

AWARENESS OF PARENTS OF TYPICALLY DEVELOPING CHILDREN AND PARENTS OF DIVYANG CHILDREN TOWARDS INCLUSIVE EDUCATION IN GOVERNMENT ELEMENTARY SCHOOLS

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Abstract: Inclusive education refers to the placement and education of children with disabilities (divyang children) in regular education classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of school and community life. The investigator tried to explore awareness level of parents of divyang children & parents of typically developing children towards inclusive education in government elementary schools. The findings of the study are: there exists significant difference in the awareness of parents of divyang and parents of typically developing children towards inclusive education in government elementary schools. Parents of divyang children are more aware of inclusive education than parents of typical children. Parents of divyang children are more aware of the inclusive education of their children in government elementary schools than parents of typically developing children. Government should take measures to improve the education of divyang children by providing them instructional materials and aids and equipments in the school. Administrator should visit schools regularly and should provide financial support for the education of special needs children. Lack of parental support is one of the main causes of failure of divyang children in government schools. Thus, both parents of divyang children and typically developing children should be oriented towards the education of divyang children in inclusive setting and benefits of inclusive education for both typically developed children and divyang children. They should encourage, help and involve in the education their children. Teachers play an important role for the upbringing of children especially divyang children. They should provide healthy environment, should take personal care of divyang children, and should teach them according to their needs in the school to boost the academic success of special needs children. Government should plan adequate strategies to promote the benefits of inclusive education in government schools.

IndexTerms - Divyang Children, Government Elementary Schools, Inclusive Education, Typically Developing Children

I. INTRODUCTION

Inclusive education refers to the placement and education of children with disabilities (divyang children) in regular education classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of school and community life. Inclusion is a basic value that extends to all children (Dash, 2006). Prime Minister of Government of India (The Economics Times, 2015) suggested the term 'divyang' for children with disabilities instead of 'viklang' on 26.12.2015. In line with the Prime Minister's call to call the disabled as 'divyang' instead of 'viklang', the Department of Empowerment of Persons with Disabilities, Government of India (2016) has renamed to incorporate the word 'divyang' in its Hindi as well as English nomenclature for persons with disability (The Economics Times, 2016). The National System of Education envisages a common educational structure. At the elementary level, the national system of education comprises five years of primary education and three years of upper primary. Efforts have been made to follow an eight-year elementary education cycle throughout the country (RCFCE, Act, 2009). In this study typically developing children indicate children without disabilities. From the review of related literature, it is found that parents believe that inclusive settings help children with disabilities become prepared for the real world, develop independence and learn from typically developing peers (Guralnick, 1994). Bailey, McWilliam, Buysse and Wesley (1998) described inclusion as the full participation by children with disabilities in programs and activities for typically developing children. Children with disabilities in an inclusive setting learn more because they have a change to see typically developing children and learn from them (Hilbert, 2014). But what is the believe and awareness of parents in Indian setting? Thus, the investigator tried to explore awareness of parents of divyang children and typically developing children towards inclusive education in government elementary schools.

1.1 The Benefits of Inclusive Classroom

The benefits of inclusive education (Dash & Dash, 2003) is indicated as follows:

The Benefits of Inclusive Classroom			
Children with Special Needs	General Education	Teachers	Society
Affords a sense of belonging	Provides opportunities to	Helps teachers appreciate the	Promotes the civil rights of all

to the diverse human family	experience diversity of society on a small scale in the classroom	diversity of the human family	individuals
Provides a diverse stimulating environment in which to grow and learn	Develops an appreciation that everyone has unique and beautiful characteristics and abilities	Helps teachers recognize that all students have strengths	Supports the social value of equality
Evolves a feeling of being a member of a diverse community	Develops respect for others with diverse characteristics	Creates an awareness of the importance of direct individualized instruction	Teachers socialization and collaborative skills
Enables development of friendship	Develops sensibility towards others' limitations	Increases ways of creatively addressing challenges	Builds supportiveness and independence
Provides opportunities to develop neighbourhood friends	Develops feelings of empowerment and the ability to make a difference	Teachers collaborate problem solving skills	Maximizes social peace
Enhances self-respect	Increases abilities to help and teach all classmates	Develops team work skills	Provides children a miniature model of the democratic process
Provides affirmations of individuality	Develops empathetic skills	Acquires different ways of perceiving challenges as a result of being on a multi-disciplinary team	
Provides peer models	Provides opportunities to vicariously put their feet in another child's shoes	Enhances accountability skills	
Provides opportunities to be educated with same age peers	Enhances appreciation for diversity of human family	Combats monotony	

There exists considerable research regarding the effects of parental involvement in the field of Typical education. Researcher has explored parental awareness in government settings to determine the role parental awareness played in student achievement in schools. The literature reviewed on parental perception, parental involvement in the education of divyang children revealed that parental involvement was closely aligned with parental culture, values and beliefs. It also revealed that parents' awareness level of their children influenced their interaction with divyang children as well as their interaction with the school. The present study extended the body of knowledge by conducting research with parents of children with special needs (divyang children) and parents of children without special needs (typically developing children). The focus of the research is to identify how much parents of children with special needs and children without special needs are aware of inclusive education in government elementary schools and how they perceive their own children as a result of providing inclusive education. Finally, this research study sought to identify barriers which their children are facing in government elementary schools. Research in these areas will not only add to the knowledge base regarding parental involvement in the education of divyang children but also may provide insight into the types of interventions that would be successful in involving parents in the school developmental activities for divyang children and typically developing children and the areas where those interventions can be applied. Thus, the present study assumes high significance.

II. OBJECTIVES OF THE STUDY

1. To explore awareness level of parents of divyang children towards inclusive education in government elementary schools.
2. To study awareness level of parents of typically developing children towards inclusive education in government elementary schools.
3. To compare awareness level of parents of divyang children and typically developing children towards inclusive education in government elementary schools.
4. To examine parents' awareness about barriers of inclusive education in government elementary schools.

III. RESEARCH QUESTIONS

1. What is the awareness level of parents of typically developing children towards inclusive education?
2. What is the awareness level of parents of divyang children towards inclusive education?
3. Is there any difference in the awareness of parents of typically developing children and parents of divyang children towards inclusive education of divyang in Government Elementary schools?
4. What are the barriers of inclusive education in government elementary schools?

IV. RESEARCH HYPOTHESIS

Ho1. There exists no significant difference in the awareness of parents of typically developing children and divyang children towards inclusive education in Government Elementary schools.

V. RESEARCH METHODOLOGY

For the present study, the investigator decided to adopt exploratory and descriptive survey method. The design of the study was exploratory and descriptive in nature. A descriptive, survey research design was chosen to investigate the awareness of parents of typically developing children and divyang children towards inclusive education in government elementary schools. Both quantitative and qualitative analysis techniques were used in this study.

5.1 Population and Sample this study

The sample consists of 100 parents of divyang children and parents of typically developing children studying in 24 government elementary schools of four districts such as: Puri district (Central Division), Bhubaneswar, Khurdha district (Central Division), Cuttack district (Central Division) and Angul district (Northern Division). Fifty parents of typically developing children and 50 parents divyang children were taken as sample of the study. The sample parents were selected through incidental sampling technique.

5.2 Tools and Techniques Used for Collection of Data

The investigators developed awareness scale of parents, interview schedule for parents. Twenty-six statements have been finalized in awareness scale of parents towards inclusive education in government elementary schools. Two-point awareness scale of parents has been developed by the investigator with discussion of experts in the field of inclusive education. Semi-structured interview schedule of parents was developed by the investigator. Six statements have been finalized in semi-structured interview schedule with discussion of two experts to find out the barriers of inclusive education in government elementary schools. Semi-structured interview schedule was developed to identify barriers to inclusive education in government elementary schools from the perspective of parents of typically developing children and divyang children. The data collected have been used to gather focused, qualitative textual data about barriers to inclusive education in government elementary schools. This method has uncovered rich descriptive data on the personal experiences of parents of typically developing children and divyang children in their education of children in government schools in the districts of Puri, Khurdha, Cuttack and Angul..

5.3 Variables of the Study

The study sought mainly to study the awareness level of parents of typically developing children towards inclusive education and parents of divyang children towards inclusive education.

5.4 Techniques of Data Analysis

The data collected through the awareness scale of parents, interview schedule for parents were put to quantitative and qualitative analysis of thick descriptions.

5.5 Profile of the Study Area

The study was conducted in Puri district (Central Division), Bhubaneswar, Khurdha district (Central Division), Cuttack district (Central Division) and Angul district (Northern Division).

VI. RESULTS and DISCUSSION

The results of the present study have been presented as follows:

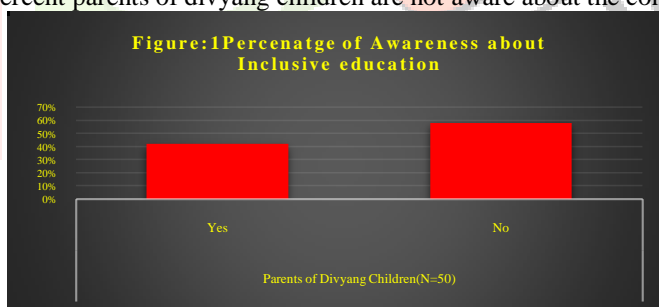
6.1 Analysis of Objective 1: - Awareness of parents of divyang children towards inclusive education in government elementary schools

Majority of divyang children enrolled in schools are visually challenged (21%), 8% are hearing challenged, 7% divyang children have language and speech impairment and 14% children are physical challenged.

Table 1: Awareness about Inclusive education

Awareness about Inclusive Education	Parents of Divyang Children(N=50)	
	Yes	No
Percentage	42%(21)	58%(29)

The above table no 1 presents awareness of parents of divyang children (N=50) about inclusive education in government elementary schools. It is evident from table no 1 and figure no 1 that 42% parents of divyang children are aware about the concept of inclusive education. Fifty eight percent parents of divyang children are not aware about the concept of inclusive education.



It is evident from table no 2 that 58% parents of divyang children are aware of academic progress of their children in inclusive schools. Forty two percent parents of divyang children are not aware of academic progress of their children in inclusive schools.

Table 2: Academic Progress of Divyang Children

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
	Yes	No
Academic progress of children	58%(29)	42%(21)

It is evident from table no 3 that 56% parents of divyang children are aware about participation of their children in co-curricular activities. Forty four percent parents of divyang children are not aware about participation of their children in co-curricular activities.

Table 3: Participation in Co-Curricular Activities

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
	Yes	No
Participation in co-curricular activities	56%(28)	44%(22)

It is evident from table no 4 that 58% parents of divyang children express that their children face anxiety or difficulty in inclusive schools (government elementary schools). Forty two percent parents of divyang children express that their children do not face any type of anxiety or difficulty in inclusive schools (government elementary schools).

Table 4: Expression of Anxiety/Difficulty in the School

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Expression of anxiety/difficulty	Yes	No
Percentage of parents' awareness	58% (29)	42%(21)

It is evident from table no 5 that 70% parents of divyang children feel that their children face discrimination in academic activities whereas 30% parents divyang children do not feel that their children face any type of discrimination in academic activities.

Table 5: Discrimination in Academic Activities

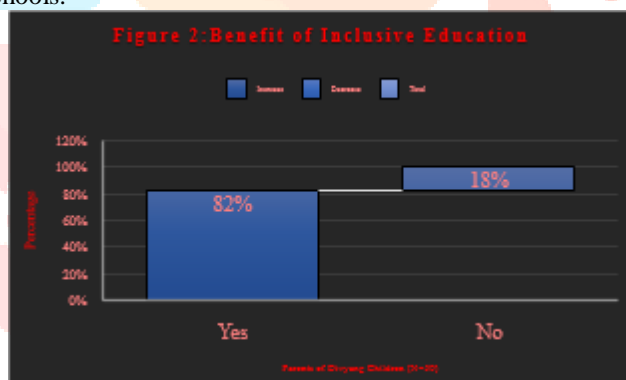
Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Feeling of discrimination in academic activities	Yes	No
Percentage of parents' awareness	70%(35)	30%(15)

It is evident from table no 6 and figure no 2 that 82% parents of divyang children are aware about benefit of inclusive education in government elementary schools whereas 18% parents of divyang children are not aware about benefit of inclusive education in government elementary schools. This finding is also supported by Horton (1998). Horton (1998) investigated the opinions of parents of both disabled and non-disabled elementary children regarding inclusion of disabled students in regular education classes. Results indicated that parents with disabled children had more favourable opinions about inclusion than did those with non-disabled children. Parents with disabled children were more accepting of inclusion than were those with non-disabled children in inclusive settings (Dash, 2006).

Table 6: Benefit of Inclusive Education in Government Elementary Schools

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Benefit of inclusive education in government elementary schools	Yes	No
Percentage of parents' awareness	82%(41)	18%(9)

It is also evident from figure no 2 that 82% parents of divyang children are aware about benefit of inclusive education in government elementary schools whereas 18% parents of divyang children are not aware about benefit of inclusive education in government elementary schools.



It is evident from table no 7 that 78% parents of divyang children are positive of attitude of teachers towards Divyangin inclusive classroom whereas 22% parents of divyang children are negative of attitude of teachers towards Divyangin inclusive classroom.

Table 7: Attitude of Teachers towards Divyangin Inclusive Classroom

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Attitude of teachers	Positive	Negative
Percentage of parents' awareness	78%(39)	22%(11)

It is evident from table no 8 that 52% parents of divyang children indicate teachers motivate divyang children to participate in classroom activities whereas 48 % parents of divyang children indicate teachers do not motivate divyang children to participate in classroom activities

Table 8: Teacher Motivation for Participating in Classroom Activities

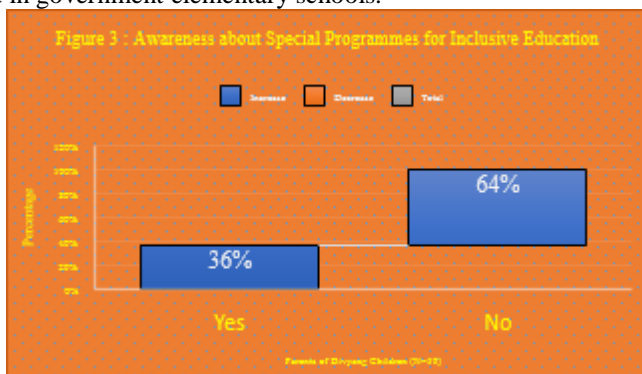
Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Teacher motivation for participating in classroom activities	Yes	No
Percentage of parents' awareness	52%(26)	48%(24)

It is evident from table no 9 that 36% parents of divyang children report, special programmes are organized in the context of inclusive education in government elementary schools whereas 64% parents of divyang children report, no such programmes are organized in government elementary schools.

Table 9: Special Programmes for Inclusive Education

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Special programmes for inclusive education	Yes	No
Percentage of parents' awareness	36% (18)	64% (32)

It is also presented in figure no 3 that 36% parents of Divyang children report about special programmes are organized in the context of inclusive education in government elementary schools whereas 64% parents of divyang children report no such programmes are organized in government elementary schools.



It is evident from table no 10 that new methods or techniques are adopted in government elementary schools in the context of inclusive education (56% parents' of divyang children perceive) whereas no such methods or techniques are adopted in government elementary schools in the context of inclusive education (44% parents' of divyang children perceive).

Table 10: Adoption of New Methods or Techniques

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Adoption of new methods or techniques	Yes	No
Percentage of parents' awareness	56% (28)	44% (22)

It is evident from table no 11 that 52% parents of divyang children indicate, resource teachers are appointed in the context of inclusive education in government elementary schools whereas 48% parents of divyang children do not find any resource teacher in school campus.

Table 11: Appointment of Resource Teacher for Inclusive Classroom

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Appointment of resource teacher	Yes	No
Percentage of parents' awareness	52% (26)	48% (24)

It is evident from table no 12 that 38% parents of divyang children find any assistive technology in the government schools in the context of inclusive education whereas 62% parents of divyang children do not find any assistive technology in the government schools in the context of inclusive education for the education of their children.

Table 12: Use of Assistive Technology

Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Use of assistive technology	Yes	No
Percentage of parents' awareness	38% (19)	62% (31)

It is evident from table no 13 that 60% parents of divyang children indicate that infrastructure facilities have not been developed for inclusive education whereas 40% parents of divyang children indicate that infrastructure facilities have been developed for inclusive education.

Table 13: Infrastructure Facilities

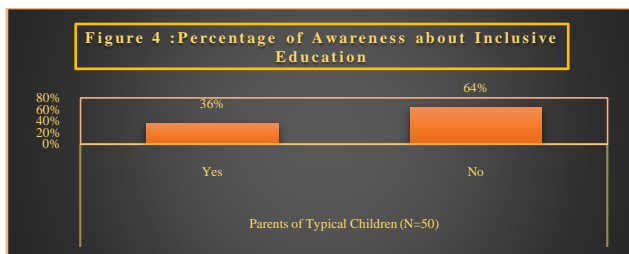
Awareness about Inclusive Education	Parents of Divyang Children (N=50)	
Infrastructure facilities	Yes	No
Percentage of parents' awareness	40% (20)	60% (30)

6.2: Analysis of Objective 2: - Awareness of parents of typically developing children towards inclusive education in government elementary schools

Table 14: Awareness about Inclusive Education

Awareness about Inclusive Education	Parents of Typically developing children (N=50)	
Awareness	Yes	No
Percentage	36% (18)	64% (32)

It is evident from table no 14 and figure no 4 that 36% parents of typically developing children are aware about inclusive education whereas 64% parents of typically developing children are not aware about inclusive education.



It is evident from table no 15 that 90% parents of typically developing children are aware about academic progress of typically developing children whereas 10% parents of typically developing children are not aware about academic progress of children.

Awareness about Inclusive Education	Parents of Typically Developing Children (N=50)	
Academic progress of children	Yes	No
Percentage	90% (45)	10% (5)

It is evident from table no 16 that 96% parents of typically developing children indicate that their typically developing children participate in co-curricular activities whereas only 4% parents of typically developing children indicate that their children do not participate in co-curricular activities.

Awareness about Inclusive Education	Parents of Typically Developing Children (N=50)	
Participation in co-curricular activities	Yes	No
Percentage	96% (48)	4% (2)

It is evident from table no 17 that 18% parents of typically developing children express that typically developing children face difficulty and anxiety in inclusive classroom whereas 82% parents of typically developing children express that their typically developing children do not face difficulty and anxiety in inclusive classroom.

Awareness about Inclusive Education	Parents of Typically Developing Children (N=50)	
Expression of anxiety/difficulty	Yes	No
Percentage of parents' perception	18% (9)	82% (41)

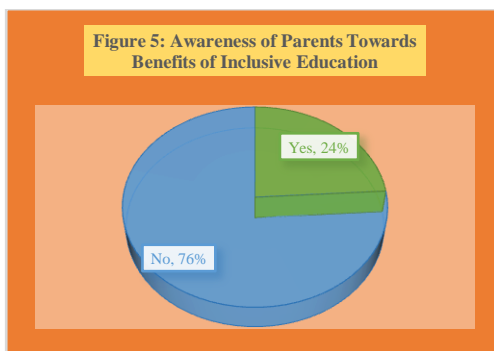
It is evident from table no 18 that 42% parents feel that their typically developing children face discrimination in academic activities whereas 58% parents of typically developing children feel that their children do not face discrimination in academic activities.

Awareness about Inclusive Education	Parents of Typically Developing Children (N=50)	
Feeling of discrimination in academic activities	Yes	No
Percentage of parents' perception	42% (21)	58% (29)

It is evident from table no 19 that only 24% parents of typically developing children are aware of the benefits of inclusive education whereas 76% parents of typically developing children are not aware of the benefits of inclusive education in government elementary schools. This problem needs to be taken care of immediately for all round development of divyang children and typical children.

Awareness about Inclusive Education	Parents of Typically Developing Children (N=50)	
Benefit of inclusive education in Government Elementary schools	Yes	No
Percentage of parents' perception	24% (12)	76% (38)

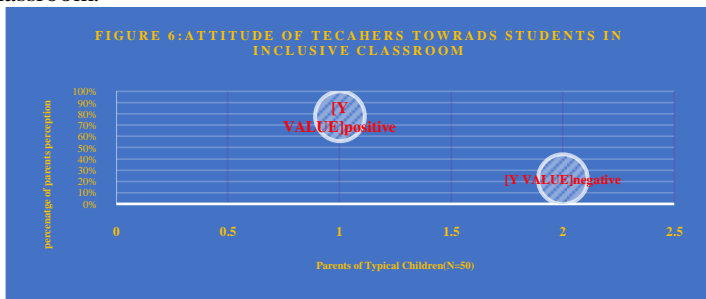
Figure no 5 also presents that only 24% parents of typically developing children are aware of the benefits of inclusive education whereas 76% parents of typically developing children are not aware of the benefits of inclusive education in government elementary schools. This problem needs to be taken care of immediately for all round development of Divyang children and typical children.



It is evident from table no 20 that 78% parents of typically developing children report that teachers' attitude towards typical students is positive whereas 22% parents of typically developing children report that teachers' attitude towards students is negative in inclusive classroom.

Awareness about Inclusive Education	Parents of Typically Developing Children (N=50)	
Attitude of teachers	Positive	Negative
Percentage of parents' perception	78% (39)	22% (11)

Figure no 6 also presents that 78% parents of typically developing children report that teachers' attitude towards typical students is positive whereas 22% parents of typically developing children report that teachers' attitude towards students is negative in the inclusive classroom.



It is evident from table no 21 that 80% parents of typically developing children feel that teachers motivate typically developing children to participate in classroom activities whereas 20% parents of typically developing children report that teachers do not motivate students to participate in classroom activities.

Awareness about Inclusive Education	Parents of Typically developing children(N=50)	
Teacher motivation for participating in classroom activities	Yes	No
Percentage of parents' perception	80% (40)	20% (10)

It is evident from table no 22 that 44% parents of typically developing children indicate special programmes are organized for inclusive education whereas 56% parents of typical parents indicate special programmes are not organized in the context of inclusive education at government elementary schools.

Awareness about Inclusive Education	Parents of Typically developing children(N=50)	
Special programmes for inclusive education	Yes	No
Percentage of parents' perception	44% (22)	56% (28)

It is evident from table no 23 that 38% parents of typically developing children indicate that new techniques or methods are adopted in inclusive classroom whereas 62% parents of typical parents indicate that no such techniques or methods have been adopted in inclusive classroom.

Awareness about Inclusive Education	Parents of Typically developing children(N=50)	
Adoption of new methods or techniques	Yes	No
Percentage of parents' perception	38% (19)	62% (31)

It is evident from table no 24 that 54% parents of typically developing children indicate that resource teachers are appointed in inclusive classroom whereas 46% parents of typical parents indicate that resource teachers are not appointed in inclusive classroom.

Awareness about Inclusive Education	Parents of Typically developing children(N=50)	
Appointment of resource teacher	Yes	No
Percentage of parents' perception	54% (27)	46% (23)

It is evident from table no 25 that 32% parents of typically developing children indicate assistive technology is used in inclusive classroom whereas 68% parents of typical parents indicate that no assistive technology is used in inclusive classroom.

Awareness about Inclusive Education	Parents of Typically developing children(N=50)	
Use of assistive technology	Yes	No
Percentage of parents' perception	32% (16)	68% (34)

It is evident from table no 26 that 60% parents of typically developing children indicate that infrastructure facilities are not proper in the context of inclusive education in government schools whereas 40% parents of typical parents indicate infrastructure facilities are proper in the context of inclusive education in government schools.

Table 26: Infrastructure Facilities

Awareness about Inclusive Education	Parents of Typically developing children(N=50)	
Infrastructure facilities	Yes	No
Percentage of parents' perception	40%(20)	60%(30)

6.3: Analysis of Objective 3: -Comparison of awareness of parents of divyang and parents of children without special needs towards inclusive education at government elementary schools

Table 27: Mean Difference of Parental Awareness Score Towards Inclusive Education of Parents of Divyang Children&Parents of Typical Children

Types of Parents	N	Mean	SD	SED	df	't' Value	Remarks
Parents of Typical Children	50	77.3	12.17	8.34	98	6.31	Significant
Parents of Divyang Children	50	129.94	57.74				

From the above table, it is found that the calculated t- ratio 6.31 is greater than the table value (1.98 at 0.05 level and 2.63 at 0.01 level) with df of 98. So, there exists significant difference in the awareness of parents of divyang and parents of typically developing children towards inclusive education in government elementary schools. Thus, null hypothesis is rejected. Parents of divyang children are more aware of inclusive education than parents of typical children.

6.4 Analysis of Objective 4: - Parents' awareness of barriers to inclusive education in government elementary school

Barriers: -Parents have reported the following barriers to inclusive education in government elementary schools:

Barriers to Inclusive Education

- Schools don't have the facilities to properly accommodate divyang children (61% parents' view)
- Local governments lack the funds or the resolve to provide financial help (73% parents' view)
- Rigid curriculum that does not allow for experimentation (82% parents' view)
- Teachers who are not trained or who are unwilling or unenthusiastic about working with divyang children is a drawback to successful inclusion (69% parents' view)
- Many students are expected to learn while being taught in a language that is new and in some cases unfamiliar to them (54% parents' view)
- Schools lack adequate facilities (59% parents' view)
- Lack of qualified teachers and other staff members (72% parents' view)
- Educational materials and lack of teaching-learning materials (TLM) (67% parents' view)
- Decisions come from the school system's high-level authorities whose initiatives focus more on employee compliance rather than quality learning (42% parents' view)

The above finding is also supported by the study conducted on problems and challenges of inclusive education for students with special needs (Dash,2018).

VII. MAIN FINDINGS

7.1: Awareness of Parents of Divyang Children towards Inclusive Education: -Majority of divyang children enrolled in schools are visually challenged (21%), 8% are hearing challenged, 7% divyang children have language and speech impairment and 14% children are physical challenged. Forty two percent parents of divyang children are aware about the concept of inclusive education. Fifty eight percent parents of divyang children are not aware about the concept of inclusive education and academic progress of their children in inclusive schools. Forty two percent parents of divyang children are not aware of academic progress of their children in inclusive schools. Fifty six percent parents of divyang children are aware about participation of their children in co-curricular activities. Forty four percent parents of divyang children are not aware about participation of their children in co-curricular activities. Fifty eight percent parents of divyang children express that their children face anxiety or difficulty in inclusive schools (government elementary schools). Forty two percent parents of divyang children express that their children do not face any type of anxiety or difficulty in inclusive schools (government elementary schools). Seventy percent parents of divyang children feel that their children face discrimination in academic activities whereas 30% parents of divyang children do not feel that their children face any type of discrimination in academic activities. Eighty two percent parents of divyang children are aware about benefit of inclusive education in government elementary schools whereas 18% parents of divyang children are not aware about benefit of inclusive education in government elementary schools. Seventy eight percent parents of divyang children are positive of attitude of teachers towards divyang in inclusive classroom whereas twenty two percent parents of divyang children are negative of attitude of teachers towards divyang in inclusive classroom. Fifty two percent parents of divyang children indicate teachers motivate divyang children to participate in classroom activities whereas 48 %parents of divyang children indicate teachers do not motivate divyang children to participate in classroom activities. Thirty six percent parents of divyang children report, special programmes are organized in the context of inclusive education in government elementary schools whereas 64% parents of divyang children report, no such programmes are organized in government elementary schools. Thirty six percent parents of Divyang children report about special programmes are organized in the context of inclusive education in government elementary schools whereas 64% parents of divyang children report no such programmes are organized in government elementary schools. new methods or techniques are adopted in government elementary schools in the context of inclusive education (56% parents' of divyang children perceive) whereas no such methods or techniques are adopted in

government elementary schools in the context of inclusive education (44% parents' of divyang children perceive). Fifty two percent parents of divyang children indicate, resource teachers are appointed in the context of inclusive education in government elementary schools whereas 48% parents of divyang children do not find any resource teacher in school campus. Thirty eight percent parents of divyang children find any assistive technology in the government schools in the context of inclusive education whereas 62% parents of divyang children do not find any assistive technology in the government schools in the context of inclusive education for the education of their children. Sixty percent parents of divyang children indicate that infrastructure facilities have not been developed for inclusive education whereas 40% parents of divyang children indicate that infrastructure facilities have been developed for inclusive education.

7.2: Awareness of Parents of Typically developing children towards Inclusive Education: -Thirty six percent parents of typically developing children are aware about inclusive education whereas 64% parents of typically developing children are not aware about inclusive education. Ninety percent parents of typically developing children are aware about academic progress of typically developing children whereas 10% parents of typically developing children are not aware about academic progress of children. Ninety six percent parents of typically developing children indicate that their typically developing children participate in co-curricular activities whereas only 4% parents of typically developing children indicate that their children do not participate in co-curricular activities. Eighteen percent parents of typically developing children express that typically developing children face difficulty and anxiety in inclusive classroom whereas 82% parents of typically developing children express that their typically developing children do not face difficulty and anxiety in inclusive classroom. 42% parents feel that their typically developing children face discrimination in academic activities whereas 58% parents of typically developing children feel that their children do not face discrimination in academic activities. only 24% parents of typically developing children are aware of the benefits of inclusive education whereas 76% parents of typically developing children are not aware of the benefits of inclusive education in government elementary schools. This problem needs to be taken care of immediately for all round development of divyang children and typical children. Seventy eight percent parents of typically developing children report that teachers' attitude towards typical students is positive whereas 22% parents of typically developing children report that teachers' attitude towards students is negative in inclusive classroom. Eighty percent parents of typically developing children feel that teachers motivate typically developing children to participate in classroom activities whereas 20% parents of typically developing children report that teachers do not motivate students to participate in classroom activities. Forty four percent parents of typically developing children indicate special programmes are organized for inclusive education whereas 56% parents of typical parents indicate special programmes are not organized in the context of inclusive education at government elementary schools. Thirty eight percent parents of typically developing children indicate that new techniques or methods are adopted in inclusive classroom whereas 62% parents of typical parents indicate that no such techniques or methods have been adopted in inclusive classroom. Fifty four percent parents of typically developing children indicate that resource teachers are appointed in inclusive classroom whereas 46% parents of typical parents indicate that resource teachers are not appointed in inclusive classroom. Thirty two percent parents of typically developing children indicate assistive technology is used in inclusive classroom whereas 68% parents of typical parents indicate that no assistive technology is used in inclusive classroom. Sixty percent parents of typically developing children indicate that infrastructure facilities are not proper in the context of inclusive education in government schools whereas 40% parents of typical parents indicate infrastructure facilities are proper in the context of inclusive education in government schools.

7.3: Comparison of Awareness Level of Parents towards Inclusive Education: - There exists significant difference in the awareness of parents of divyang and parents of typically developing children towards inclusive education in government elementary schools. Parents of divyang children are more aware of inclusive education than parents of typical children.

7.4 Barriers to Inclusive Education: - The barriers of inclusive education are as follows: schools don't have the facilities to properly accommodate divyang children (61% parents' view). Local governments lack the funds or the resolve to provide financial help (73% parents' view). Rigid curriculum that does not allow for experimentation (82% parents' view). Teachers who are not trained or who are unwilling or unenthusiastic about working with divyang children is a drawback to successful inclusion (69% parents' view). Many students are expected to learn while being taught in a language that is new and, in some cases, unfamiliar to them (54% parents' view). Schools lack adequate facilities (59% parents' view). Lack of qualified teachers and other staff members (72% parents' view). Educational materials and lack of teaching-learning materials (TLM) (67% parents' view). Decisions come from the school system's high-level authorities whose initiatives focus more on employee compliance rather than quality learning (42% parents' view).

VIII. CONCLUSION

Parents of divyang children are more aware of the inclusive education of their children in government elementary schools than parents of typically developing children. Government should take measures to improve the education of divyang children by providing them instructional materials and aids and equipments in the school. Administrator should visit schools regularly and should provide financial support for the education of special needs children. Lack of parental support is one of the main causes of failure of divyang children in government schools. Thus, both parents of divyang children and typically developing children should be oriented towards the education of divyang children in inclusive setting and benefits of inclusive education for both typically developed children and divyang children. They should encourage, help and involve in the education their children. Teachers play an important role for the upbringing of children especially divyang children. They should provide healthy environment, should take personal care of divyang children, and should teach them according to their needs in the school to boost the academic success of special needs children. Government should plan adequate strategies to promote the benefits of inclusive education in government schools.

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