19(2): 180-191.
- HALLAHAN, D.P. and J.M. KAUFFMAN. 1991. *Exceptional Children: Introduction to Special Education* (5th ed.), Allyn and Bacon, Boston.
- HINES, R.A., and J.H. JOHNSTON. 1996. 'Inclusive classrooms: The principal's role in promoting achievement, Schools in the Middle' 5(3): 6-10.
- JULKA, A. 2005. 'Including Children and Youth with disabilities in Education: A Guide for Practitioners', http://ncert.nic.in/sites/inclusiveeducation/Draft%20manual_DEGSN.pdf.
- LIPSKY D.K., and A. GARTNER. 1992. *Achieving full inclusion: Placing the student at the centre of education reform*. W. Stainback, S. Stainback (Eds.), 'Controversial issues confronting special education', pp.3-12, Allyn and Bacon, Boston.
- _____. 1996. 'Inclusion, school restructuring, and the remaking of American society'. *Harvard Educational Review*, 66(4): 762-797.
- MHRD (Ministry of Human Resource Development) (2009), <http://education.nic.in/secedu/Uploading09/IEDSS%20Proforma%2009.pdf>
- NCERT. 2005. *National Curriculum Framework*. NCERT, New Delhi.
- OPDAL, L.R., S. WORMNAES and A. HABAYEB. 2001. 'Teachers' opinions about inclusion: A Pilot Study in a Palestinian context'. *International Journal of Disability, Development and Education*, 48(2): 143-162.
- OREMLAND, J., L. FLYNN and J.E. KIEFF. 2002. 'Merry-go-round: Using interpersonal influence to keep inclusion spinning smoothly'. *Childhood Education*, 78(3): 153-160.
- PANDEY, Y. 2006. 'From Special Education to Inclusive Education: An Analysis of Indian Policy paper presented at Achieving Equality in Education'. *New Challenges and Strategies for Change*, Malaysia, Kuala Lumpur. (16-21 July 2006), http://www.icevi.org/publications/inclusive_educational.html
- ROUSE, M. 2007. 'Enhancing effective inclusive practice: Knowing, doing and believing'. New Zealand Ministry of Education, Kairaranga.Wellington.
- RYNDACK, D. and S. ALPER. 1996. 'Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Settings'. Allyn and Bacon, Needham Heights, MA.
- PINNOCK, H. and I. LEWIS. 2008. 'Making schools inclusive: How can change happen – Save the Children's experience, UK.
- SSA. 2001. 'Scheme of *Sarva Shiksha Abhiyan*. Ministry of Human Resource Development, Government of India', [http://india.govt.in/sectors/education/sarva Shiksha.php](http://india.govt.in/sectors/education/sarva%20Shiksha.php)
- UNESCO. 1994. 'The Salamanca Statement and Framework for Action on Special Needs Education', <http://www.unesco.org/education/eduprog/sne/salamanc/stntme.html>
- UNICEF. 2003. 'Examples of Inclusive Education: India', <http://www.unicef.org/rosa/InclusiveInd.pdf>