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## Developed India 2047: A study on the role of parents in ensuring accessible and quality education for children with disabilities in rural areas

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### Abstract

This research study, under the vision of “*Viksit Bharat @2047*,” examines the role of parents in ensuring accessible, high-quality education for children with disabilities (CwDs) in rural India. The Government of India’s “*Viksit Bharat*” vision aspires to build an inclusive society where every citizen is entitled to equal opportunities, dignity, and the right to education. The provisions of the Indian Constitution- Article 21A (Right to Free and Compulsory Education), Article 41 (Protection of the rights of persons with disabilities), and Article 46 (Promotion of educational interests of weaker sections) form the foundation for this goal. In addition, the Rights of Persons with Disabilities (RPwD) Act [2], 2016 (Sections 16 and 17), the Right to Education (RTE) Act, 2009 [1], and the National Education Policy (NEP) [3], 2020 strengthen the constitutional framework for inclusive and accessible education. The study uses a mixed-methods approach, involving data collection from 150 rural parents. The findings reveal that most parents are sensitive and positive toward their children’s education; however, they lack adequate awareness of government schemes, legal provisions, and the principles of inclusive education. The study concludes that to achieve the goals of “*Viksit Bharat @2047*,” active parental participation, empowerment, and policy-level awareness are essential.

**Keywords:** *Viksit bharat @ 2047*, parental involvement, children with disabilities (CWD), rural schooling, inclusive education (IE), accessible and quality education (QE)

### 1. Introduction

Article 14 of the Constitution of India ensures equality before the law for all citizens, while Article 21A guarantees free and compulsory education for children between the ages of six and fourteen. Similarly, Article 41 directs the State to make provisions for public assistance, employment, and education for persons with disabilities and those in need. The fundamental objective of these constitutional provisions is to establish a society where all citizens have equal opportunities and equal rights.

The vision of ‘Developed India @ 2047’ seeks to build an economically developed, inclusive, and empowered India, centered on the principles of social justice, equality, quality education, and human dignity. In this vision, the education of children with disabilities holds a crucial place, as education is the key to their self-reliance, self-respect, and social integration. According to the 2011 Census of India, approximately 2.21% of the population has disabilities, of which approximately 69% live in rural areas. Even today, rural India faces serious challenges such as lack of resources, a shortage of trained teachers, inadequate educational infrastructure, and persistent social stereotypes- all of which hinder the educational progress of children with disabilities.

Parents are their children's first teachers and the primary pillars of their education, rehabilitation, and social inclusion. Parents serve as a crucial link between schools, communities, and government systems in ensuring accessible and quality education for children with benchmark disabilities. Therefore, it is essential to increase parental awareness about government policies, educational rights, and the principles of inclusive education.

The Government of India has implemented several constitutional provisions, acts, and policies to ensure the education of children with benchmark disabilities. Articles 14, 15(1), 21A, 41, and 45 of the Constitution guarantee equality, the right to education, and social security. The Rights of Persons with Disabilities Act, 2016 [2], emphasizes inclusive education and parental empowerment. The National Education Policy 2020 aims to ensure

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equity and 100% enrollment. The Samagra Shiksha Abhiyan (2018) promotes inclusive classrooms. The United Nations Convention on the Rights of Persons with Disabilities - UNCRPD (2006) ensures equal rights, while the National Policy on Persons with Disabilities (2006) focuses on education and employment. Implementation of these policies in rural areas remains a major challenge.

### 1.1 Need of the Study

The present research study highlights that the education of children with disabilities in rural India is surrounded by several social, structural, and policy-related challenges. Although the Government has promoted inclusive education through various legislative and policy measures such as the Rights of Persons with Disabilities (RPwD) Act, 2016 [2], the Right to Education (RTE) Act, 2009 [1], and the National Education Policy (NEP), 2020 [3], rural parents still lack adequate awareness about these provisions. As a result, they are often unable to play an active role in ensuring the educational progress and rights of their children.

Due to economic hardship, social barriers, and lack of awareness, issues such as educational inequality, absenteeism, and dropout among children with disabilities persist in rural areas. In this context, the study seeks to understand how and to what extent parents participate in their children education, the challenges they face, is and how government policies and community support can strengthen their role.

This research makes a significant contribution toward achieving the goals of "*Viksit Bharat @2047*," as the creation of a strong and inclusive India requires that every child with a disability in rural areas receive equal educational opportunities. Therefore, the study is highly essential and relevant for understanding and empowering the role of parents in ensuring accessible and quality education for children with disabilities.

### 1.2 Objectives of the Study

- To study the 'awareness level' of parents of children with disabilities in rural areas.
- To study the 'participation' of parents of children with disabilities in rural areas.
- To study the 'cooperation' of parents of children with disabilities in rural areas.
- To study the problems faced in providing quality education to children with disabilities.
- To study the role of parents in promoting inclusive education for a developed India @ 2027

### 1.3 Research Questions

- To what extent are parents in rural areas aware of the need for accessible and quality education for children with disabilities?
- How actively do parents participate in the educational processes and learning pathways of children with disabilities in rural settings?
- What major challenges and barriers do parents encounter while ensuring inclusive and quality education for their children with disabilities?
- To what degree do schools and rural communities provide adequate support to parents in alignment with

the vision of "Developed India @2047"?

- How effectively do government schemes, acts, and policies reach parents of children with disabilities in rural areas to enhance educational accessibility and quality?

### 2. Review of Related Literature

According to the UNESCO (2009) report, "Inclusive Education (IE): The Way of the Future," inclusive education can only be successful if there is cooperation and sensitivity at both the family and school levels. Singal (2006), studying the challenges of Inclusive Education (IE) in India, found that lack of resources in rural areas, lack of trained teachers, and negative social attitudes are the main reasons for the exclusion of children with disabilities (Cwd). Sharma and Deppeler (2013) stated that positive attitudes of teachers and parent-teacher communication strengthen children's attendance and progress. The NCERT (2017) report concluded that approximately 60% of children with disabilities (Cwd) in India are out of primary education, most of whom are from rural areas.

Parents are the first partners in children's education. Hoover-Dempsey and Sandler (1997) explained in their model that parental involvement enhances children's achievement, self-confidence, and social skills. Deslandes (2001) reported that rural parents have low levels of engagement in education because financial burden and illiteracy are major barriers. Pandey (2015) found that rural parents value their children's education, but a lack of awareness of policies and schemes hinders their effective participation. Kumar and Rani (2019) showed that parental active involvement significantly improves attendance and learning outcomes for children with disabilities (Cwd).

According to Census 2011, about 69% of India's total population of persons with disabilities (PwD) resides in rural areas. A report by NIEPID (2018) [4] highlighted severe gaps in school accessibility, transportation, and assistive devices in rural regions. Mitra and Sambamoothi (2014) found that social stigma and the economic dependency of parents in rural India are major causes of school dropout among children with disabilities. Rao and Kalyanpur (2020) stated that unless rural parents are made aware of government schemes and the principles of inclusive education, they will be unable to safeguard the rights of their children effectively.

Several policies and acts have been implemented in India to strengthen inclusive education (IE). The RTE Act (2009) [1] ensured the right to free and compulsory education for all children, while Sections 16 and 17 of the RPwD Act (2016) [2] emphasize inclusive education (IE), teacher training, and curriculum adaptations. NEP (2020) [3] clearly states that schools must support parents and promote an inclusive culture. According to a World Bank (2018) report, educational accessibility is both a matter of physical infrastructure and an inclusive mindset. Kaul and Bhattacharya (2021) found in their study that when parents are included in school decision-making processes, the learning achievements of children with disabilities increase by up to 30%.

The review clearly indicates that although adequate policies exist for the education of Children with Disabilities (Cwd)

in rural India, their effective implementation remains limited. Parental awareness and participation are crucial determinants of educational quality, yet efforts in this direction are insufficient. Most studies highlight the importance of parental involvement, but very little research has been conducted on the role of rural parents in the context of "Developed India @2047." Therefore, the present study attempts to fill this research gap by analyzing how rural parents can contribute to ensuring accessible and quality education for Children with Disabilities (CwD).

The review concludes that parents are collaborators and co-creators in the educational process. To realize the vision of Developed India -2047, it is essential to train and empower rural parents regarding educational rights, policies, and available resources. Only then can the goal of accessible, inclusive, and quality education be transformed into a reality.

### 3. Research Methodology

The present study aims to conduct "Developed India @2047: An Analytical Study on the Role of Parents in Ensuring Accessible and Quality Education for Children with Disabilities (CwD) in Rural Areas." The research was conducted in the selected blocks of Siddharthnagar district, Uttar Pradesh, where an in-depth attempt was made to understand the role of parents in ensuring accessible and quality education for their children.

#### 3.1 Research Design

The nature of the study is descriptive and survey-based. The primary objective was to analyze the level of parental awareness, participation, and empowerment regarding the education of children with disabilities in rural areas. Both qualitative and quantitative methods were used for data analysis to ensure that the findings are more valid, reliable, and realistic.

#### 3.2 Population of the Study

A total of 150 parents of children with disabilities were selected as participants, including 60 female and 90 male parents. The sample was selected using the Convenience Sampling Technique.

#### 3.3 Sample

The sample comprised a total of 150 parents, including 60 women and 90 men. This sampling approach was adopted to achieve balanced representation from rural regions of Uttar Pradesh. All participating parents were from rural settings, and their children diagnosed with intellectual, visual, hearing, or physical disabilities were attending nearby schools.

### 4. Research Tools

#### 4.1. For the collection of primary data, three major research tools were used in the study

- Parent Questionnaire, which was self-developed and validated. It consisted of a total of 30 items measuring three dimensions awareness, participation, and

empowerment. The questionnaire was based on a five-point Likert scale, ranging from strong agreement to strong disagreement.

- Semi-structured Interviews, through which the experiences of selected parents, societal attitudes, barriers faced in education, and the status of government support were explored.
- Observation Checklist, used to directly observe parents' behaviour, participation, and activeness during school and community meetings.

#### 4.2 Scoring Procedure

A 5-point Likert scale was used for scoring the questionnaire, which included the following response options: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. These options were assigned scores of 5, 4, 3, 2, and 1, respectively.

**The questionnaire was divided into five major sub-sections, and for each subscale**

- Maximum Score: 30
- Minimum Score: 6

#### Thus, for the complete questionnaire

- Total Maximum Score: 150
- Total Minimum Score: 30

This scoring framework enabled the quantitative analysis of respondents' perceptions. It helped in accurately assessing the intensity of agreement or disagreement across various dimensions, thereby ensuring the reliability and statistical soundness of the study's findings.

#### 4.3 Reliability and Validity of Tools

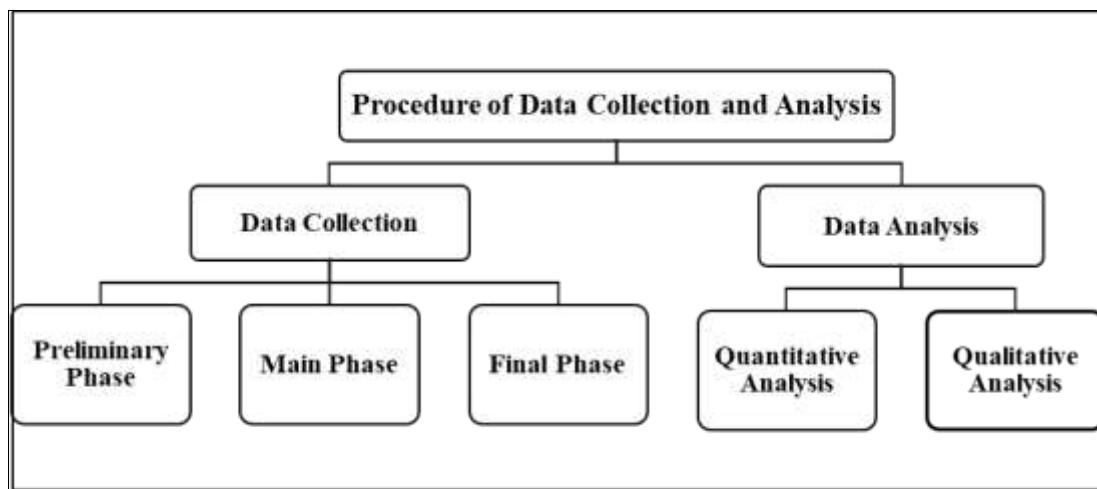
To ensure the methodological rigor of the study, the reliability and validity of all research instruments were systematically examined. A pilot study was administered to a sample of 30 parents, enabling the researcher to identify ambiguities, refine item wording, and improve the overall structure of the questionnaire. Based on the feedback and outcomes of the pilot administration, essential modifications were incorporated.

The internal consistency of the questionnaire was assessed using Cronbach's Alpha, which yielded a reliability coefficient of 0.82. This value is considered robust and indicative of a high level of internal consistency across the items. Furthermore, content validity was established through a rigorous expert evaluation process. Specialists in the fields of Special Education and Educational Psychology reviewed the research tools to ascertain the relevance, clarity, and alignment of each item with the study objectives and conceptual dimensions. Their recommendations ensured that the instrument validly captured the constructs intended for measurement.

#### 4.4 Procedure of Data Collection and Analysis

The processes of data collection and data analysis were executed in a structured and scientifically grounded manner. For analytical clarity, the entire procedure was divided into two major components

## Data Collection and Data Analysis.



**(a) Procedure of Data Collection:** Data collection was undertaken in three sequential phases

1. **Preliminary Phase:** Necessary permissions were secured from relevant educational authorities, schools, and local administrative bodies. Subsequently, a comprehensive list of parents of children with disabilities residing in rural settings was prepared, ensuring representation from varied socio-economic and educational backgrounds.
2. **Main Phase:** The researcher conducted field visits to the selected villages and established direct rapport with the parents. The self-developed questionnaire served as the primary data collection tool. Literate parents completed the questionnaire independently, whereas for illiterate or semi-literate participants, the researcher administered the tool orally and documented their responses. Throughout this phase, confidentiality, trust, and ethical transparency were strictly upheld.
3. **Final Phase:** Collected questionnaires and interview records were thoroughly scrutinized. Incomplete or inconsistent responses were identified and appropriately corrected. Thereafter, data coding, classification, and tabulation were systematically carried out. Interview responses were transcribed verbatim and organized for qualitative examination.

### (b) Procedure of Data Analysis

A mixed-methods analytical framework was adopted, integrating both quantitative and qualitative approaches

- **Quantitative Analysis:** Descriptive and inferential statistics including frequency, percentage, mean, standard deviation, and correlation were employed to interpret patterns related to parental awareness, involvement, and empowerment.
- **Qualitative Analysis:** Thematic analysis was conducted based on interview transcripts and observational notes. This enabled a deeper understanding of how variables such as parental education, socio-economic status, and policy awareness shape children's educational experiences and access to equitable learning opportunities.

Overall, the analytical procedures ensured methodological transparency, objectivity, and scientific rigor.

### 4.5 Limitations of the Study

The study was geographically restricted to rural areas of Siddharthnagar district, Uttar Pradesh, and focused exclusively on parents of children with disabilities. Due to the relatively small sample size, the generalizability of the findings may be limited, and caution is advised when applying the results beyond the study context.

### 4.6 Ethical Considerations

All ethical protocols were meticulously observed throughout the research process. Informed consent was obtained from each participant, and personal data were treated with strict confidentiality. The principles of impartiality, transparency, and academic integrity guided all stages of data collection, analysis, and reporting. No participant was subjected to discrimination or coercion at any point. The collected data were utilized solely for scholarly purposes.

This methodological framework reflects a rigorous scientific effort to investigate the lived realities of parents of children with disabilities within the socio-cultural milieu of rural India. The study aims to elucidate the extent to which parental education, awareness, and engagement contribute to achieving the vision of "Viksit Bharat @ 2047, particularly in ensuring accessible and high-quality inclusive education for all children.

### 5. Data Analysis / Results

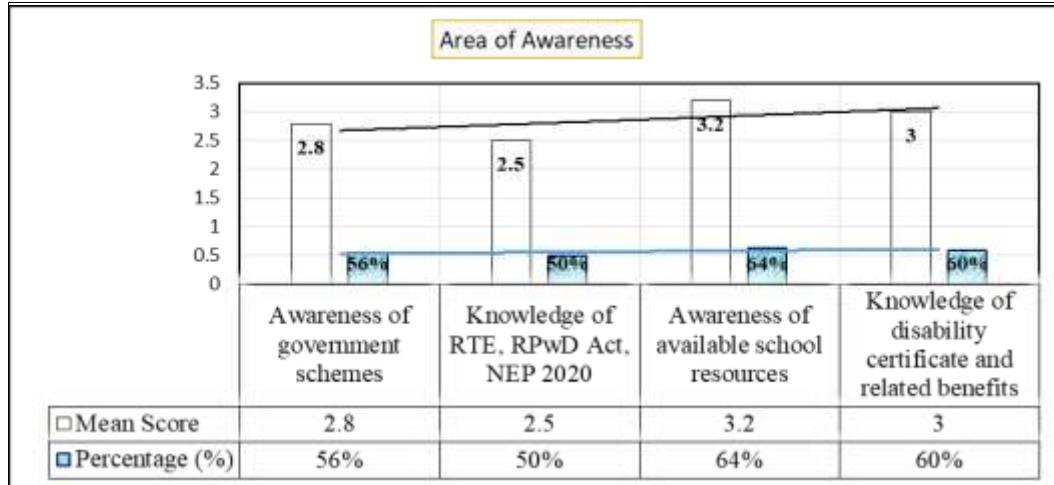
This chapter presents the analysis and interpretation of data related to the three major dimensions of the study Awareness, Participation, and Empowerment. The purpose of the study was to examine the extent to which parents in rural areas are aware, involved, and empowered in ensuring accessible and quality education for their children with disabilities. Data were collected from 150 parents through questionnaires, interviews, and observations. Both quantitative and qualitative approaches were used for data analysis

## 5.1 Parental Awareness

**Table 1:** measures parents' awareness of educational policies, government schemes, and school-level resources based on their responses to the questionnaire

S. No.	Area of Awareness	Mean Score	Percentage (%)
1	Awareness of government schemes	2.8	56%
2	Knowledge of RTE, RPwD Act, NEP 2020 <sup>[3]</sup>	2.5	50%
3	Awareness of available school resources	3.2	64%
4	Knowledge of disability certificate and related benefits	3.0	60%

**Graph 1**



**Graph 1:** Shows parents' strong awareness of school resources but limited understanding of disability-related education policies

Table & Graph 1: indicates that most parents possessed adequate knowledge about school-level resources and disability certification benefits. However, their understanding of policy-level provisions-such as the RPwD Act (2016)<sup>[2]</sup> and NEP 2020-was found to be limited. Interviews revealed that the lack of awareness campaigns by

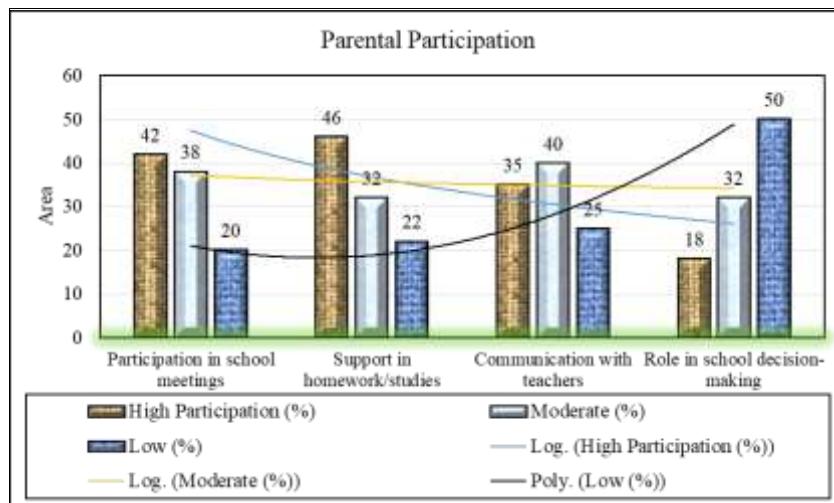
government officials and insufficient dissemination of information were the primary reasons for this policy-level knowledge gap. Nevertheless, it is encouraging to note that nearly 60% of parents were becoming increasingly aware of their children's educational rights.

## 5.2 Parental Participation

**Table 2:** Shows parents' participation levels across different educational activities

Area	High Participation (%)	Moderate (%)	Low (%)
Participation in school meetings	42	38	20
Support in homework/studies	46	32	22
Communication with teachers	35	40	25
Role in school decision-making	18	32	50

**Graph 2:**



**Graph 2:** Highlights strong parental home support but limited school participation, positively correlating with improved student attendance and performance

Table & Graph 2: findings suggest that parents were actively engaged in supervising their children's learning and providing emotional support. However, their participation in school-level decision-making processes (such as IEP development and SMC meetings) was notably low. Illiteracy, time constraints, and lack of confidence emerged

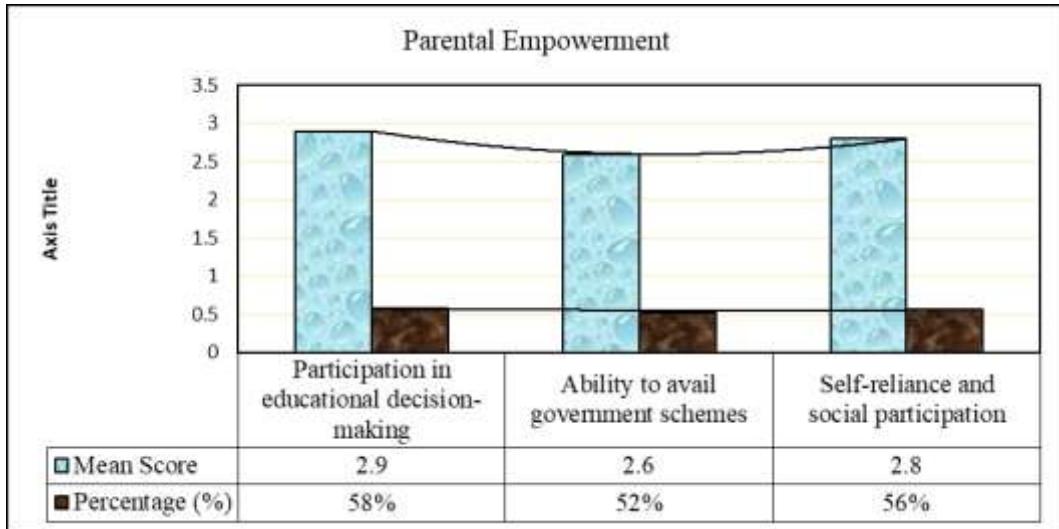
as major reasons for this limited involvement. Correlation analysis ( $r = 0.55, p < 0.01$ ) further confirmed that higher parental participation was positively associated with better student attendance and academic performance.

### 5.3 Parental Empowerment

**Table 3:** Assesses empowerment based on decision-making ability, confidence, and social representation

Area	Mean Score	Percentage (%)
Participation in educational decision-making	2.9	58%
Ability to avail government schemes	2.6	52%
Self-reliance and social participation	2.8	56%

### Graph 2



**Graph 2:** Shows moderate parental empowerment, increasing decision involvement, positively associated with higher education and social support

Table & Graph 2: The data show that parents' overall empowerment level was moderate. Many parents reported that they were becoming more involved in decisions related to their child's future. Interview findings indicate that educational literacy and social support contributed significantly to parents feeling more capable and confident. Correlation analysis revealed a positive relationship between parental education and empowerment ( $r = 0.62, p < 0.01$ ).

- Aware parents understand policies,
- Participating parents become active partners in the school system, and
- Empowered parents act as agents of change.

Thus, accessible and quality education for children with disabilities can be fully realized only when parents are strengthened across all three dimensions awareness, participation, and empowerment.

### 6. Findings

Based on the results of the study, the key findings were categorized into three major dimensions: Awareness, Participation, and Empowerment. The findings are presented below:

#### 6.1 Findings Related to Parental Awareness

- Most parents possessed only limited knowledge regarding the basic definition, types of disabilities, and the educational rights of children with disabilities.
- Only a small proportion of parents were familiar with major educational schemes and policies such as the Sarva Shiksha Abhiyan (SSA), Samagra Shiksha Abhiyan (SSA), and the Rights of Persons with Disabilities (RPwD) Act, 2016<sup>[2]</sup>.
- Due to the lack of communication channels, limited access to information, and low literacy levels in rural areas, details of government schemes related to

### 5.5 Interpretation in the Context of Viksit Bharat-2047

Achieving the vision of India as a "Developed Nation by 2047" requires the empowerment of rural parents, especially those raising children with disabilities.

disability education were not effectively reaching parents.

- Although some parents were aware of the role of special educators in schools, they lacked deeper understanding of educational quality indicators, instructional strategies, and assessment processes.

## 6.2 Findings Related to Parental Participation

- A majority of parents were not formally involved in school-based activities such as school meetings, parent-teacher conferences, or discussions related to the Individualized Education Plan (IEP).
- Economic constraints and livelihood-related responsibilities prevented many parents from allotting sufficient time for involvement in school activities.
- Children whose parents had higher levels of education showed comparatively better academic progress and school participation.
- Parents associated with community support systems such as Self-Help Groups (SHGs) and NGOs demonstrated significantly higher levels of participation in their children's education.
- Inclusive school environments and supportive teachers played a critical role in strengthening parent-school relationships, thereby enhancing parental involvement.

## 6.3 Findings Related to Parental Empowerment

- Parents who participated in training programmes, counselling sessions, and awareness initiatives demonstrated noticeable improvements in confidence and decision-making abilities.
- Parental empowerment was found to be directly associated with children's academic achievements, self-reliance, and social adjustment.
- Parent Empowerment Workshops conducted by governmental and non-governmental organizations had a positive impact, although their reach remained limited.
- Mothers, particularly in communities with pronounced gender disparities, exhibited lower levels of empowerment compared to fathers.
- Increased parental empowerment contributed to improved collaboration within schools, enhanced communication, and greater empathy toward children with disabilities.

## 6.4 Summary of Key Insights

The study clearly indicates that parental education, socio-economic status, and policy-related awareness in rural areas directly influence the accessibility and quality of education for children with disabilities. Strengthening parents across the three dimensions-awareness, participation, and empowerment is essential. If these three dimensions are systematically developed, India can move closer to achieving the vision of *Viksit Bharat 2047*, ensuring equal opportunities and inclusive education for all children with disabilities.

**Table 3:** Key Policy and Legal Provisions Supporting Inclusive Education

No.	Policy/Legal Provision	Key Features
1	Article 21A of the Constitution	Guarantees free and compulsory education for children aged 6-14 years.
2	RPwD Act, 2016 - Section 16	Mandates inclusive education for children with disabilities.
3	RPwD Act, 2016 - Section 17	Emphasizes teacher training, curriculum adaptation, and accessible teaching materials.
4	RTE Act, 2009 - Section 3(2)	Prohibits denial of school admission on the grounds of disability.
5	NEP 2020 - Section 6.7	Encourages schools to collaborate with parents to create inclusive environments.
6	UNCRPD, Article 24	Obligates signatory nations to ensure inclusive education at all levels.

Although these provisions are robust, gaps remain at the implementation level, particularly in parental participation and awareness. Therefore, legal frameworks must be supported by strong community-based and administrative action.

### 7.5 Administrative and Policy-Level Recommendations

- A District Inclusive Education Coordination Committee should be constituted in every district.
- The Parental Awareness and Involvement Component under the Samagra Shiksha Abhiyan should be strengthened.
- Schools should establish Inclusive Education Resource Centres (IERCs) to support students and families.
- Regular surveys and consultation meetings should be conducted to integrate parental voices into policy formulation.

### 7.6 Suggestions for Future Research

- Comparative studies across states and regions should be undertaken to identify effective models of parental involvement.
- Digital parental engagement platforms and mobile-based awareness tools should be developed and tested.
- Longitudinal studies are needed to examine the long-term impact of parental empowerment on children's educational progress and social inclusion.

In conclusion, integrated efforts at the levels of policy, administration, community, and family are essential for ensuring accessible and quality education for children with disabilities in rural India. Strengthening parents as active partners in inclusive education is vital for achieving the national vision of "Viksit Bharat @2047."

## 8. Conclusion

The findings of the study clearly indicate that parental awareness, participation, and empowerment are three critical components that directly influence the quality of education and the academic outcomes of children with disabilities. While some parents demonstrated awareness and active engagement in their children's education, a substantial proportion lacked adequate knowledge of government schemes, educational policies, and the principles of inclusive education. This knowledge gap not only hinders children's individual progress but also obstructs the realization of national goals related to inclusive education.

The study further revealed that

- Children of parents with higher educational attainment exhibited greater regularity and academic success.
- Parental involvement at the school level remained limited, particularly in decision-making processes.
- Social attitudes, poverty, and lack of policy-related information serve as major barriers to parental engagement.

In such a context, it becomes imperative to reposition parents not merely as recipients of support but as active partners in decision-making, policy implementation, and school processes. Coordinated efforts by the education department, local administration, and the community are essential for strengthening parental participation and

empowerment in a practical and sustainable manner. India's legal and policy frameworks such as the RPwD Act, 2016<sup>[2]</sup>, RTE Act, 2009<sup>[1]</sup>, NEP 2020<sup>[3]</sup>, and UNCRPD (Article 24) strongly emphasize the rights of children with disabilities and the crucial role of parental involvement. However, these provisions can yield meaningful outcomes only when parents themselves are informed and empowered. Thus, it may be stated that "the true foundation of inclusive education lies more in the active participation of parents than solely in the efforts of teachers." If parents in rural areas are consistently provided with training, guidance, and policy-related information, the goal of accessible, equitable, and quality education for children with disabilities in India can be effectively achieved.

This study contributes a significant step toward realizing the vision of "Viksit Bharat @2047," where no child is deprived of education due to disability or socio-economic circumstances.

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