SPORT AND PHYSICAL EDUCATION FOR PERSONS WITH PHYSICAL DISABILITIES IN TELUGU-SPEAKING STATES OF INDIA

A DISSERTATION

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BY

SRIPADMINI CHENNAPRAGADA, MS, BPT

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DEDICATION

For my parents, Kanaka Sundaram Chennapragada and Seeta Sundaram Chennapragada. You taught me through your lives that privilege can’t be ignored; roots matter and paying forward the blessings is the most important obligation I have in this life.

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patiently. You worked hard to understand the chaos. You helped me map it out. You taught me how to build my vision for my country. You let me shadow you while you lead exceptional advocacy work at the national level in the United States. You selflessly shared with me your strategies. You were the Chanakya I needed in the most turbulent times when I was least understood in a foreign environment. You advocated for my rights, protected me as a child and stood by me in times when I have seen others walk away from their doctoral candidates. You allowed me to debate with you in an open environment. If there is one way for me to thank you, I promise to not let you down on anything you have worked hard to teach me. Dr. Suzanna Rocco Dillon, you are the knight every doctoral student must have on their team to chase a dream dissertation.

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ABSTRACT

SRIPADMINI CHENNAPRAGADA

SPORTS AND PHYSICAL EDUCATION FOR PERSONS WITH PHYSICAL DISABILITIES IN TELUGU-SPEAKING STATES OF INDIA

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The 2011 Census of India reports that the largest percentage of persons with disabilities (PwD) in India is citizens living with movement disabilities. For persons with movement disabilities, or more commonly referred to as persons with physical disabilities(PwPD), increased strength, improved mental well-being, and enhanced overall health functioning have been reported as the benefits experienced for engaging in regular physical activity (McBurney et al., 2003). Sports and physical education (SPE), which have been supported by disability rights laws and progressive education policies supporting inclusive education in India's public schools, hold promise for PwPD to access regular physical activity. For example, India's Rights of Persons with Disabilities (RPwD) Act of 2016's details the disability sport rights of PwD in Chapter V. Even with these advances in policy, very little is known about the lived experiences of PwD in SPE in India. Hence, the purpose of this phenomenological study was to explore the lived experiences of PwPD in sport and physical education in Telugu speaking states (TSS) of India. Bronfenbrenner's ecological systems theory (BEST) formed the theoretical framework for this phenomenological research study. Utilizing the 10 qualitative research criteria as described by Tracy (2010), this study inductively analyzed the structured interview

responses of 18 PwPD (9 male; 9 female), who were recruited through purposive sampling from TSS in India. Three themes emerged from the data: (a)participation contingent on others, (b) limited awareness and knowledge, and (c) missingsupport systems. The PwPD participating in this study were generally not able to access SPE opportunities within their schools and at the community level. However, within the limited opportunities available, some families and community members (including teachers) at microsystem levels were supportive of SPE participation for the PwPD. It appears there is a critical need for the governments of the TSS in India to develop policies that will prioritize accessibility projects in schools, improve personnel preparation programs, and raise awareness among the state's population about PwPD engaging in SPE activities.

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CHAPTER I

INTRODUCTION

As the world's second most populous country, India is home to nearly 20% of the world's human population (World Bank, 2018). The World Health Organization (WHO, 2018) reported that globally 1 in 7 people (or 15% of the human population) experience one or more forms of a disability. Using this formula and India's population, it is estimated that India's population of persons with disabilities (PwD) would be approximately 180 million people. However, current disability statistics from within India document only 26.3 million Indians with disabilities (Census of India, 2011).

Multiple factors, such as demographic attributes of age, residential area, and contextual or cultural interpretation of the meaning of disability have been identified as contributing to the low prevalence rates reported for disability in India (Skempes et al. 2015). Through the Office of Registrar General of India, Census of India (2011) acknowledged these inaccuracies in reporting about the population of Indians with disabilities and attributed the inaccuracies to challenges caused by a shortage of highly trained field workers and the reluctance of families to identify a family member as disabled. Dandona et al. (2019) analyzed multiple aspects of data collection during the 2011 Census of India when proxy reporting, self-reporting, and mixed methods were followed; and highlighted the lack of reliability for the disability estimates from India that utilize multiple sources like the Census data, Household Surveys, and NationalSample Survey Organization (NSSO) data.

The Census of India (2011) and the NSSO data, are both recognized as India's main sources for data about disability despite these sources differing significantly in how they define disability and what disability categories are included within their estimates. More specifically, there are inconsistencies in definitions and terminology used within these documents wherein 'disability in movement' and 'locomotor disability' are both used in an interchanging manner within Indian government documents to describe physical disability (Mitra & Sambamoorthi, 2006). The lack of conceptual clarity in recording disability statistics is demonstrated in Figure 1 (data entered into the Census under categories like 'other' and 'multiple disabilities'). Additionally, lack of self and family reporting of disability due to social stigma and a disconnect in governance are also key challenges that impact statistics specific to the education of children with disabilities (CwD) in India (Singal, 2015).

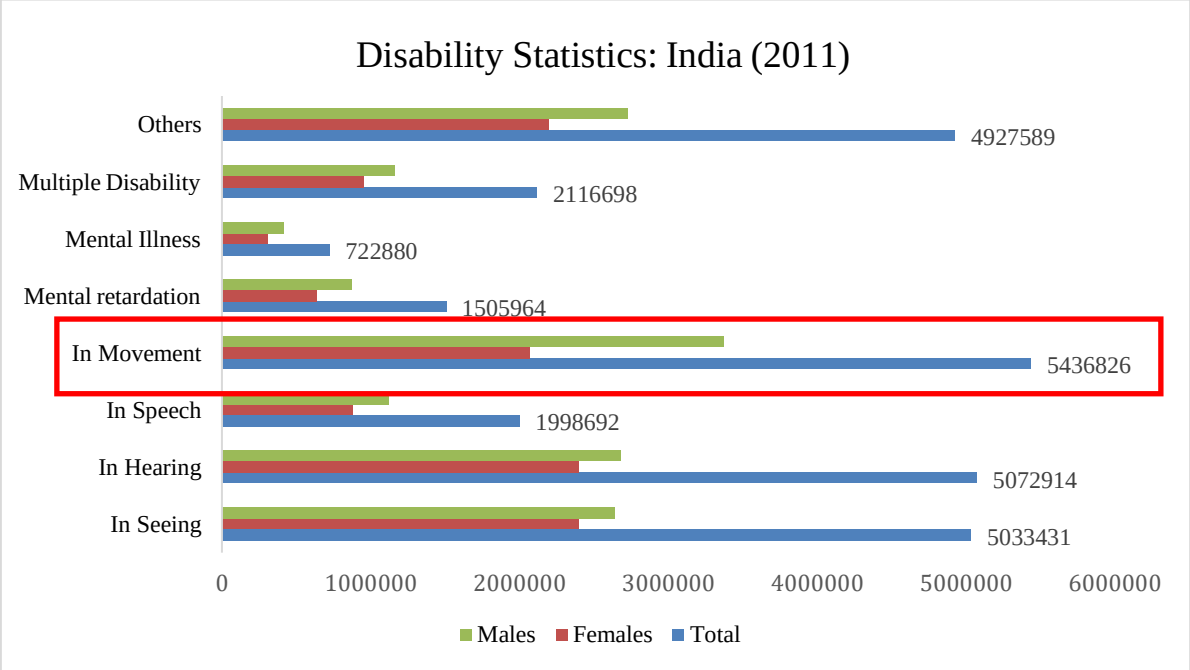
Of India's 1.2 billion citizens, 26.8 million Indians are reported to have a disability that qualifies them for welfare benefits including a disability pension from the federal government and their state governments. Of the estimated 26.8 million Indians with disabilities, 5.4 million have a movement disability; with approximately 80% of these citizens residing in urban areas and 20% residing in rural areas (Census of India, 2011).

For PwD, residential areas can impact access to education, community programs and other governmental services which eventually impact opportunities for social inclusion (Rapegno & Ravaud, 2017). Additionally, the lives of persons with physical disabilities (PwPD) are significantly impacted by the accessibility within the

communities where they live (Abdullah et al., 2017). The Constitution of India guarantees full participation in one's own community as a human right for all Indian citizens. However, for PwD this can be a difficult goal to accomplish (Gupta et al. 2020).

Figure 1

Comparative presence of PwPD among India's PwD



Note. This graph was plotted by using the data from Census of India, 2011 open data sets. In public domain.

The Census of India (2011) reported that only 55% of PwD in India are recorded as being literate; with urban literacy rates among PwD being higher (i.e., 67%) than rural literacy rates (49%). In 2002, Mukhopadhyay and Mani stated that the statistics concerning CwD and school enrollment was in a 'dismal' state in India. Nineteen years later, the state of disability statistics remains relatively unchanged with inconsistent use of terminology and varied data sources continuing to contribute to multiple estimates of

PwD in India (e.g., to date, the Indian government and policy documents continue to utilize the census data from 2011 only).

The lack of accuracy in disability estimates within the country impact how central government funding is allocated to welfare schemes (i.e., programs) that can benefit PwDs in India (Iqbal, 2020). Nevertheless, India has committed to inclusive education (IE) through its ratification of multiple global policies like the Salamanca Declaration and the United Nations Convention on Rights of Persons with Disabilities (UNCRPD), Sharma and Das (2015) highlighted the challenges of implementing such practices, including a lack of physical resources in schools, large class sizes, shortage of trained personnel, and a lack of supportive leadership from school administrators.

The 2011 Census of India also reported that the largest percentage of PwD in India are citizens living with a movement disability (i.e., ~20 % of the population of PwD). Figure 1 presents the distribution of PwPD among PwD in India based on the 2011 Census of India. These challenges may be due in part to the laws and policies specific to the education rights of CwD in India. In a United Nations Educational, Scientific and Cultural Organization (UNESCO) commissioned report titled, "*Education of Children with Disabilities in India*," Singal (2016) critically analyzed the laws and policies that mandate education rights for CwD in India. In this report, attention is particularly drawn to the challenges to provide education for all children (i.e., drop-out rates, pedagogical inadequacies and rigid, irrelevant curriculum). It additionally highlighted issues such as duplication of efforts and lack of coordination between multiple ministries (i.e., Ministry

of Human Resource and Development and Ministry of Social Justice and Empowerment) that are allotted the responsibility to oversee education rights of CwD.

Legislation in India: Education and Disability Rights

In 1995, through an act of the parliament, India further expanded educational rights with Section 26 of the PwD Act of 1995. This act addressed the education rights of CwD in India while clarifying the responsibilities of educational institutions. Additionally, the act also mandated accessibility to infrastructure and transport without discrimination, by stating specifically, "every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years" (p. 15).

Prior to 2016, researchers also referenced the Right to Education (RTE) Act of 2009 as one of the main legislations in India that addressed the education rights of CwD. This act specifically recognized education as a fundamental right for CwD in India. Section 3 of the RTE Act 2009 mandates provision of free and compulsory elementary education to every child between 6 to 14 years of age (Singal, 2015). This mandate is based on the 86th Constitutional Amendment, namely, Article 21A of the Indian Constitution, which focuses on education rights for Indian citizens. (see Table 1).

Table 1

Provisions of The Constitution of India Relevant to the Educational Rights of Indians

Article/Schedule	Title
13	Laws inconsistent with or in derogation of the fundamental rights
15	Prohibition of discrimination on grounds of religion, race, caste, sexor place of birth
21A	Right to education [Inserted by the 86th Amendment in December 2002 and passed bythe Parliament in July 2009. The provisions of the Act came into force from 1st April 2010]
28	Freedom as to attendance at religious instruction or religious worshipin certain educational institutions
30	Right of minorities to establish and administer educationalinstitutions
	Part III of Constitution: Fundamental Rights

Note. This table is adapted from *Constitution of India*, 2021. In the public domain.

In 2016, India enacted section 16 of the Rights of Persons with Disabilities Act (RPwD), that detailed specific measures that educational institutions were required to implement for promoting and facilitating IE in India. Despite such provisions, Singal (2015) documented how infrastructure and resources for basic amenities have not improved even though enrollment of CwD has continued to increase. The enrollment of CwD increased up to 2.35 million CwD in regular schools versus about 500,000 in 2003–2005. While the RPwD Act of 2016 serves as federal disability rights legislation in India dedicated to the advancement of educational rights of CwD and disability rights, itlacks clear guidelines and mandates for States within the federal law (Gupta et al. 2020);and related government schemes and programs continue to be designed using the guidelines provided in the PwD Act of 1995 without any updates.

The RPwD Act of 2016 is also replete with the use of the ‘chameleon-hued word *shall’* that allows room for selective action by States and schools (Garner, 2012). Further complicating matters is the fact that disability is a State List subject within the Indian

Constitution. A State List subject is defined as a focus area of public governance in which, the provision of relief and rehabilitation measures, including educational measures, for PwD is primarily a State responsibility, rather than a federal responsibility. The protection of the rights of CwD (including education rights) is overseen by two separate Federal ministries in India. These conflicts in Federal level mandates and State level responsibilities make legislation and policy enforcement a more complicated task (Singal, 2015).

The Sarva Sikha Abhiyan (SSA) meaning Education for All Campaign was an Indian government program launched in 2002 to promote universal elementary education for all children by the year 2010. In her critical commentary on improvements initiated for education of CwD between the PwD Act of 1995 and the RPwD Act of 2016, highlighted major disappointments expressed by India's disability rights community (Naidu, 2019). For example, the continued culture of segregated services under the SSA scheme, overlooks social barriers for accessing education services within local communities, using the 'benchmark disability' definition in the legislation, while not improving education assessment provisions are some of the critical topics discussed in this research.

Section 17 of the RPwD Act (2016) details measures to 'promote and facilitate inclusive education' while Section 30 of the act provides an outline of guidelines to promote sports for PwD in India. While overarching guidelines are provided within both these sections in the form of starting new programs, redesigning infrastructure, organizing events, training teachers and many other activities, not much has been

accomplished on this front in India at the state level. Multiple states in India are yet to notify the RPwD Act (2016) guidelines in their own states and continue to use the previous disability rights law from 1995 (Chaney, 2020; Chennapragada & Jain, 2020).

Globally, legislation such as the Individuals with Disabilities Education Improvement Act of 2004 have significantly impacted the education services provided by both federal and state governments to CwD across the United States. Well-defined guidelines and specific funding made available to state governments across the country are some of the highlights of the act. Within the Indian context, uncoordinated work between two ministries overseeing the education rights of CwD compounded by weak enforcement of the legislation complicate advancement of both education and disability rights in India.

Complex School System and Curricula in India

In India, school management and the curricula implemented in different schools vary on the basis of ownership and educational board affiliations. The schools, if funded through federal or state government budgets must function under the enforcement of education legislation of the federal government or the state government respectively. While privately owned schools must comply with the legislation, often times, enforcement of the law over these institutions is noted to be weak and they function with little to no government oversight.

In 2014, the British Council commissioned a comprehensive report titled, '*The School Education System in India: An overview*,' which attempted to demystify the multiple levels and layers of school education in India. Further confounding the

challenges facing education for CwD is the complex framework (i.e., multiple regulatory bodies, varied ownership levels and different income sources that impact compliance requirements) of school level education in India. In India, inaccessibility of physical infrastructure and shortage of trained teachers to promote IE added to the complex school system in place can explain why advancing education rights of CwD in India has been an arduous task. See Table 2 for an overview of the multiple school systems that exist within India.

Table 2

Framework for Indian Schools across the Country

By Levels of Education	By Ownership of Educational Institutions	By Educational Board Affiliations
Pre-school Private play schools/ Kindergarten Primary School Middle school/ Upper Primary School Secondary School Higher Secondary/ Pre-university	Local body institutions Private-aided institutions Private unaided institutions	Government educational institutions National Boards International Boards

When examining the multiple school systems and the varied curricula existing within India, it is clear from the British Council (2019) report that physical education (PE) is a curricular subject only within the national and international board curricula, with some, but not all, state boards in India providing PE within the syllabus structures. The complex multi-model school systems that exist in India, along with the absence of national standards for school-age PE, elucidate the current state of PE as a curricular subject in Indian schools.

Significance of the Problem

India has passed disability rights laws, progressive education policies supporting IE in public schools, and governmental policies to address accessibility challenges in India; however, little is known about how PwD are participating in programming or benefiting from these policies. Further, though legislation and national policies on education and sports mention PwD, at this point of time, very little is known about the lived experiences of PwD in sports and PE within the Indian context. Research is needed to better understand how the current laws, public policies, and education practices support, as well as hinder, sport and physical education (SPE) participation for PwD in India.

Theoretical Framework

BEST was used to guide in understanding the multiple systems that surround the development of a PwPD within the Indian society. The framework comprises of five concentric systems surrounding an individual at the center. Each system is the representation of many smaller units of human and non-human interactions that influence human development. The five systems are: (a) Microsystem; (b) Mesosystem; (c) Exosystem; (d) Macrosystem; and (e) Chronosystem.

The individuals and institutions that immediately impact a person's development are grouped within a microsystem (Chronister et al., 2012). For example, school, friends, and family serve as components of a microsystem. Further out, a mesosystem comprises interactions within the units of the microsystem. For example, for an individual, to attain educational success, have access to opportunities for employment after school, and to

thrive independently, coordination among different settings is important (Benz et al., 1995).

Within an exosystem, units of influence include social systems that may not be in direct interaction with the individual but any changes within these systems will directly impact the person. A good example of exosystem units of influence could be caregivers and parents. Garcia and Dominguez (1997) list some examples of exosystem as: (a) distribution of educational resources; (b) local implementation of education policy; and (c) specific practices of local schools. Components within a macrosystem precisely focus on the cultural context of the individual (e.g., race, religion, socio-political climate of the country).

Components of this system are more societal-level influences like immigration and transnationalism (Trueba, 1999). Transitional events along one's lifetime are solid examples of the events that can create a chronosystem for a person. Bronfenbrenner's theory (1979) provides a framework for understanding youths' activities and the contexts within which their activities take place. Bronfenbrenner proposed that for effective development to occur, the following must happen:

1. A person must engage in activities.
2. Activities must take place "on a fairly regular basis, over an extended period oftime."
3. Activities must take place over a long enough period of time to become "increasingly more complex."
4. Activities must involve long-term reciprocal relationships.

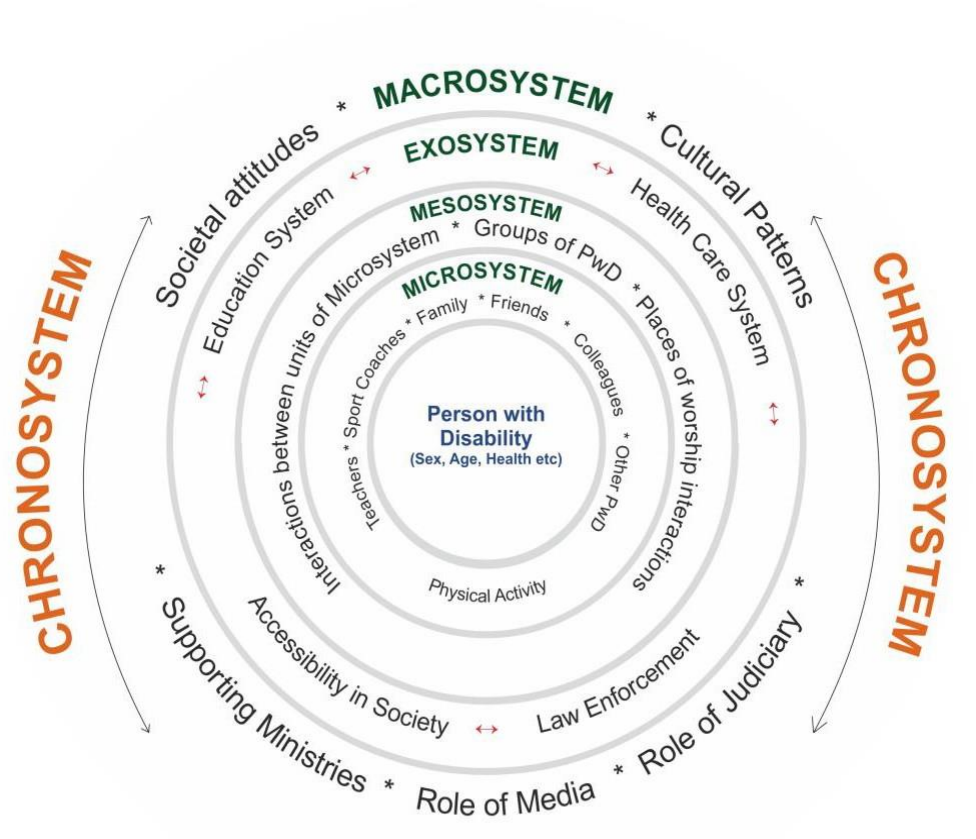
Applying the same theoretical model to the development of a child or adolescent with a disability within the Indian context, it is possible to map out the needs and challenges that surround a PwPD's development in India. Using the tenets of BEST, Figure 2 illustrates the systems that surround the development of an Indian citizen with disability throughout their lifetime. This illustration was developed by drawing from Helen Penn's work in the book titled *Understanding Early Childhood: Issues and Controversies*.

At the center of all these systems is the person with disability and one can view the concentric circles of different systems surrounding them as progressive stages of one's life. The distinction between BEST and other developmental theories is the dynamic nature of the systems surrounding the development of an individual. This theory allows simultaneous analysis of a lifespan of influences on an individual (Bronfenbrenner, 1994).

BEST also considers the many changes that occur across a human's lifespan by including factors like socio-political changes, impact of these changes on the lives of a person's family members that can in turn impact the living conditions of a person whose life is being analyzed. Surrounding the life of a PwD are multiple systems and human interactions that require holistic analyses to answer questions within a phenomenological research framework. By considering this theory, the focus is to provide a holistic analysis of SPE experiences that PwD have faced during their school-age years in the Telugu Speaking States (TSS) of India.

Figure 2

Illustration of systems surrounding the life of a PwD in India



Note. This illustration was adapted based on the Bronfenbrenner Theory. From "*Understanding early childhood development: Issues and controversies,"* by H. Penn, 2005. Copyright 2005 by Helen Penn.

Purpose of the Study

The purpose of this phenomenological study is to explore the lived experiences of PwPD in sport and physical education in Telugu speaking states (TSS) of India.

Research Questions for the Study

For the purpose of the study, there are four research questions:

1. What are the sport and physical education (SPE) experiences of PwPD during school-age years in TSS of India?

2. What are the SPE experiences of PwPD beyond secondary school in TSS of India?
3. What factors, if any, made it easier for PwPD to participate in SPE?
4. What factors, if any, made it more difficult for PwPD to participate in SPE?

Delimitations

This study is subject to the following delimitations:

1. The researcher is a native Telugu speaker and restricted the research to Teluguspeaking states (TSS) of India due to stronger familiarity with the culture and customs of the local population.
2. Participants met the inclusion criteria for the study including being a person who: (a) graduated high school in India between 1995 and 2016; (b) is aged 18-years or older;and (c) is a person with a physical disability.
3. To avoid compromise in quality of the data collected through verbal interviews, data collection was restricted to English and Telugu speakers primarily in semi-urban and urban areas of both the TSS. This factor is also compounded by the fact that more urban living PwD have access to basic English medium education compared to theirpeers in rural regions.

Limitations

This investigation is subject to the following limitations:

1. The interaction of disability rights and the role of SPE in the Indian context, upon which the foundation for this study in India can be developed.
2. The literature review for this study is deficient of inputs from empirical research articles within the Indian context that discuss or highlight the interactions betweendisability rights, sports, and physical education.
3. Owing to the cultural and linguistic diversity that exists in India, data collection inthis study was restricted to semi-urban and urban areas where participants can understand and converse in at least beginner level English and Telugu only.
4. Access to PwPD in India, particularly in the rural areas, is challenging. Thus, datacollection in this study will be restricted to urban and semi-urban areas.
5. Participants' may be limited by the apprehension or reluctance to participate in an interview.
6. Participant's interview responses in Telugu will be accurately transcribed by theinvestigator from the digital recordings of the interview into English.

Definition of Terms

The following terms and definitions are essential to the purpose of this study:

1. *Caste*. A form of social stratification characterized by endogamy, hereditary transmission of a lifestyle which often includes an occupation,

status in a hierarchy,customary social interaction, and exclusion (Scott & Marshall, 2005).

2. *Ground reality*. The term ground reality is most often used within colloquial Indian English conversations and is used to refer to the ‘reality of the situation’ or ‘everydayreality’ as used in American English.
3. *Locomotor Disability*. A person with: (a) loss or lack of normal ability to execute distinctive activities associated with the movement of self and objects from place to place and (b) physical deformities, other than those involving the hand or leg or both, regardless of whether the same caused loss or lack of normal movement of body (RPwD Act, 2016). For the purpose of this study, a person with a physical disability includes persons with locomotor disabilities (as defined in India) and will hereafter be referred to as PwPD.
4. *PwPD*. The RPwD Act (2016) defines a “person with disability as a person with longterm physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others” (p. 3).
5. *Persons with Physical Disabilities (PwPD)*. The RPwD Act (2016) defines *Personswith Physical Disabilities* as individuals who have a locomotor disability (e.g., leprosy cured person, cerebral palsy, muscular dystrophy, etc.), visual impairment, hearing impairment, or speech and language disability. While the term PwPD, does include individuals with hearing,

visual, and speech and language disabilities, this research focuses on individuals with locomotor disabilities within the current research study.

6. *Person with Benchmark Disability.* The RPwD Act (2016) defines a person with benchmark disability as a person with not less than forty percent of a specified disability, where specified disability has not been defined in measurable terms andincludes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority.
7. *Phenomenology*. Research methodology employed for the purpose of "comprehending (or having in-depth knowledge of a phenomenon or setting) and is attained by first reflecting one's own experience; these experiences are often the firstsource of 'data' in a phenomenological study" (Morse, 1994 p. 36).
8. *Physical Education (PE).* A continued process of "classes included in K-12 schoolcurricula specifically designed to guide students toward becoming physically educated" (Johnson & Turner, 2016 p. 10).
9. *Sarva Siksha Abhiyan.* Sarava Siksha Abhiyan, which translates to Education for All Movement, is an educational program implemented by the Government of India for universalization of elementary education for all children between 6 to 14 years of age.

10. *Schedules*. The lists of the Indian Constitution that detail policy and bureaucratic activity of the Government of India. Schedules can also be understood as chapters ofa law document.

11. *Scheduled languages in Indian Constitution.* Languages identified by the Indianfederal government as *official*.

12. *Schemes.* Within the Indian legislative and policy context, the term scheme refers toprogram. The word also means, a plan or program of action.

13. *Secondary School.* Specific to India, secondary school includes ninth and 10th gradesfor students between the ages of 14 to 16 years.

14. *Sport*. All forms of physical activity that contribute to physical fitness, mental well- being and social interaction while expanding its scope to include play, recreation, organized, casual, or competitive sport, indigenous sports and games (United NationsOffice on Sport for Development and Peace, 2018).

CHAPTER II

REVIEW OF LITERATURE

This chapter provides support for investigating the lived SPE experiences of PwPD residing in TSS of India through a comprehensive literature review, and a phenomenological lens. The chapter also provides evidence from the literature for the importance of studying and better understanding the lived experiences of PwPD. The chapter is organized into three primary sections: (a) sport and physical education experiences for PwPD, (b) current status of disability for PwPD in India, and (c) Telugu speaking states of India. It also provides discussion of the Adapted Physical Activity Taxonomy (APAT; Carano, 2014), which was used to evaluate the quality of each empirical study included within this literature review.

Procedures for the Literature Search

Before presenting the literature relevant to this topic, it is worth noting two important years in Indian legislative history that significantly impacted the disability rights movement and consequently this literature review. They are 1995, when the PwD Act of 1995 was passed; and 2016, when the Rights of Persons with Disabilities (RPwD) Act of 2016 was passed. Considering these important dates, potentially relevant literature was limited to results of studies published between 1995 and later (through December 2020).

Databases frequently used in adapted physical education research (i.e., PsycINFO, ERIC, SPORTDiscus, PubMed, and ScienceDirect) were searched using the relevant

keywords of “India”, “physical education”, “disability sport”, “disability” “sports for children with special needs”, “physical education for persons with disabilities”, “disability sport for children with disability’. Additionally, issues from the past 15 years of *Adapted Physical Activity Quarterly*, and issues from the eight University Grants Commission (UGC) approved journals were searched electronically to find literature related to the investigation. In India, the UGC is a statutory organization set up by the Indian government to oversee higher education. All the institutes of higher education in India that offer undergraduate and “post-graduate” programs (i.e., Master’s and doctoral programs) in health, physical education (PE) and sports are monitored by the UGC for academic and administrative affairs. These are peer-reviewed journals approved for India higher education faculty to publish their empirical studies and are highly valued within the higher education SPE ecosystem of India (see Appendix A for the *List of UGC Approved Journals*).

It must also be noted that this extensive literature search yielded poor results for peer-reviewed literature specific to the current topic within the Indian context. According to the guidelines of the APAT (Carano, 2014), the literature specific to India that was identified did not qualify as high-quality research. Hence, the search was widened beyond India and the focus was placed on identifying literature that presented a more general review of SPE for PwPD while also providing clarification on the current status of disability related experiences for PwPD within the Indian scene.

Adapted Physical Activity Taxonomy

The APAT (Carano, 2014) was used to evaluate individual research articles and to determine the strength of the recommendation for the body of evidence. Consistent with the Council for Exceptional Children (CEC) task for recommendations (Odom et al., 2004), the APAT provides guidelines for evaluating the quality of research using four methodologies: qualitative design, correlational design, single subject design, and experimental/quasi-experimental designs.

Quality of Strength of the Study

The APAT will be used throughout this literature review to evaluate the quality of each of the identified empirical articles. The five domains evaluated for each article are: (a) introductory section; (b) method section; (c) result section; (d) discussion section; and (e) references and appendices. Based on the evaluation, the APAT designates three strength of quality levels, which are: Level 1 (strong quality rating), Level 2 (moderate quality rating), or Level 3 (weak quality rating).

Level of Recommendation

The APAT also provides three levels of recommendation for the organization of evidence pertaining to this research study that is incorporated in this chapter. Level C recommendation means the recommendation is based on opinion, consensus, practice, or field-based experience. Level B recommendation means that the study in consideration for evidence is based on empirical evidence, but the findings are (a) inconsistent with other work, (b) may not result in significant value applied to education, sport or recreation settings, or (c) the validated intervention is not relevant to a disability

population. Level A recommendation indicates that the study in consideration for evidence meets one of the following requirements: (a) “outcome from the study will result in significant value to educational, recreational, and disability sport settings”; (b)the study’s findings are consistent with at least two other quality studies or systematic reviews; or (c) the “validated intervention decision is relevant to a population with disabilities” (Carano, 2014).

This APAT review process was used to develop tables that include a summary of the quality indicators and level of recommendation for all of the studies that met the aforementioned inclusion criteria (see Appendix B). Tables containing the taxonomy evaluations of literature identified in this chapter will be located in Appendix B. In addition, each taxonomy evaluation follows the reference in Chapter 2, and provides the Quality of the Strength of the Study and Level of Recommendation. For example: (Author, Year) [L2; T6] indicates a Level 2 ranking and identifies that the article summary can be found in Table 6.

Sport and Physical Education for PwPD

Positive benefits and negative effects can both be attributed to participation in sport and physical education for PwPD (e.g., Dorries & Haller, 2001; McBurney et al. 2003). Optimized physical health, improved quality of life and reduced social stigmatization are a few advantages of providing universal access to physical education, sport, physical activity and recreational activities for individuals of all ability levels (Murphy & Carbone, 2008; Sahlin & Lexell, 2015). More specifically, increased strength

and mental well-being, and enhanced overall health functioning have been reported among PwPD engaged in regular physical activity (McBurney et al. 2003).

Specific to educational contexts, researchers have reported improved self-esteem, increased positive peer relationships, and a greater sense of social acceptance for young people with and without disabilities as a result of participation in inclusive school-related activities, such as inclusive physical education (Pitt, 2003; Swain & French, 2000). Unfortunately, literature also exists that documents students with disabilities' feelings of ostracization, not having friends, and experiences of bullying when participating in inclusive learning spaces, including physical education (Dorries & Haller, 2001; Yude & Goodman, 1999).

As it relates to the current study and this review of the literature, physical education was operationalized as "a class or series of classes included in K-12 school curricula specifically designed to guide students towards becoming physically educated" (Johnson & Turner, 2016, p. 10). This definition reflects how the curricular area is provided as a cursory part of education for school-age children around the world. Sport, on the other hand, is more globally defined as "all forms of physical activity that contributes to physical fitness, mental well-being, and social interaction while expanding its scope to include play, recreation, organized, casual, or competitive sport, indigenous sports and games" (United Nations Office on Sport for Development and Peace, 2018, p. 2). While physical education is included as a part of Indian elementary and secondary education, sport is more frequently mentioned within India's constitution, educational laws, and policies.

Experiences of PwPD in SPE

Relevant to the current study is the understanding of the experiences of PwPD in physical education and their perspectives of physical education during their youth. The early work of Blinde and McCallister (1998) [L3; T1] investigated physical education for students with physical disabilities and clearly documented the need to improve the quality of PE services for students with disabilities. Analysis of data from semi-structured interviews of 20 students with physical disabilities (aged 10 to 17 years) yielded two outcomes: limited participation in activities and negative emotional responses. The limited or nonexistent participation in inclusive physical education for the students with physical disabilities was attributed to teachers' inability or refusal to modify the activities to meet the students' needs, and their provision of non-physical activities (e.g., boundary marker, cheerleader, etc.) as an alternative to authentic participation in physical education. This exclusion in physical education led to negative emotional responses from the students with physical disabilities who wanted to participate and triggered negative behaviors from their peers without disabilities. Through the voices of the students, the work of Blinde and McCallister highlighted the critical role physical educators play in the successful physical and social inclusion of students with disabilities in physicaleducation.

Fitzgerald (2007) [L3; T2] found similar results related to authentic participation and the critical role of the physical educator in a qualitative study of students with disabilities enrolled in inclusive physical education in England. Results from three focus groups of five students concluded that among students with disabilities, a paradigm of normativity prevails within the physical education world where these students feel the

need to fit into the definitions of able, stronger bodies. Particularly the themes that developed out of these focus groups were (a) the status and value attributed to different activities, (b) embodying difference through the habitus, (c) legitimate participation and attaining capital, and (d) the physical education teacher as the nurturer of ability. These individual themes elucidate the paradigm of normativity that persists in physical education as the study participants identified how they and their able-bodied peers measured themselves against a mesomorphic ideal, which in turn affected their ability to fully be participative. The students with disabilities felt as though they were being continually compared to an "ideal that would be impossible for them to attain" (p. 55); and that their pursuit of activities that were outside the normative conceptions (e.g., pursuing bocce rather than rugby) limited their ability to build capital within the physical education setting. The author called for physical educators to look at the physical education and sport context from the perspective of the youth with disabilities; suggesting that the students have a well-developed understanding of their teachers' and peers' reactions and interactions in physical education, which shape their positive and negative experiences in physical education.

In their 2000 study, Goodwin and Watkinson [L2; T3] also engaged the voices of students with disabilities to better understand the phenomenon of inclusive physical education. The authors interviewed nine elementary school-aged students with physical disabilities in England using a conceptual framework of ecological perception and affordance theory (Gibson, 1977). Major themes of "good days" and "bad days" emerged from the qualitative semiotic analysis with "bad days" characterized by social isolation,

restricted participation and competence questioned by peers; and "good days" characterized by feeling a sense of belonging, sharing in the benefits of PE, and skillful participation. Goodwin and Watkinson's work is relevant to the present study because it provides dual perspectives on the inclusive physical education experiences of students with disabilities; in addition to the benefits of physical education, there are also varying adverse experiences for students with disabilities in physical education.

The work of Seymour, et al. 2009 also highlights the factors that contribute to positive experiences in physical education. In their examination of friendship in inclusive physical education, the authors interviewed students with (n = 8) and without (n = 8) disabilities. Four themes emerged from the data that included the following: (a) development of friendship, (b) best friend, (c) preferred physical activities and outcomes, and (d) dealing with disability. As it relates to students with disabilities, "friends" and "best friends" were often restricted to the school context and confirm previous findings that suggest that CwD have more restricted social networks than their non-disabled peers (Casteneda & Sherrill, 1999). While no significant differences were found in physical activity preferences between the students with and without disabilities, the students without disabilities were more physically active at recess and outside of school. Within physical education, the students with disabilities clearly indicated that recognition for their accomplishments, the provision of praise, and the self-esteem support they received from their friends contributed to their positive experiences.

Comparable findings were reported by Li and Chen (2012) [L2; T4], who investigated the physical activity experiences of students with cerebral palsy enrolled in

special schools in Hong Kong. Eight students (three males and five females) participated in semi-structured interviews that included questions addressing (a) opportunities for physical activity participation, (b) experiences during participation in physical activity, and (c) barriers to participation. Four common themes emerged from content analysis of the responses to these three questions (a) sedentary behaviors, (b) enjoyment and motivation as facilitators, and (c) barriers. Participants reported that they preferred sedentary activities like watching television or reading or surfing the Internet over more active choices. Interestingly, opportunities to participate in physical activity were reported as motivational factors, with physical educators and friends being helpful in promoting their physical activity participation. The students also reported the following that (a) coaches and physical educators lacked professional training to implement individualized programming; (b) physical educators tended to select more skilled students for competition purposes; (c) competition opportunities were seasonal and limited; and (d) the expense of sport equipment to suit individual needs limited participation. This study clearly identified the well-established need to prepare professionals, including adapted physical educators, to serve students with disabilities (e.g., Chen et al. 2006; Liet al. 2010). Similarly, the critical role that physical educators play in facilitating or restricting participation for their students with disabilities in physical education is supported by the literature (e.g., Blinde & McCallister, 1998; Block & Obrusnikova, 2007; Bredahl, 2013; Fitzgerald, 2005).

In a 2013 study, Bredahl [L2; T5] used an existential-phenomenological study to explore in-depth, the personal experiences of participation in physical activity without

particular emphasis on any arena of activity. Through purposeful sampling, 20 participants with physical and visual disability took part in semi-structured interviews focused on positive experiences of physical activity, negative experiences of physical activity, and the impact of physical activity participation on themselves and their capabilities. Bredahl noted that "more than 75% of the negative experiences reported… originated from physical education" (p .40); and *none* of the positive experiences reported originated from physical education. Bredahl suggested that for individuals with disabilities, physical education leaves "less room for experiences of feeling capable andof surpassing limitation" (p. 54).

The common themes identified through this study were experiences of (a) not being included; (b) failing; and (c) not being listened to during physical education. These reported experiences influenced the individuals' experiences of themselves and of their abilities. Furthermore, the negative experiences seemed to arise from the teachers' lack of understanding and inability to account for individual needs, rather than the PwPD's lack of physical ability or a lack of accessible environments. These findings, specific to physical educators, are consistent with previous work (e.g., Blinde & McCallister, 1998; Fitzgerald, 2005).

Within the context of researching Indians with physical disabilities and their PE experiences, it is important to draw from the research of Bredahl, Goodwin, Fitzgerald, and others. It is not only document student/individual voices, but also investigate how physical education teachers understood their identified needs, if at all, and whether the

teachers created adaptations to meet those needs and/or encouraged participation in sport and physical activity outside of the school context.

Beginning with the pioneering work of Wu and Williams (2001), and more recently the work of Jaarsma et al. (2014), the theory of planned behavior has been used with Paralympic athletes to identify barriers for sport participation. Research in this area has come to establish strong evidence that sport and physical activity participation is immensely beneficial for PwD - improving quality of life, increasing employment opportunities and helping PwD lead an optimal life within their own communities.

Jaarsma et al. (2014) [L1; T6] used a mixed-methodology approach with PwPD (aged 8–20 years; n = 30), their parents (n = 38), and professionals working with PwPD(n = 17) to triangulate data interviews and questionnaires. The authors concluded that perceived barriers for accessing sport varied by age group, but that 96% of children who participated in this study were active participants in sports at school, and 77% were active participants in after-school sport programs. Disability and associated fatigue were identified as the critical personal factors impacting sport participation. Facilitators to sport participation were determined to be health, fun, social contact, family support, internal motivation and strength; while a lack of sports facilities, transportation challenges, dependency on others for assistance with everyday life, lack of acceptance, and a shortage of information about programs were identified as barriers to sport participation. Using the tenets of the theory of planned behavior as a theoretical framework, Jaarsma et al. concluded that addressing barriers was a key component to the

promotion of sport participation as both active and inactive children faced some barriers commonly.

Comparable barriers were identified in the 2012 study conducted by Stephens et al. [L3; T7]. Stephens et al. interviewed seven individuals with spinal cord injuries from the United Kingdom, and through qualitative (i.e., line by line analysis) and quantitative (i.e., frequency distributions) analysis of the data, identified 20 benefits and 18 individual barriers to sport for individuals with SCI. The sub-themes of benefits included the following: (a) socialization, (b) self-worth, (c) physical challenge, and (d) emotional. Barriers were categorized into five groups: (a) organization, (b) medical, (c) emotional, (d) a lack of available information, and (e) views held by others.

Similarly, Buffart et al. (2009) [L2; T8] utilized focus group interviews to explore barriers to and facilitators of physical activity as perceived by young adults with physical disabilities. Study participants (n = 14), aged 16 to 30 years, were interviewed through semi-structured interviews and subsequent data was content analyzed to identify personal and environmental types of barriers and facilitators. Notable results (i.e., barriers) from this study were the of lack of professional support, challenges associated with accessing/getting to the sport programming, feeling ashamed, and a lack of motivation. Some of the key facilitating factors for PA participation were feelings of fulfillment, goal setting, rewards, enjoyment and the forming of healthy lifestyle habits. While Jaarsma et al., and Stephens et al. clearly established that barriers and facilitators to sport participation clearly exist for PwPD, their research was conducted in the Western context (North America and Europe), and caution should be taken in generalizing these findings

to the sociocultural context of India. This only further supports the need for an investigation of the lived experiences of PwPD in SPE in India.

In related work, Ashton-Shaeffer et al. (2001) [L1; T9] investigated the attitudes of men (n = 9) and women (n = 6) with physical disabilities towards participation in an adult sport camp. Data from interviews and biographical surveys were analyzed using constant comparison technique, combined with grounded theory approach. Three major themes were identified including (a) surveillance and self-policing of their behavior, (b) resistance to this surveillance, and (c) feelings of empowerment rising out of resistance and group solidarity. Surveillance from peers within everyday interactions created feelings of exclusion in social spaces. The adults with disabilities reported experiencing mutual surveillance among themselves along with normalizing gazes of their able-bodied peers. The normalizing expectation of able-bodied peers, that individuals with disabilities would be sedentary and non-participative, created situations of resistance for participation in sport camp activities. In spite of these issues, increased self-confidence, positive sense of self, and opportunities for friendship emerged as benefits of camp participation under the empowerment theme. Similar to the experiences in physical education and other sport contexts, Ashton-Shaeffer et al. (2001) attributed both positive and negative affective experiences to participation in sport for PwPD.

Finally, this section concludes with discussion of a recently published bibliometric analysis as it directly addresses disability sport publications and is relevant to the discussion of sport for PwPD. Bibliometric analysis is a quantitative method of analyzing books, research articles and other publications. In 2018, Khoo, Li and Ansari

published a bibliometric analysis of the "50 most cited publications in disability sport" using research from 1980 to 2018. A total of 148 authors were identified in this body of work, with a majority of the work represented by scholars in Europe and North America. Authors of these top 50 articles were affiliated with 97 organizations worldwide, including 5.3% of the authors being affiliated with the International Paralympic Committee. Across the work cited, physical impairment and spinal cord injury were the two major disability topics of focus; while the Paralympics and Special Olympics were the two primary sporting events addressed. Relevant to the current study, and important to this review of the literature is the fact that none of the research published since 1980 were authored by Indian citizens or focused on disability sport in the Indian context. This thorough bibliometric analysis highlighted the dearth of research that has been conducted within the Indian disability sport scene and reinforces the need to conduct this proposed study examining the SPE experiences of PwPD in India.

Current Status of Disability Rights for PwPD in India

India's sociocultural makeup as a country makes effective implementation of governmental policies and initiatives an immense task. With 29 states, seven union territories, 22 scheduled languages, and over 1,500 dialects spoken, India is one of the most multicultural and multilingual countries in the world. The complexity of diversity and the challenge it presents within the Indian context is well-established within the world of social and human sciences research (Chhokar et al. 2007). These sociocultural matters are further complicated when disability is considered within the complex social fabric of Indian society.

According to the Census of India (2011), about 20% of PwD in India have a locomotor disability. According to the RPwD Act of 2016, locomotor disability is defined as, "a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both." (RPwD Act, 2016, p. 33). Within this Act, locomotor disabilities are included under the physical disability category, which also includes definitions for cerebral palsy, dwarfism, muscular dystrophy, and acid attack victims. Before presenting data within this chapter specific to PwD in India, including those with locomotor disabilities, it is important to recognize the issues inherent to data collection in India as exposed by Singal (2008a; 2010; 2015). The work of Singal documented the challenges surrounding disability data enumeration in India and explains how data available from multiple governmental sources may be unreliable and pose challenges for scholars conducting research consistent with international standards. These potential shortcomings in the data are acknowledged within the following sections.

For PwD in India, restricted accessibility to (a) buildings (both public and private), (b) public places of interest, and (c) government and non-governmental websites for Indian citizens with disabilities are widely reported in the disability rights literature (e.g., Friedner & Osborne, 2015; Sharma, 2018). For example, Paul and Saha (2015) elaborately compared the Census of India data between 2001 and 2011 to highlight the stark differences that exist among selected population variables, such as definitions for disability, disability trends, gender differences, place of residence, and prevalence of disability. To illustrate these discrepancies, Paul and Saha (2015) reported that women

with disabilities in India were reported to be significantly lesser in number when compared to men with disabilities, which contradicts many other global statistics. According to the authors, women's societal position and associating disability with stigma could be two major reasons why women with disabilities may be reported less, thus leading to the gender difference in this data.

Among the 26.8 million Indians with disabilities, 18.6 million are males and 8.2 million are females (Census of India, 2011). Of these Indians with disabilities, more Indians reported to be living in rural regions than urban areas; an estimated 10.4 million males and 4.6 million females with disabilities live in rural regions compared to the estimated 8.2 million males and 3.6 million females with disabilities that live in urban areas. These statistics are relevant to the current study because the predominately privately-owned, segregated special schools that cater to the educational needs of citizens with disabilities under the age of 18 are almost exclusively located within urban settings; and determining accessibility to physical education for children with physical disabilities who live outside these urban areas was taken into account in the design of the study. Additional education statistics includes a 59% literacy rate for Indians with disabilities (67.3% literacy rate for males and 48.4% literacy rate for females). A total of 8.5% of Indians with disabilities have a graduate level education, while more than double that amount (19.4%) are not literate beyond sixth grade.

With regard to education within India, multiple government ministries oversee the enforcement of disability and education rights. The Ministry of Human Resource Development (MHRD) oversees administration and governance over all levels of

education in the country. To that end, physical education (PE) as a grade 110 subject is under the purview of MHRD as is the statutory body of the National Council of Educational Research and Training's (NCERT), which publishes the guidelines for school curricula. In India, high school graduation occurs when a student passes the 10th grade public examination. Grades 11 and 12 are categorized as higher secondary schooling in India.

The Ministry of Social Justice and Empowerment (MSJE) is the federal ministry charged with enforcing disability rights laws and promoting federal initiatives. Similar to the United States, disability rights in India are categorized as civil rights, and Indian legislation is categorized into four categories: (a) criminal law, (b) civil law, (c) common law, and (d) statutory law. Akin to the U.S. Bill of Rights, the Indian Constitution lists the fundamental rights and duties for Indian citizens that address the civil rights of all citizens, including education rights.

With regard to disability rights within sport, the India's Ministry of Youth Affairs and Sports (MYAS) oversees implementation and enforcement of the National Sport Development Code (NSDC) 2011, which regulates functioning and responsibilities of the national sport federations in India. MYAS also oversees the implementation of the National Youth Policy (NYP) 2014, which promotes sports and physical activity among the youth of India. Within the NYP 2014, MYAS is charged with targeting programming to at-risk youth including the development of "a multi-pronged approach to supporting youth with disability" (Department of Sports, 2014, p. 6). In a detailed review of all the Indian civil laws and policies impacting the education and disability rights of PwD, there

is complete absence of the direct mention of physical education. However, access and equal opportunities for full participation in sports finds mention in a few chapters of India's recently passed RPwD Act of 2016. More specifically within this act, Section 30 of Chapter V provides a list of measures to promote full participation of PwD in cultural life and recreational activities in India. Within the present context, this act also places the responsibility of providing sporting rights to persons and CwD on multiple ministries including the MYAS, which oversees sport and youth affairs in India, and the Ministry of Social Justice and Empowerment (MSJE), which oversees empowerment of PwD in India. See Table 3 for key laws specific to each of these ministries.

Table 3

Ministries and Laws for Disability Rights and Education in India

Ministry	Laws	Education Policies	Sport Policies
Ministry of SocialJustice and Empowerment	Rights of Persons with Disabilities (RPwD) Act, 2016	N/A	N/A
Ministry of YouthAffairs and Sports	National Sport Development Code of India (NSDCI), 2011	N/A	National Youth Policy (NYP), 2014
Ministry of Human Resource Development	Right to Education (RTE) Act, 2002	Rashtriya Madhyamik Shiksha Abhiyan	

The education system in India (K-12) is structured across multiple governing bodies andregulatory agencies (including federal and state governments). In a 2014 report titled, "Indian School Education System: An Overview," the British Council detailed the complex education system that exists in India. Table 2, previously presented on pg. 14 of this dissertation, details how different school systems are categorized within this report

using the following criteria: (a) levels of education; (b) ownership of the educational institutions; and (c) educational board affiliations. It is clear from this report that the education system in India is a complex system impacted by the mandates of federal, state, private-aided, and private-unaided institutions, which are further complicated by issues related to caste and socioeconomic status. These details, specific to the educational system through which the participants matriculated, must also be taken into account within the research design.

Beginning with the Integrated Education for Disabled Children (IEDC) programin 1974 and continuing through to today with the Sarva Sikhsha Abhiyan, India has advanced its inclusive education work to promote programs that allow CwD to equally participate in educational opportunities along with their peers without disabilities. The Right to Education (RTE) Act of 2009 mandated inclusive education for CwD and emphasized a zero-rejection policy in India's public-school system (Bhan & Rodricks, 2012).

However, such well-intended laws often do not serve the purpose of effective implementation due to lack of continued support from the government in enforcing these federal laws at the state level (Johansson, 2014; Singhal, 2008a, 2010b). The literature so far published on inclusive education in India has its origins in a Western philosophy of education, which may not be effective in the opinion of India's teachers (Tiwari et al. 2015).

Compliance with policy need not necessarily translate to practice in educational environments where there is a high-level emphasis on bureaucratic procedures (Singal,

2010). In a survey by Das et al. 2013, it was found that many teachers in a large school system in New Delhi did not know or understand the concept of inclusion. Applied within physical education, the confusion surrounding inclusion only complicates the situation further as evidenced by the fact that documentation of PE classes within the special education curricula in India is a rarely noted phenomena. Excluding private trust run schools, such as the Amar Jyoti Charitable Trust of New Delhi (an inclusive school addressing the education needs of children with physical disabilities), the presence of PE within school curricula that provide inclusive education services is sporadic at best.

Telugu Speaking States of India

Telugu is a Dravidian language that is spoken widely in two major South Indian states (i.e., Andhra Pradesh and Telangana State). According to the Census of India (2011), Telugu is the fourth largest spoken Indian language (with 7% of Indian population speaking it as their first language) and is ranked the 15th most spoken language among all world languages (Eberhard et al. 2021). While multiple dialects of Telugu are spoken in both Andhra Pradesh and Telangana State, a common script is used for all state and official purposes. The capital city of Telangana State is Hyderabad city and the capital city for Andhra Pradesh state is Amaravati. State profiles of Andhra Pradesh and Telangana State are tabulated in Table 4. It should be noted here that before 2014, the two states of Andhra Pradesh and Telangana State existed as one state, Andhra Pradesh. Since the last Census was conducted in 2011, only one state's population statistics are currently available. Hence, in Table 4, the population of PwD and the percentage of PwD to total population is only provided for Andhra Pradesh state. PwD in

both the states receive a monthly disability pension through two schemes for which citizens must provide proof of living below the poverty line.

Table 4

State Profiles of Andhra Pradesh and Telangana State

Description	Andhra Pradesh	Telangana State
Total Population	49,386,799	35,193,978
Geographical Area	62,920 sq mi	43,273 sq mi
Population Density	800 sq mi	800 sq mi
Population of PwD	2,266,607*	
Percentage of PwD to total population	2.68	
GDP (2018 2019)	$ 130 billion	$ 120 billion
Literacy Rate	67.41%	66.46%
Dedicated GovernmentAgency	Andhra Pradesh Differently Abled and Senior Citizen's Assistance Corporation	Department of Women,Children, Disabled & Senior Citizens

Kavitha Kiran and Umadevi (2016) reported in their study on children's perceived barriers to school inclusion in India concluding that barriers like teacher absenteeism and reduced resources impact the quality of education provided in TSS of India.

Andhra Pradesh

The following section details the demographic, employment, and governmental profiles concerning PwD in the state of Andhra Pradesh. Again, it must be noted that the information presented in this section includes data from when Andhra Pradesh and Telangana State were one unified entity (prior to 2014) as well as data from when Andhra Pradesh was a stand-alone state within India. According to a 2017 report titled, 'Districts at a Glance Andhra Pradesh 2017', the state of Andhra Pradesh has about 12 million PwD residing in its 13 districts (which are similar to counties in the United States). In Andhra

Pradesh, in the past decade, self-help groups for promoting employability were encouraged among PwD and additional pensions were provided in result of continued disability rights advocacy efforts. Accessibility barriers in the community and reduced awareness about including PwD in planning and programming continue to be the ground realities in the state (Disability Rights Promotion International Report, 2009). Interestingly a 2001 report authored by Action Aid India, documented that about 87% of the budget allocated for welfare of PwD in Andhra Pradesh was being spent for salaries of employees staffed in the Department of Disability Welfare and other departmental expenditures: rather than going to the citizens with disabilities. Also, the report highlighted a lack of awareness among PwD regarding their rights and entitlements under the law.

Today's divided state of Andhra Pradesh has, within its governance structure, a dedicated government division for PwD named the Andhra Pradesh Differently Abled and Senior Citizens Assistance Corporation (APDASCAC). This corporation is headed by a Chairman and a Managing Director who oversee the thirteen districts and the welfare of PwD residing in those districts. In 2017, the budget allocation for disability welfare was increased from 93 million Indian rupees (INR) to 287.3 million INR. This increase also included a 140 million INR dedicated to distribution of motorized vehicles and battery-operated wheelchairs. While projects within APDASCAC's action plan include increasing employment and creating more engagement opportunities for PwD, nowhere can one find the mention of health promotion, physical activity, sport or leisure.

Also, in 2017, the Andhra Pradesh state council of ministers and the Chief

Minister approved a Long-Term Athlete Development (LTAD) program aimed at nurturing athletic talent in the state. This program, active until March 2022, is implemented under the newly developed Andhra Pradesh State Sport Policy (20172022). Under 'The Right to Sport' element of this policy, there is inclusion of persons who are 'differently-abled' in the planning for programming (Government of Andhra Pradesh, Sports Policy, 2017, p. 27). It appears from review of the government documents developed, that the newly formed state of Andhra Pradesh is considering the inclusion of PwD in its policies, including its SPE initiatives.

Telangana

Telangana is the newly formed state in South India created through the Andhra Pradesh Reorganization Act (2014). It is the twelfth-most populated state in India. Within the Telangana government, the Department of Women, Children, Disabled and Senior Citizens oversees the welfare of PwD. Census of India (2011) estimates place PwD approximately at 12% of the combined states' population (i.e., both Telangana State and Andhra Pradesh). With the absence of enumerated official data about PwD in the newly formed state, this research is utilizing data from a disability report for Telangana jointly authored by the state government, CBM International, and the Public Health Foundation of India (Mactaggart et al., 2014). This report utilized the International Classification of Functioning, Disability, and Health (ICF) model to estimate the prevalence of disability and to report on the current status of PwD within the Telugu states. According to this report, physical impairments and epilepsy are the two highest reported disabling conditions among the citizens of Telangana.

Current Telangana government estimates currently report 709,128 PwD residing in the state (Society for Elimination of Rural Poverty, 2018). PwD who are identified as having physically disabling conditions are reported to be 442,375 citizens making physical disability the highest prevalent disability within the state. At present, cash incentives have been increased for national and international medal winners within different able-bodied sports; however, there is no evidence of any governmental policy or administrative attention towards PwD participating in SPE, including absence of competitive disability sport opportunities in the state of Telangana. Also, more than four years after the new state formation, it is critical to note that the state government is yet to publicly adopt and notify to the state citizenry, the rules for creating sport opportunities for PwD in the state.

Across Telangana State, CwD are reported to be attending school in lower rates (51%) compared to children without disabilities (91%). In addition, restrictions in access to equitable education and health care opportunities, coupled with discrimination and prejudice, have been reported as the barriers that hinder the development of CwD within the state (Mactaggart et al. 2014). It is worth noting that as of February 2021, there is no official data set or empirical evidence available from either Andhra Pradesh or Telangana State that can support researchers' understanding of the distribution of physical education services for students with disabilities at any school level. This statement highlights the fact that shortages in reliable data are common within the Indian context (Singal, 2008a) and can contribute to challenges in conducting empirical studies. It also highlights the importance of conducting this first-of-its-kind proposed study, as it may provide critical

insights on the physical education practices and policies common across the Telugu-speaking states of India.

CHAPTER III

METHOD

The purpose of this study is to phenomenologically explore the lived SPE experiences of PwPD living in TSS of India. This methodological chapter is divided into six sections. First, the phenomenological approach is discussed. Following the research approach, the participants and selection procedures are discussed, including inclusion and exclusion criteria for participants. Next, data collection and data analysis procedures are addressed and followed by a discussion of the researcher's positionality.

Phenomenological Approach

Phenomenological research, at the core of its philosophy, utilizes an individual's 'embodied experiences' while closely analyzing their lived experiences to create a detailed description of the phenomenon that is being studied (Sokolowski, 2000). Speziale and Carpenter (2003) stated that phenomenology, as a method, is rigorous and critical in investigating a phenomenon. It can be further defined as "comprehending (or having in-depth knowledge of a phenomenon or setting) and is attained by first reflecting upon one's own experience; these experiences are often the first source of 'data' in a phenomenological study" (Morse, 1994, p. 36). As such, this phenomenological study aims to deeply understand the life experiences of Indians with physical disabilities as it relates to SPE, and their interpretations and individualized meanings of those life events (Larkin et al. 2006).

The qualitative methodology for this research was conducted using the criteria recommended by Tracy (2010) who posits that high quality qualitative research is characterized by the following: (a) a worthy topic, (b) rich rigor, (c) sincerity (d) credibility, (e) resonance, (f) significant contribution, (g) ethics, and (h) meaningful coherence. For a topic to be considered worthy, it must be timed appropriately and be relevant to the current body of research. Rich rigor for a qualitative study can be established through utilization of sufficient and appropriate theoretical constructs, samples, data collection and analysis processes. Sincerity for a study can be established by ensuring transparency surrounding the methods followed and challenges faced while being self-reflective about the biases and inclinations of a researcher. Credibility is established through triangulation techniques, member reflections and thick descriptions of the phenomenon. If transferable findings can be made and naturalistic generalizations are possible from the results of a qualitative study, it becomes possible to establish resonance for the study's quality. A study can be considered a significant if its contribution is practically and heuristically significant. Procedures followed to address situational and cultural ethics can be evaluated to establish ethical standards of a study. The ability of a study to interconnect research questions, literature, and interpretations with each other can confirm the meaningful conference of a research study (Tracy, 2010).

Participants

The participants in this study were 18 Indian citizens with physical disabilities who completed their high school education while living in the TSS of India (i.e., Andhra Pradesh and Telangana State). Participants were residents of rural and urban areas of

TSS, who were all able to independently read informed consent and other research documents in English. Following the ethical considerations set forth by Aluwihare-Samaranayake (2012), the following measures were taken in recruiting and interacting with the participants.

Sampling Procedures

Purposive sampling, also known as judgement sampling, was used for participant selection in this study. This type of sampling involves identification and selection of individuals who are well-informed with the phenomenon of interest while having the ability to communicate their experiences and opinions in an articulate, expressive, and reflective manner (Etikan et al, 2016). Nine participants from each state who fulfilled inclusion criteria were selected by using purposive sampling procedures (to maintain even representation from both states).

Inclusion Criteria

Inclusion criteria for this study were Indian citizens with a physical disability who: (a) meet the eligibility criteria for a locomotor disability; (b) graduated 10th class (high school in India) between 1995 and 2016; (c) were born with or acquired their physical disability during primary school-aged years (age 0 to 14 years of age); (d) were able to verbally respond to interview questions in either English or Telugu, without a need for repeated assistance or translation; and (e) were 18 to 40 years of age. Individuals with locomotor disabilities were purposely selected for the following reasons: (a) they represent the largest category of PwD in India (Census of India, 2011; Chandramouli & General, 2011); and (b) PwPD in India experience accessibility issues in many aspects of

their everyday life, which can in turn limit their access to physical activity opportunities and life experiences (Dalal, 2006).

Exclusion Criteria

This study excluded PwPD who had concomitant disabilities of intellectual disability, hearing impairment or speech and language disability that impacted their ability to comprehend or respond to interview questions; and acquired their physical disability after graduating high school. Prior to recruitment, informed consent, and the commencement of data collection, permission was obtained from Texas Woman's University's (TWU) Institutional Review Board (IRB).

Recruitment Procedures

A recruitment flyer (see Appendix C) was posted on the public notice boards of disability welfare offices of both states. The flyer invited PwPD to volunteer their time for the study and contact the researcher by phone. During the initial phone call, questions were asked by the researcher as a screening measure to determine the participant's eligibility to answer the interview questions. The participants' preference for interview language was also determined by the researcher during the initial call. Once the interview language and their ability to respond to asked questions was established, participants chose a convenient time and place for the interview. Based on personal preference, interview locations varied for the participants between their homes (N = 13) and office spaces where they sought permissions to be interviewed in a private space (N = 5). Prior to conducting the interview, the informed consent document was provided to the participants (in person or via postal mail) for their review.

On the day of the interview, the participants signed the informed consent in the presence of the researcher. A scanned copy of the informed consent, signed by the participant and the researcher, was provided to each participant. Participant recruitment stopped when data saturation was reached (i.e., data being collected was similar to existing data as noted during transcription of the interviews; Guest et al., 2006).

Participant Descriptions

Each participant was assigned a pseudonym. The pseudonyms used for the participants are: Sireesha, Swara, Sruti, Grace, Leela, Geeta, Sreshta, Vydehi, Madhura, Sarvesh, Hriday, Krishna, Venkatesh, Raju, Sailesh, Varun, Sravan and Hemanth. A brief description of each participant is presented below.

Sireesha from Ranga Reddy District was a 26-year-old working woman with lower limb disability who chose to be interviewed at the government hostel where she lived with other women who had disabilities. As a child, she underwent tendonectomy in her left leg and at the time of the interview was applying to secure government employment so that she could relocate to her village and live closer to her family. She enjoyed playing with her siblings and friends but never trained in any sport.

Swara from Medak District was a 27-year-old woman working with a private company after completing undergraduate education in Commerce. She credited her parents for supporting her aspirations to go to college and explained how as a child she believed that she had to study harder and not play because she was disabled.

Sruti was a 29-year-old with spina bifida who was born and raised in a joint family in Kurnool District of Andhra Pradesh. Sruti explained her school years as being

spent sitting in the classroom alone or missing school because accessibility without her family helper was a ‘nightmare’ for her in the school that she attended.

Grace, a Nalgonda District resident was a 24-year-old Material Science engineering graduate from a top school in Telangana who never received a clear diagnosis for her waist down paralysis. While working at a private firm in the city, Grace expressed discomfort to being interviewed at home where her parents could overhear her.

Leela was a 27-year-old law graduate who enjoyed playing sports as a child and gradually stopped playing because of the need to focus on education to secure a job at the earliest age in life. Being the oldest of the three siblings, Grace spoke about lack of support around her to pursue higher education that could provide her better employment opportunities.

Geeta was a 33-year-old bank executive with waist down paralysis due to polio infection who faced hardship in her childhood with her mother’s passing and lack of familial support. Born and raised in Yadadri Bhuvanagiri District, through her story, she shared experiences that focused more on securing higher education degrees and subsequent employment that could ensure financial independence for her.

RaniSreshta was a 36-year-old woman working with a multinational company in Hyderabad. She was born and raised in Hyderabad city as one of the twin daughters in a low-income household where daughters were valued as a gift from the Goddess of Wealth (within many ethnic communities in India, the birth of a female child is considered as a sign for future prosperity in the family. Despite instances of female feticide and crime against women widely reported, innumerable examples of families that

pray for a girl child to be born are not unheard of). She spoke extensively about the deep impact of her mother's love and care for her as a child and also expressed it as a possible reason for her not being able to be independent today**.**

Vydehi was a 34-year-old woman from Wanaparthy District with one paralyzed lower limb that she wrapped around a custom-made wooden stick that she used as a mobility device. Describing her younger years, she spoke about her caste and family challenges that pushed her to pursue financial independence at a young age. As someone who enjoyed playing with her classmates, she expressed desire to play sports at present if there was more support available in her life.

Madhura from Bhadradri Kothagudem was a 31-year-old woman with waist down paralysis due to polio who pursued higher education despite resistance from her father and successfully set up her own printing business. Speaking of her school-age years, she spoke of accessibility needs being supported by the school administration by confining her classes to the first floor but beyond that, sports was largely absent from her life.

Raja, a 25-year old born and raised in Hyderabad city who had to undergo multiple amputations because of an accidental electrocution. With a supportive community around him, Raja spoke of a childhood where friends and family were supportive at all times, but sports were not on anyone's mind for him. ***Sailesh*** was born and raised in Vijayanagaram District. Raised by a single parent, Sailesh's focus was on education and he grew up playing occasional games with his cousins and friends who

were able to accommodate him while he used calipers to support his movement becauseof polio.

Varun is a 31- year-old finance graduate from West Godavari District who grew up playing local and indigenous games from Andhra Pradesh along with his friends and classmates. Citing his friendly demeanor, Varun proudly discussed how he always made friends and it helped him stay included everywhere he went.

Sravan was a 30-year-old graduate student from East Godavari District in Andhra Pradesh who went to a federally managed school where curriculum mandated physical education for all students. However, his access to sport was restricted citing safety reasons. Finally,

Hemanth was a 32-year-old college graduate from Krishna District who grew up playing cricket with her brother who was pursuing a professional sporting career.

Data Collection

Data collection for the study was conducted through a biographical survey, and through structured interviews facilitated using an interview guide. It is worth noting that while focus group interviews were originally planned to follow the individual interviews, the researcher was unable to conduct the focus group interviews due to COVID-19 pandemic restrictions. Instead, planned focus group interviews were replaced by additional individual interviews with the permission from the researcher's Dissertation Committee and TWU's IRB.

Biographical Survey

The biographical survey was developed in consultation with a three-member team of experts in order to establish content validity for the survey. These experts were: (a) an education expert from India; (b) an adapted physical activity expert; and (c) an Indian disability rights expert. The biographical survey (see Appendix D) included demographic questions such as educational background, family structure and current employment status.

Individual Interviews with PwPD

Within qualitative research, naturalistic inquiry is effectively facilitated through an interviewing process (Halcomb & Andrew, 2005). Apart from addressing methodological consistency (particularly the data collection process), employing a structured interview processes also ensures that the data being collected is more accurate (Segal et al. 2006). Variation within information collected from multiple participants can be reduced by using a structured interview process (Segal & Coolidge, 2003). In order to thoroughly explore the lived SPE experiences of PwPD in TSS in India, participants completed structured interviews lasting approximately 60 minutes each. The structured interview guide was developed in accordance with BEST with questions specific to each ecological system that surrounds an individual. For example, the first set of questions in the interview (see Appendix D) addressed the components of a microsystem that surrounds an individual with disability.

All interview questions were asked in English, but explained in Telugu, if the participant asked for any clarification. During the data collection process, participants

were allowed to take support of conversing intermittently in Telugu if expression in English alone was a challenge. All individual interviews took place in a quiet place convenient to the participant (e.g., in natural settings like their home or workspace where they could have a private one-on-one meeting with the researcher). Visiting the PwPD in their home areas served two purposes. First, this approach is native to phenomenological research where the participant can be observed in their natural settings (e.g., one participant who chose to be interviewed at her residence was able to answer many questions pertaining to microsystem and mesosystem surrounding her by pointing to real examples). Second, accessibility for PwPD in many parts of India is still a significant challenge thus, conducting the interview within the home area facilitated participation in the research process for interested PwPD. All interviews were recorded as .mp3 files using a SONY ICD PX333 digital voice recorder.

During the data collection process, three types of notes were taken: (a) observational notes during the interviews; (b) methodological notes during the research process; and (c) analytical notes. Notes from observations made by the researcher during the interviews provided additional data while analyzing the interview transcripts (Barrett, 2018). Methodological notes were taken to ensure that the followed process was documented and used as a guide while analyzing the data. Analytical memos were "end of the day" field notes that allowed the researcher to personal experiences throughout the phenomenological research process (Miles & Huberman, 1994; Strauss, 1987; Tesch, 1990). At any point in the interview, when the participant expressed any hesitation or negative feelings (e.g., sadness about the loss of a family member or seclusion in school)

about their life experiences, the researcher reminded the participant that they could choose to discontinue the interview, move to the next question, or take a break, if needed. The researcher noted instances where participants exhibited uneasiness in answering questions. Such field notes provided additional data for analysis and added a rich context to the analysis process (Creswell, 2013).

Data Analysis

According to Glesne and Peshkin (1992), the main purpose of data analysis is to organize what the researcher observes, hears, experiences, and reads in order to establish well-developed themes. In this study, data analysis included analysis of: (a) the biographical surveys, including participants' early childhood years, geographical locations where they lived, and schools attended; (b) interview transcripts; and (c) data from the researcher's journal. As previously mentioned, the current study was conducted using the eight criteria for high-quality research set forth by Tracy (2010). Relevant to the current data analysis are methods ensuring credibility of the findings, including trustworthiness built from thick descriptions, triangulation, multivocality, and member checking/reflections. These data analysis methods are described below.

All audio recordings of the interviews were transcribed verbatim to ensure that participants' natural essence and richness of data was maintained (Poland, 1995). For instance, some participants referred to indigenous games while speaking about sport activities outside school and retaining this information creates rich content that aided in understanding participants' access to sport opportunities beyond their school systems. Verbatim transcription of interview recordings also improves researchers' closeness to

the collected data, which in turn supports the data analysis process (Halcomb & Davidson, 2006). To prevent any errors that may be caused by professional transcribers unfamiliar with SPE, all transcriptions were performed by the researcher only (Poland, 1995). Responses in Telugu were transcribed verbatim in Telugu and then translated into English by a language expert. By sharing the Telugu text for translation, potential risks related to data or privacy loss were avoided. Translated data were verified for accuracy by Telugu language and English language experts from Hyderabad, India through a joint process of reviewing translated and back translated transcripts. A guide of transcription conventions that were used in the data analysis is included (see Appendix E). As previously mentioned, all participants were assigned pseudonyms to protect their identities. Transcriptions of the audio files were saved as a word-processed document and stored in compliance with the TWU IRB requirements for ethical human subject research.

Data collected from the biographical surveys was entered into Excel, for analysis. Using data from the biographical survey and interview data, participant profiles were created and analyzed to identify any common themes among the participants. The inductive data analysis method for this study followed the process identified by Thomas (2003). Following this inductive analysis process, each transcript was read twice by the researcher before initial coding was commenced. Each transcript was organized into three columned tables in which the first column was time of the recording on the audio, second column was the speaker's identity (i.e., participant pseudonym or researcher's initials), and the third column was the verbatim text. Any expressions like laughter or emphasis in speech (e.g., hushed tone or expressions of disbelief) were noted in at the end of the

sentence in uppercase letters. For close reading of the text, the first reading occurred immediately after transcription was completed. During this first reading, the researcher made a note of the key elements within each response that was unique to each response.

A second round of in-depth reading was conducted after all transcriptions of the participants were completed. During this stage, any additional points that became evident within individual responses were noted while also drawing inputs from the observational and analytical notes that were developed during the interviews. After the second reading, in-vivo coding was performed for all transcripts. Once the codes were available, the text was analyzed with overlapping codes and uncoded text was identified. For each of the identified categories, subtopics including contradictory points of view were considered. Codes were refined and revised, with codes grouped to form themes and conceptually answer the research questions (Patton, 2002).

Quality of the Research Process

The PI followed the criteria established by Tracy (2010) to ensure quality results from the qualitative research process (i.e., a worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence). The current topic was established as a worthy topic within the Indian context, satisfying the requirements to be *relevant, timely*, *significant* and *interesting.* Over the last 6 years, there has been an increasing effort by the Indian government to promote sports and fitness for improving public health outcomes in the country. Considering that the updated disability rights law, RPwD Act of 2016, was passed only 4 years ago, the current research and its findings are both relevant and timely and may provide insight to the Indian government. Furthermore,

this in-depth investigation sought to the dearth of information available regarding the phenomenon of SPE for PwPD from India.

Rich rigor for the findings can be attributed as the four questions suggested by Tracy (2010) hold true for this research study. The four questions are: (a) Are there enough data to support significant claims? (b) Did the researcher spend enough time to gather interesting and significant data? (c) Is the context or sample appropriate given the goals of the study? and (d) Did the researcher use appropriate procedures in terms of notes, interviewing practices, and analysis procedures? Data collection was stopped only after data saturation was evidenced, which occurred as interviews were transcribed promptly after each session. Additionally, participants fulfilled inclusion criteria as required by the research design. Further, sufficient time was taken to collect rich data while ensuring that the sample of participants selected adequately represented different districts of the TSS of India. Detailed notes were maintained all throughout the data collection and data analyses procedures. Highest ethical standards as mandated by TWU's IRB were followed during the entire research process.

Sincerity in a qualitative research process can be ascertained through self-reflexivity and transparency. Prior to each interview, considering the initial information about the participant that was provided during the screening call, the researcher made a note of all her biases, motivations, stereotyped thinking about the available information, any judgements she felt about the information shared by the participant. This allowed for the researcher to be aware of any shortcomings and strengths. This also enabled the researcher to assess how she must be conscious to the fact that the participants' voices

must be recorded, and the voices must not be influenced by the researcher's own perspectives. Transparency within the research process is established by discussing honestly all the steps followed and challenges faced, even if sharing the challenges may project any potential failure of efforts by the researcher. For instance, the COVID-19 pandemic circumstances prevented the researcher from conducting focus group discussions following the individual interviews. The change in method is reported in this chapter along with limitations (see Chapter 1) and challenges to conduct research in India (see Chapter 4).

By using member checking processes and providing thick descriptions for procedures followed, credibility was established for the current research. Additionally, in creating and sharing an interesting and engaging report of the findings, effort is made through this research to resonate with a reader from any marginalized community who can *transfer* the findings to their own struggles through various ecological systems that surround their own development.

This research sought to make a significant contribution to the field of SPE for PwPD within the Indian context as it extends the knowledge within this domain for any future researcher reading it. The findings of this research may also help improve practice within physical educator teacher education programs in India and it empowers the readers with information that has not been previously made available before. Reading this research can potentially empower more researchers to investigate within the same area of focus.

By answering the research questions while employing the chosen research methods despite major changes in the circumstances due to the global pandemic, the researcher was able to meet the quality criteria of meaningful coherence.

Researcher's Positionality

The outcomes, results, or research methods adopted are impacted by the researcher's world view, opinions about the topics being studied, political allegiances, religion, faith, social status, experience or lack of experience of disability (Sikes, 2004). For the same reasons, it is important to establish a researcher's position within the study so that the role of bias over analysis and communication of the results can be well evaluated to establish credibility for the study. A researcher's positionality for a study is defined as a practice that "reflects the position that the researcher has chosen to adopt within a given research study" (Savin-Baden & Major, 2013, p.71). The practice of reflexivity well informs the researcher's positionality for the research study (Holmes, 2020).

Utilizing Savin-Baden and Major's (2013) three steps to develop positionality for this study, the researcher positioned herself as a non-disabled Indian from the TSS who was technically trained in Adapted Physical Education (including disability sport) within a Western higher education context. The researcher's professional training is rooted in physical therapy prior to my admission into the Adapted Physical Activity program at TWU. During her graduate training at TWU, the researcher was trained in multiple sports and physical activities that are adapted for PwD that the training allowed her to gain deeper insights into the importance of SPE experiences for PwD. The researcher's

exposure to the graduate course work (including educational leadership and sport management) impressed onto her mind, the value of inter disciplinary approaches in research and practice. Her field work based out of India has spanned across the disability rights world while intersecting with sports and physical education needs of Indians with disabilities at school and community levels. This field experience allowed the researcher to observe the grassroots realities in India from a naturalistic lens. Through her community-based engagement within these spaces in India, the researcher became aware of the ground realities, challenges and factors that have been facilitating or impeding Indians with disabilities from engaging more through sports. Being grounded in the tenets of her faith as a practitioner of Sanatana Dharma, the researcher engages in scholar-activism through research work that can inform disability sport policy and legislation in India. The researcher has published referred international and non-referred national work related to India's Paralympics while also presenting about India's disability sport scene internationally. The researcher trains sport coaches and physical educators in India to acquire skills for promoting inclusive physical education within the spaces where they work. She has also presented at national conferences on Adapted Physical Education in India while drawing attention to issues like need for improving research productivity within Indian physical education programs and importance of using 21st century skills to improve work productivity among physical educators, sport coaches and special educators in India.

While various states in India are able to advance disability rights of its citizens through more organized efforts, the TSS in India have not been able to advance their

efforts to similar levels as their other neighbors. Through publishing and distributing the results of this research, her aim is to raise awareness for creating support systems in TSS of India to encourage more Indians with disabilities to pursue SPE opportunities within the communities where they live.

CHAPTER IV

RESULTS

The purpose of this phenomenological study was to explore the lived experiences of PwPD in SPE in Telugu speaking states (TSS) of India. Four research questions guided the research: (a) What are the SPE experiences of PwPD during school-age years in TSS of India? (b) What are the SPE experiences of PwPD beyond secondary school in TSS of India? (c) What factors, if any, made it easier for PwPD to participate in SPE? and (d) What factors, if any, made it more difficult for PwPD to participate in SPE? Aligned with the purpose of this investigation, the themes that emerged from the qualitative analysis of the reported lived experiences are presented in this chapter.

Findings from Qualitative Analysis of Lived Experiences

Through analysis of the interview responses, recurring themes and associated subthemes emerged from the data. The three themes that emerged from the thematic analyses were: (a) participation contingent on others, (b) limited awareness and knowledge, and (c) missing support systems. The themes, namely, *participation contingent on others* and *limited awareness and knowledge* provided insights to the answer research questions: (a) What are the SPE experiences of PwPD during school-age years in TSS of India? and (b) What are the SPE experiences of PwPD beyond secondary school in TSS of India? Within the themes, most of the participants identified that their presence within their schools was not supported holistically and was predominantly dependent on the support of their family and friends. The themes of limited awareness

and missing support systems provided insights to answer the fourth research question (i.e., What factors, if any, made it more difficult for PwPD to participate in SPE?). Participation contingent on others helped answer the third research question (i.e., What factors, if any, made it easier for PwPD to participate in SPE?).

Table 5

Summary of Themes

Themes	Subthemes
Participation Contingent onOthers	The supportive role of family and friends Limiting impact of schools and government
Negative Impact of Limited Awareness and Knowledge	Unfounded safety and injury concerns Negotiating ill-prepared schools and teachersLimited expectations for SPE involvement Inclusion within the Current Indian Context
Missing Support Systems	Negotiating Government barriers Critical absence of local opportunities

Participation Contingent on Others

While responding to questions related to the microsystem surrounding them, participants described their sports and games participation as being contingent on others. From these responses, two subthemes emerged: the supportive role of family and friends, and the limiting impact of schools and government. Within both subthemes, participants explained how convenience was central to their full participation in community activities as well as the sports or games classes during school hours. Research findings specific to this theme addressed research questions: (a) What are the SPE experiences of PwPD during school-age years in TSS of India? and (b) What are the SPE experiences of PwPD beyond secondary school in TSS of India?

The Supportive Role of Family and Friends

Within the microsystem that regularly surrounds PwPD, the individual is interacting with friends, siblings, teachers and extended family members. When asked about their experiences playing sports with siblings, family members, or friends during their school-aged years, participants shared positive experiences with these individuals outside of school. Using the names of indigenous and local games, participants shared multiple positive experiences, often while smiling or laughing as they recalled the experiences. Sruthi shared,

> I was able to play some types of sports or games. Chikkudu bittha [a board game played with dried legume beans over a hand drawn grid]Naalugu raalla aata [a four stones game]I was a naughty kid when I was young [laughing]. Spoon and Lemon Race [racing point to point while carrying a lemon on a spoon held between one's lips] ... Soodi Daaram [coordinated game between two players to enter a thread through a needle hole while moving] were some games. I used to run with the help of this stick only between both the points. Just managed a way… in whichever way possible to also play *Kabaddi* [indigenous tag game played between two teams].

Similarly, Leela shared,

> I used to play games like ashta chamma [Indian board game that uses strategy and war tactics], thokkudubilla [a single leg hop game using a small flat stone]. I used to play ashta chamma well. I always wanted to play *Kabaddi* [laughing loudly].

> My friends used to help me play *Kabaddi*. I really liked *Kabaddi* a lot. Now we have the matches on TV right, I get super excited while watching them.

Grace also shared how she played both board and team games with her classmates,

> I used to play *Kabaddi* when I was young ma'am. I was a good catcher. Carroms [board game played with a striker and coins], *Kabbadi*, and discus throw were some activities I tried. Ma'am I used to play *Tokkudubilla* also [laughing loudly].I don't know how I played but I played.

For participants that lived with siblings or extended family members (N = 16), playing games and participating in sports was an enjoyable experience in which familial support played at critical role. Sravan shared how he helped his brother practice for his cricket selection matches,

> My second brother, he is a Ranji [national level cricket tournament] player in cricket. From the childhood onwards I was focused on throwing the ball. I used to help him practice by bowling to him. I am a very good spinner and he encouraged me to bowl to him. Doing that, that's how I got to know that I can do something. I used to sit and play cricket. I think because I played with my brother in the childhood, I was able to realize that I can play.

Similarly, Hriday described times spent playing with his younger brother and cousin in their home's backyard and how that helped him feel included in SPE.

> When it comes to sports, from beginning I was interested in cricket itself. I played cricket a lot with my younger brother and cousin. I used to be a batsman. I used to sit in my electronic wheelchair and only play. I used to set my height and play.

> My experience is there are some things we cannot do like a normal person when it comes to running and all that, but, playing with my friends and siblings and all - I played well along with everyone. There was no other thought around it. They never said anything like you can't do that, you can't play this. They always loved to include me. They never left me or anything. They always encouraged me to do things.

Two participants, who shared more isolated life experiences, responded differently from the group. Sarvesh reported studying at a hostel cum school (boarding school) away from his family, while Sailesh reported experiencing an isolated and lonely childhood even though he lived with family members. Sarvesh, who studied in a hostel cum school where all his classmates also had disabilities, recalled experiences devoid of SPE opportunities supported by others, which elicited feeling of sadness when he reflected. He remarked,

> I lived in a hostel all through my schooling. So, we all played as a group. Most of the others also had some or the other disability. It was just random playing when we were left to be by ourselves in the park. Nothing like a particular thing. I can't say that was sports at all. When I look back now, it feels sad, and I don't want to think about those days now.

Sailesh shared similarly isolated childhood experiences. He described his childhood experiences in sport as,

> My childhood was myself, brother, mom and dad. There were very few expectations on me as I was disabled. I am not sure about games but, Carroms

was there. Chess was there. I used to fly kites, and all this was in and around the house. It was quite limiting in a way. Back in those days, we had *arugulu* [platforms around the house]. Sit on those arugulu and play marbles. When the expectations in general were low, what I can say about sports. It feels bad now that no one around me knew what to do to help me. It was very lonely.

When questioned about SPE participation in schools alongside of their peers without disabilities, the participants identified convenience as being central to their inclusion in the sports or games period. Further, when questioned about whether they had PE within the schools and about the extent to which they participated with their peers, participants repeatedly shared experiences of sitting by themselves and not playing in schools with their classmates. For example, Geeta noted,

> We had games or like a PT [Physical Training] class. Students played games like Kho Kho [indigenous national tag sport]. Usually, these classes were on a Saturday, at like end of the week. So, it was students just playing. I never went out to play during these classes. I used to [be] alone - stay back at the class.

Similarly, Hemanth commented,

> I was even exempt from attending prayer or morning assembly with everyoneelse. I think there was a fear that I would get injured, so I was excused from participation in any activity that required me to get out of the class.

Participants' responses specific to the subtheme of the supportive role of family and friends can be summarized as experiencing full participation within personal situations, like those with family and friends related events, but limited at school, where

there was no plan to include them in general sports or games classes.

Limiting Impact of Schools and Government

Beyond the microsystem, the participants noted how interactions within the mesosystem and exosystem left them feeling unsupported as citizens of both the states. Indians are required to produce proof of disability in the form of a government issued disability certificate. Participants described the negative and challenging experiences they faced in acquiring their disability certificates. Further, when participants were asked about accessing the welfare program supports and programs available for PwD, their interactions with government agencies or officials were overwhelmingly negative. The significant and negative experiences faced (at the mesosystem level) in trying to secure their disability certificates left nearly all of the participants (N = 17) feeling neglected as citizens, despite the support of their friends and families (within their microsystem). The comments of Sireesha highlight this issue:

> Most of my experiences were bad ma'am (laughing loudly). There is never any clarity on what they promise us and what they do. We only pray we don't have to interact with government people.

Varun echoed the negative sentiment when she said,

> I used to go for bus passes. They used to be dismissive. They used to not be supportive. They would make us come back the following week. Imagine now going to get a disability certificate on which your life depended!

Hemanth, who is currently enrolled in post-secondary education, shared how he felt ostracized simply because he was an Indian with a disability as he recounted his interactions with government officials,

> They never see persons with disabilities as citizens who can walk up to them, be articulate, and ask them questions about their rights. I am not liked for who I am. Many government officials have this impression that: "Disabled people are dependent on us. They are under our control." This is by default how they speak to us. Now tell me how am I having rights in this country or state?

Interestingly, the participants did note others valuing their inclusion in school or public events that were attended by government officials and/or dignitaries—though that attention was often perceived as objectification. For example, Leela shared,

> During the games period, I sat in my class until everyone finished playing and came back to the classroom because without the helper I can't go up and down the two floors multiple times [to attend the games period]. But right before school functions, teachers used to ask me to come for one program or so and I didn't like that. They would make me stand in the front so that I was visible for everyone.

Venkatesh shared a similar sentiment when he said,

> During the school times, when everyone else played, I thought we couldn't play because no one ever came and asked me if I want to play. But before Independence Day (August 15th every year) and Republic Day (January 26th every year), they used to make us participate in the parade by making us sit in a visible place of the procession. We often got to hold a board or house flag.

Excluding the two aforementioned ambulatory participants, all the participants who were wheelchair users mentioned board games as their choice for any participation in events or competitions (including during regular games periods). Instead of physical activities and games, the participants noted the games of *Carroms*, *Snakes* and *Ladders*, *Ludo* (a board game that teaches strategy) and *Chess* as the preferred choice for board games to play during games period while their peers without disabilities played sports or games on the grounds.

While participants experienced great support within their microsystems, there was little to no support at the mesosystem and exosystem levels from the state government to improve their quality of life despite having dedicated welfare schemes (i.e., assistance programs) for PwD. Family and friends' support enabled participants' interactions with their extended family and peer groups. However, beyond their microsystems, interactions with community members and access to public spaces and transportation (that their peers without disabilities enjoyed) were nonexistent for the participants - especially for the ones that used wheelchairs for mobility.

Negative Impact of Limited Awareness and Knowledge

When the participants shared their SPE experiences of PwPD during their school-age years and beyond secondary school, they expressed how limited awareness and knowledge of others (e.g., parents, teachers, school administrators, etc.) had a negative impact on their SPE experiences. This theme that arose from the data was supported by four subthemes: (a) unfounded safety and injury concerns, (b) negotiating ill-prepared schools and teachers, (c) limited expectations for SPE involvement, and (d) inclusion

within the current Indian context. Participant responses to the interview questions pertaining to SPE across the microsystem, mesosystem, and exosystem level helped answer three of the four research questions (i.e., What are the SPE experiences of PwPD during the school-age years in TSS of India? What are the SPE experiences of PwPD beyond secondary school in TSS of India? What factors if any which made it difficult for PwPD to participate in SPE?).

Unfounded Safety and Injury Concerns

Out of the 18 participants, 12 participants described their parents as having had a positive influence on their lives. However, within the context of SPE, when participants were asked, "How were your parents supportive or not supportive of your PE participation?", all of participants responded that *fear of injury* and *overprotectiveness* overruled sport participation at school. While parents generally advised their child to stay active and out of trouble, pursuing training in a team sport or competition were discouraged for the fear of injury; often because they were unaware of the benefits of physical activity and lacked knowledge of sport opportunities for their children. Leela explained her parents' lack of knowledge about benefits of sports as:

> My parents never played sports ma'm. They never watched anyone playing sports like we watch cricket matches on television today. So how can they encourage us for something they don't know?

Specifically, Madhura shared this example of his parents being supportive while also discouraging sport participation due to fear of injury:

> My parents never liked it. They used to tell me I would get injured so didn't

> encourage me to play. They didn't scold me but used to keep telling me to avoid playing.

Similarly, Grace shared about her participation in sports and playing,

> They were okay that I wanted to go try playing but their major concern was always about me getting injured. So, I can say they used to not encourage me to play any sports. They want me to be safe and avoid injuries all the time. They were fearful [for my safety] but I was fearless.

Support of friends and the individuals' own interest or will to play with other classmates during school hours were two major reasons participants tried to overcome their parents' safety and injury concerns. Leela's comments about her experiences attempting to engage in SPE reflect the sentiment shared by multiple participants. Leela shared,

> One because my friends in school played, I saw them, and I also wanted to play. So, seeing them was first factor for me. And friends allowed me to play with me. Teachers were like - yeah if you want to play you can play but don't get injured. That PT (physical training) sir was exception ma'am. Teachers never said no but they also always had a concerned tone about me holding this stick running around and playing.

Negotiating Ill-Prepared Schools and Teachers

When asked to identify what challenges or barriers impeded their SPE participation, all participants pointed that their teachers and schools did not know what or how to teach sports that they could play while having a disability. Additionally, with the

exception of two participants, all the participants reported that they received no structured instruction or support for SPE during their school years. For example, Swara commented,

> No information. Schools didn't have accessible facilities nor basic information. I believe Government only is not aware of what we can do in sports. So how can they train teachers to do the same?

Venkatesh also addressed how schools and teachers were ill-prepared to provide SPE opportunities in his remarks,

> No awareness at all about sports for anyone. Schools also just took us in after a lot of pleading during the early years. So that concept [SPE] is not existing here. I don't think anyone, my teachers or principal anyone ever thought I can play any sports.

Geeta shared similar concerns about her teachers as well as other community members in her comments,

> [There is a] lack of opportunity, lack of awareness and understanding among people that disabled people even want to play. They have a pre-defined notion in the[ir] mind that persons with disabilities don't want to be active. I feel, among Indians, many people don't see [that] disabled people [can] play and teachers also have no knowledge.

In addition, from participants' responses to questions related to their early years of life, it was evident that some school administrations had to be convinced by parents to admit their child with physical disability. Parents did so by ensuring that they were going to provide the helper who could help the child navigate spaces or be able to attend school

regularly (N = 4). Furthermore, the participants repeatedly communicated how they had to 'adjust' to challenges created by the ill-prepared schools and teachers, just so that they could continue attending the school. Krishna shared,

> I used to adjust ma'am. I never wanted to ask anything. So, I didn't oppose anything and was happy with what I got. I didn't want to be in the situation of looking for another school and adding to my parents' burdens.

Limited Expectations for SPE Involvement

It appears, from the participants' comments, that parents, family members and friends supported full participation in many aspects of life. However, even with this support, there was no knowledge of specific sports that could be played by the participant. When asked about the role their parents played in sport participation while they were students, participants agreed that a lack of parental awareness and knowledge of SPE, attributed to their parents' life and professional backgrounds, may have impacted parental decisions for their children. Participant responses reflect the interactions between the microsystem and mesosystems levels. Sarvesh, who studied in a residential school, shared the influence of his parents' opinions on his SPE participation,

> Like cultural events were okay, but anything involving jumping was a strict no. My father never thought of the concept of sports... so, influence of it I don't know… maybe that's why none of their children went into playing sport!

Hriday also added,

> Honestly… there was nothing like that from my father because he was workingall the time, and my mother did a lot for me. She used to encourage me to play with

my brother instead of sitting idle but never any specific sports!

Krishna, however, a triple amputee as the result of an electrocution accident, expressed immense gratitude for his father's support and the role it played in his pursuit of SPE opportunities,

> When my accident happened, my father was working in the Indian Army. He took off from his job to come home and find a job in the city so that he could encourage and be supportive of me. I think that was a huge influence to say -- you do what you want to do, I am here for you kind of thinking. I think because he was in the Army, he knew the importance of fitness so he never stopped me from pursuing whatever sports I could play. However, he was also clear that I should stay safe as much as I can when I went out and played with others.

Beyond the expectations of their parents, participants described their interactions with community members being focused on *concern for their disability* and *sympathy*, rather than access to desired participation in SPE. When asked about community expectations regarding participation in physical activity, participants identified sympathy as the core reaction from community members. Sireesha elucidated the situation further with her comments,

> Sympathy. Lots and lots of sympathy. Sometimes I think they are just happy that at least I am alive. Some people are impressed I have come this far. Some people say why should I keep trying to do something big. So, health and all are not even coming in people's mind. I know if I play sports my mind will be healthy. Family always had problems for survival. So that impacted me a lot. If I had some

encouragement, I think maybe I can play and improve my health.

Leela further clarified community members expectations and behaviors as she recalledher interactions with them,

> The simplest answer I can give is I am a person who has a disability. According to many people in the society, me living and not dying is an accomplishment. So, this question [of expectations] doesn't arise... But every time I become visible to them; they shower sympathy on me.

In addition to limited parental awareness and knowledge, the participants' responses also reflected their own limited knowledge of physical education as a curricular subject as well as the benefits of such instruction. When asked to define physical education, participants used terms like games, sports and exercise interchangeably while responding. Multiple participants, like Sailesh, acknowledged their limited knowledge and awareness in remarks like, "I don't even know what to say to that question. I don't know what they do in that class." Some participants responded to the question in a manner that suggested they were unsure of the meaning. For example, Sreshta said, "Does it mean that the subject teaches us how to maintain our bodies to be healthy? Not just moving but I think they also teach about good food." Others, such as Madhura, defined the subject so narrowly they omitted foundational aspects the subject matter. Madhura shared that she believed PE to be simply "learning about fitness and well-being."

The lack of knowledge and awareness among key members of the microsystem

appears to significantly affect the PwPD's life and their ability to advocate for and access SPE opportunities around them. At the macrosystem level, as PwPD try to navigate their way forward in life, their decision-making process is influenced by many beliefs and practices. The participants' knowledge, beliefs, and practices are shaped, in part, as participants are exposed to existing biases and stereotypes from their immediate ecosystems (Glynn et al., 2017). Unfortunately, when participants were asked about how disability rights or related topics were discussed around them while they were growing up (e.g., by family members, community members, etc.), a majority (N = 15) explained that such topics were never discussed. Raju shared details about the absence of disability rights information being shared within his family and community when he said,

> No, I never knew [anything about disability rights]. In fact, till today, I never came across and no one spoke of such topics [to me]. Now and then I google it. If [1] at all needed something, I never [was told at the] school about these topics. These kinds of things must be taught at school levels. If at all I had school level training [on these topics], I would have been [more informed about rights] and be a very good player [in a sport].

Only three participants shared that they had been exposed to information about theirrights as disabled citizen; and this information was shared primarily by community members who were involved in social justice work.

Inclusion within the Current Indian Context

In response to inquiries about inclusion of PwPD in India (including Indian schools), participants shared that while they didn't feel mistreated per se, they did not feel

that this schools and communities should be described as inclusive. Venkatesh described his schooling situation as follows:

> I wouldn't call it an inclusive culture. I had good teachers. They never treated me differently nor badly. They treated me like a regular person and if I had problems, they would be understanding. If I had to use the restroom and two other students had to lift me and help me go to a restroom, they wouldn't ask lame questions. I was not a regular school going kid… when I was going through treatments. Even then, they never treated me harshly for being absent and showing up less sometimes. I don't know if any of this comes under being inclusive.

While Raju's comments do express how he was not included as a member of the school community, the comments do reflect the sense of appreciation for what was received. Raju shared, "They treated us well, so I have no complaints. I got what I would neverhave gotten if I was home."

Interestingly, all of the participants' responses specific to the schools were devoid of insights on pedagogical practices, classroom strategies or learning material that were developed to facilitate full participation in SPE activities. When asked about her school's inclusive policies or measures, Leela said, "I can't say there was any inclusion. *We* adjusted everywhere to fit in and learn something. From schools there was nothing!" Further, all of the participants attended schools, both public and private, in buildings that were not accessible. Krishna's comments shed light on how inaccessibility impacted school participation, including participation in SPE:

> [The school was] not inclusive. Actually, I was a merit student and I needed to

> use the washroom in 5-minutes. And for someone like me to go use the restroomit would take me 15-minutes. In the school there were not accommodations. So, I can't say they were inclusive. All exams used to be [on the] third floor. So, to go sit in the exam hall itself was a big test for me.

Instead of school supports, participants shared how they depended on family or arranged help to navigate school spaces. Varun shared the pivotal role his mother played in his school participation,

> People used to receive me like any other student. Yeah, but there were adjustments I had to make for myself. I did not want to risk them to disallow me from participation. So, I made sure I had help that was not dependent on the school authorities. For that I am always grateful to my mother.

Participants who were able to move by themselves shared how they managed to participate by adapting the activity being performed. They also noted that their classmates who were dependent on wheelchairs for movement sat out or played only board games. Participants who used wheelchairs and/or needed assistance for mobility echoed that sentiment. For example, Sreshta commented,

> My helper used to make me sit at my desk and if I had to get out to participate not just in games, any school activity, I needed assistance. So, sitting out was the first option. And for any reason if there were anyone else in the class, talking with them or playing board games was another option.

It is worth noting that, while answering questions related to inclusion, Vydehi suggested that inclusion must be defined differently within the Indian context. Though

the researcher did not offer a definition for inclusion during the interview, Vydehi was clear that inclusion in India should not be viewed through a Western/US perspective lens. She commented,

> What is being inclusive? …in lives of people like us, letting us join in normal schools itself is big. For some of the people with disabilities I met later in my life, their parents had to beg normal schools to take them. Even though we were only physically disabled, many people still think we should be in special schools with those [autistic] children or [intellectually disabled] children. So, for me I feel I was in an inclusive system to a certain extent - honestly. But coming from America, if you see from there, it was not inclusive (with a harsh tone in the voice) and you must not bring that definition here. We must consider our local problems and define inclusion as to what best suits for our communities. I don't think one definition will fit everyone.

According to the BEST model (Bronfenbrenner, 1994), the different events that occur across a person's lifetime impact their development and these changes within the participants' ecosystem are analyzed under the chronosystem; this impact is directly reflected in the participants' comments about gender-related challenges when attempting to access SPE opportunities. Most of the participants (N = 16) agreed that it was harder for women with disabilities to access SPE opportunities regardless of their school status. In almost all responses related to her access to the world around her, Geeta referred to her mother's role and also expressed that,

> It was very restricting, just for a fact that I was treated like an extra task by

> anyone outside my mother. Me being a girl [had] a huge impact on my ability to play and be about and around things. If I ever saw a boy my age with a disability like mine, they moved around their spaces more freely. And I don't think starting to have periods helped the situation more…. you know how the toilets are in India outside our homes. So, moving out of home [to address personal and toileting needs] and thinking of anything beyond studying was not on my mind.

In Leela's words, gender impacted most of her decisions related to interacting withpeople outside her house:

> It was much harder I believe... As a girl, I don't have the same protections and liberties to go as other men in my age group do. I have to think a hundred things first. So yeah, even if there was a chance, it would have been so hard to take it up.

Vydehi echoed the impact her gender had on her participation in the community, including in SPE. The need to protect or insulate her as a female were evident in her comments,

> Yes, gender plays a huge role. Because being a girl, I am raised more guarded. I can do this; I can't do that. There are hundred things that are placed on me under the pretext of protecting me. First of all, sport is a rare concept in India and here you are asking about people with disabilities and sports (laughing loudly). On top of it, I am a girl. Beginning menses was another huge blow to me personally. Post that time, I became more immobile. So, it never ever came to anyone's mind!

The response of multiple male counterparts corroborated the perspective of the female participants. Hriday's response to the chronosystem question asking if his gender

impacted his access to sports resulted in the following remarks:

> I think it was a big deal, the gender aspect. I have two younger sisters who did not have disability. Yet, they played very little because we come from an orthodox background and sports for girls is an absent concept. For the same reason, I can't imagine a girl from my background also having a disability. Her life would be tougher than mine, any day.

Two male participants, however, expressed that the thought of gender impacting sport access never crossed their minds. In Venkatesh's words, "I think disability in itselfis such a bad thing to happen to people like us at such a young age. For me, gender is a thought that never came to my mind even when I tried to play." Sarvesh expressed similar remarks as he shared his thoughts on how gender impacted access to sports,

> Today I think there is a lot of talk about gender, men and women, rights and such topics. Growing up, such thoughts about the opposite gender never came into my thoughts at all. Now if you ask, I feel all Indians who have disabilities like us face the same problems.

Missing Support Systems

The participants identified the theme of missing support systems when discussing access to and participation in SPE experiences. Within this theme, two primary issues arose as subthemes, which were negotiating government barriers to access SPE, and the critical absence of local opportunities for SPE. Within these two subthemes, participants expressed helplessness in pursuing sporting activities, even beyond their school years.

Negotiating Government Barriers

In questioning the participants about SPE opportunities and accessibility, participants spoke of federal, state and local changes that exist on paper but have yet tobe experienced in real time. In elucidating this, Vydehi shared her experiences with the federal *Accessible India Campaign*,

> Have you seen that app for *Accessible India Campaign*? I did. It doesn't work. When that campaign was launched, and the newspaper article said I could clickthe picture of any public place that was not accessible and that place would be fixed, I believed it. Only when I tried it and I could not upload a photo or reportthe error, [did] I realize I got excited too soon.

Geeta shared a similar story when she spoke about her challenges attending temple. She expressed her anguish about how she has not been able to enter a temple since she no longer moves on the floor using her arms and uses a wheelchair now which prevents her from accessing temple spaces freely. She said:

> I go to the temple and wait near the gate and the priest comes down to give me the prayer offerings. Don't I deserve to go to a temple? Where is all that *Accessible India campaign*? If I am a citizen, is it not my right to feel a part of the society?

Further complicating life matters for PwPD is that all Indians with disabilities must acquire a disability certificate that documents the extent to which they are disabled based on a government calculation. However, almost all the participants shared that the percentage of their disability documented on their certificate was arbitrarily entered; this assessment of their disability stands in contrast to the detailed orthopedic and neurological assessment defined in the government guidelines. All participants described

the process of acquiring a disability certificate to be eligible for government schemes and financial assistance as an arduous task that is often framed within the context of bribery, corruption and abuse. Sarvesh's comments reflect the sentiments shared by many:

> It is funny that you ask about government interaction. In Nampally, there is the disability welfare office. [If you] go there and see you will understand. I don't know how the disabled people that work there are chosen for those jobs, but they are rude and arrogant. It is corruption everywhere. If you have to meet someone in a public office, you have to have a connection or pay your way through it.

Critical Absence of Local Opportunities

When asked about access to SPE at the community level, participants strongly emphasized the absence of disability sport opportunities. In expressing their thoughts about the current status of community level programming, participants highlighted the barriers created by limited support as well as the critical absence of opportunities. Sreshta shared how the how minor changes to support could have a critical impact on accessing SPE at the community level,

> I can simply say there is nil access if you don't have friends that love to include you in their lives. It is super lonely that way as friends move on to other stages in life, access to sports also slowly shut down for me ma'am. I don't have any access here at the community level.

Venkatesh's comments also shed light on the importance of non-governmental organizations (NGOs) in creating support for community level access and opportunities. He shared,

> I have zero access at community level. If NGOs are not working in these spaces, we have nothing going on from the government. As a disabled person, I want to play cricket. What is the network available for wheelchair cricket? [There is] no network… [and] grounds are not accessible.

Geeta echoed how inaccessibility is a part of the missing support system. She commented on her experiences of being denied entry into a swimming pool area she wished to access along with her children:

> [Support is] nothing at all. We still have to struggle so much. We have to depend on people to help us. I am in-fact prevented from participating when I want to go play along with my kids. According to them [the pool attendants/owner], I am a risk. When I am a paying member, can't they create options to ensure my safety? Why can't the lifeguard who is there for others be made available for me too?

From the analysis of the interview responses within this phenomenological research, it was found that: (a) the lack of information about SPE among family and community members is disempowering the participants from accessing sports at both school and community levels, (b) participants' school administrators and teachers were unaware of pedagogical methods that could be used to include students with physical disabilities in sports classes, (c) women participants with disabilities face more barriers when pursuing SPE opportunities, and (d) limited support for SPE as well as the absence of SPE opportunities created additional barriers for the participants.

CHAPTER V

DISCUSSION

Within this chapter, a discussion of the lived experiences of PwPD is provided based on the results of this study. Additional information, specific to the findings of the current study, is also presented in the following subsections: (a) discussion, (b) suggestions for future work, (c) conclusion.

Discussion

BEST serves as a framework through which interactions in between smaller units of human development can be analyzed in depth to better understand the multiple systems that surround the individual (e.g., PwPD) while also factoring in the overarching effects of social progress and evolving socio-political and cultural influences. For example, the indirect interactions experienced by a PwPD may not be directly influencing their lives. However, when viewed from the tenets of BEST, some factors can be better understood despite their indirect presence within a person's life. BEST identifies four stages that explain how a person can undergo effective development over their lifetime.

Applying to the current study, BEST posits that (a) a PwPD must engage in regular SPE activities, (b) SPE activities must take place "on a fairly regular basis, over an extended period of time" (e.g., few times a week and the activities must be planned to operate for afew months), (c) SPE activities must take place over a long enough period of time to become "increasingly more complex" (i.e., programming must increase the task complexity as the PwPD advances their sport specific skills), and (d) SPE activities must

involve long-term reciprocal relationships in the form of peer mentoring, group trainings and teamwork. Further discussion in this chapter proceeds by individually answering each research question using themes generated from analysis of the interview.

Research Question 1: What are the SPE experiences of PwPD during the school-age years in TSS of India?

During school-age years and within the microsystem level, participants reported enjoying playing local games, some sports, and other physical activity opportunities with their siblings, extended family members, or with friends who lived close to their homes. With no specific instances of neglect or purposeful exclusion, participants' answers to not being a part of the sports (or games as they called it) classes however described a natural acceptance that as a student with a physical disability it was expected of them to sit aside during the games or sports period. Only two participants spoke of teacher encouragement for participation in physical activity with their peers; and only one participant reported of physical education as a curricular subject. Instead, a vast majority of participants (N = 17) did not refer to physical education being included as a curricular subject during their schooling.

The messages shared by the participants across the themes of participation contingent on others, and the negative impact of limited awareness and knowledge addressed this first research question. Overwhelmingly, the SPE experiences of PwPD during school-age years were largely dependent on how 'convenient' and 'possible' their participation could be within the existing practices in the schools (both public and private). While some teachers were encouraging of their participation 'along with

everyone else', participants' experiences were predominantly sympathy-driven instead of being guided by best practices, school policy, legal frameworks, or the training of teachers in inclusive pedagogy. This finding is consistent with the work of Das et al. (2013), who reported through their research that Indian schoolteachers were unaware of the principle for inclusive education and strategies that can support their classroom pedagogy demands, and by the fact that neither Telangana State nor Andhra Pradesh state have a policy for providing SPE designed for PwPD in schools within the states.

In describing SPE experiences, the participants focused on progressing academically within the school systems, accepting their realities, Karma, and feeling invisible among their peers without disabilities; with the unique exception of when participants spoke of experiences in school activities when they had to be visible as being included (e.g., Independence Day parades and other public functions where politicians and bureaucrats from the Government are attending). These findings are consistent with the work of Coates and Vickerman (2008), who reported that students with disabilities often felt unaccepted and left behind because of inaccessible spaces and materials used in classes. Responses to questions about sport participation also reflected a pattern of natural acceptance by the participants that because they could not play, they sat out of those class periods. This sentiment was prominently noted among the current study's participants who used wheelchairs for movement and among female participants. Further three female participants mentioned significantly reduced physical activity participation after they began menstruating. This finding is consistent with what Kannabiran (2015) elaborately describes as the 'triple threat' of being a woman with disability in India,

noting that access to all opportunities is further restricted to women in India because accessibility and safety are not being considered in designing welfare programs.

Within the mesosystem that connects the participants' parents with teachers, interactions were reported to be focused on ensuring that they were admitted to the school, rather than equitable participation or inclusion. Worth noting is that all female participants in the current study spoke highly of their mothers and the role they played in their early years to protect and provide them the best health and education that was possible. This result resonated with the findings of Rao (2018) and Srinivasan and Karlan (1997), who highlighted the role of a parent in the life of a child with disability and how the child is impacted by their constant presence. In speaking of their parents, participants expressed parental fears of injury, a lack of encouragement, and an indifference to participation within SPE. These findings align with previous SPE research that has highlighted parental fears as well as the importance of parental involvement to improve the physical activity levels for all children (Hohepa et al. 2007; Stoner et al. 2006). Parents of CwD, with knowledge about how SPE can impact their child's health outcomes, motivate their children to engage in regular SPE activities (İlhan, 2009).

Research Question 2: What are the SPE experiences of PwPD beyond the secondary school in TSS of India?

Beyond the school-age years, participants spoke about access to information about sports for PwPD through social media and other internet-based sources; mentioning that disability related sports news is still largely absent from the sports pages of many popular newspapers. This finding is consistent with work from Chennapragada and Jain

(2020), who reported that Indian newspapers focus on inspirational content on an infrequent basis, rather than on community-based programming on a regular basis.

Participants described the absence of disability sport programs at the community level, even in urban areas like Hyderabad, Telangana State. While participants acknowledged that information is becoming increasingly available on the internet, they expressed disappointment at the complete absence of information regarding programming in the TSS. This challenge is further complicated by the lack of accessible sport arenas that are open and affordable to the citizens with disabilities. This finding is consistent with the narrative storytelling of Purushottam (2020), who described his experiences of being a wheelchair user and pursuing sports in India. He described the ordeal of navigating inaccessible stadiums and experiencing repeated violations of the RPwD Act of 2016. Further, participants complained about the lack of sport opportunities available to them as adults, which did not allow them to move at least as much as they did as adolescents.

Similar to the findings of other researchers (e.g., Jaarsma et al., 2014), inaccessible transportation, lack of community-based programming, and an absence of professionals trained to work with individuals with disabilities were factors repeatedly mentioned by participants. In circumstances of an SPE accomplishment, participants expressed that family and community members often made more of their achievements than they would have for a similar achievement made by their peers without disabilities. According to them, this reaction from family and community members was based on *sympathy*. In circumstances of ridicule, participants spoke of family and community

members who questioned their engagement in sport as an unnecessary health risk. Similar sentiments were shared by Rao (2018) in her review of research literature concerning PwD and their interactions with their families within the global south context. Rao reported how Indian CwD are valued members within their families, and how their self-identities were influenced by how well they were accepted within their families. Her research also amplified the voices of families from East Indian regions where families expect visitors and guests to embrace their child's full participation in family and community life.

Across the chronosystem, through which participants navigated their post-secondary years, it appears that limited social systems that promote sport opportunities, a lack of awareness within the communities where they resided, and challenges such as unemployment have impacted the participants access to sports that are accessible and/or designed for them as PwPD. Having never had SPE as an integral part of their lives, participants expressed their inability to build sports into their daily routines as adults because they believed it was too late to learn a sport.

Research Question 3: What factors, if any, made it easier for PwPD to participate in SPE?

In his book, *Disability as Diversity: An Alternative Perspective*, Ghai (2018) specifically mentioned the role of family and community members in improving access to public transport, education, employment, safe living, and so on for PwD. Participants in the current study echoed those sentiments as they described the presence of friends as well as their friends' enthusiasm to include them as a major reason for their access to play

and games during their childhood years. Participants who completed their schooling in rural areas of the TSS of India spoke of teachers who encouraged them not to sit on the sidelines. While they did not provide curricular instruction specific to fitness and sport skills, the teachers often encouraged participants to make ‘whatever possible efforts’ to stay physically active. The few participants who did receive encouragement from their teachers spoke of their SPE experiences during school-age years positively. The other participants who did not receive such encouragement from their teachers were dissatisfied that they could not participate in their classes with peers. These findings areconsistent with the work of Columna et al. (2017), who reported negative physical education experiences when the participants’ physical educators did not have the knowledge to teach them appropriately.

Specific to parents, participants reported that parental encouragement to play with their friends was one factor that enabled participants to engage in games and activities with their peers. Further, a few participants reported that their parents emphasized the importance of staying physically and mentally active. Participants identified supportive friends, caring parents and family, encouraging teachers, and their own ability to make friends as factors that enabled them to pursue SPE activities along with their peers without disabilities. The critical role played by parents and teachers in enabling physical activity access to a child with disability is well established (e.g., Columna et al., 2017; Pitchford et al., 2016; Stuart et al., 2006;). It is important to note, however, that the four participants who shared positive SPE experiences during their school-age years were all ambulatory (not wheelchair users). The exosystem interactions surrounding a PwPD

within this research clearly demonstrate how family, friends, and supportive teachers play a major role in motivating PwPD to improve their own lives, though sport and physical education opportunities were not emphasized as a means for improving one's life.

Research Question 4: What factors, if any, made it difficult for PwPD to participate in SPE?

All of the participants indicated that limited awareness and knowledge as well as missing support systems negatively impacted their SPE experiences. Organized sport participation, regular sport training, and competition opportunities were all but absent in the lives of all the participants during their school-age years and into adulthood. Teachers and school administrations were unaware of the ways in which a student with disability could be encouraged to engage in SPE opportunities, which is consistent with previous research focused on teachers and students with disabilities (e.g., Conroy, 2012). Specific to India, Madan (2018) note the critical importance of collaboration and communication between teachers, school administrators, and policy makers when designing inclusive education practices and developing teacher training programs to prepare Indian teachers to work within this growing space. Within the same research, he discusses some of the factors that may be impacting Indian teachers' lack of interest in learning about inclusive pedagogy, which include a poor psychological and sociological understanding of disability, a shortage of appropriate reading and teaching materials that can support their inclusive education efforts, and a lack of knowledge on how to work with persons with different/multiple disabilities.

Barriers unique to the urban participants in this study were feelings of being left-out or being made to believe that their participation in SPE situations (e.g., games classes, sport competitions or inter-school sporting events) could lead to a risk for injury. The urban participants also shared experiences of studying in schools where inaccessible infrastructure (e.g., classes in upper floors with no elevators and no availability of wheelchairs) prevented them from moving once they were 'placed' in their classrooms by their mothers or family servants who were assigned to be their '*legs*' while at school.

Each of the participants noted the influence of their parents' profession on informing and shaping their parents' knowledge and encouragement to participate in sports activities (Hunter, 2009). For example, the father of one female participant worked as a dairy company supervisor and he held a desk job. Not having had sports present within their microsystem, the participant felt her father's professional background didn't expose him to any sports information that might make him think sports would be good for her health. Another male participant, who self-identified as an upper middle-class person with good financial stability during his school-age years, explained how his dad's career as a politician prevented him from being able to move freely and be seen in the community using his government-provided mobility devices. As a public personality, his father did not like him to be moving around in the community using a hand cycle, which is commonly used in Indian towns and villages where community space have reduced accessibility. This perceived restriction, placed on him by his dad's profession, further restricted his mobility and participation in sports participation that was never expected or encouraged by his father.

All but two of the participants agreed that gender was a significant factor influencing their ability to pursue SPE activities during and beyond their school-age years. In line with this result are the conclusions drawn by (Anderson et al. 2008), who reported that being a woman with disability was a "double whammy" and it was difficult for them to liberate themselves from the "disability ghetto" (p. 184). In exception to two participants (who believed gender was not a variable that impacted them), all other participants (N = 16) agreed that men with physical disabilities are more able to freely engage in the community-based disability sport programs within the TSS of India. The sentiments share by the participants reflect the findings of a 2011 United Nations report, which described 'double discrimination' as the experiences of women with disabilities — 93% of whom around the world do not have access to sports. Participants further elucidated reasons for why Indian women would be reluctant to pursue SPE opportunities, which included the unavailability of accessible toilets for women, and the lack of measures taken to provide safety and security for women who are interested in the SPE opportunities. These sentiments are in line with the criticisms raised by Chaney (2020) in his investigation of the Indian government's attempt to implement the United Nations Convention for Rights of Persons with Disabilities (UNCRPD) in India. Using the term *policy pathologies*, Chaney lists six factors that continue to deny advancement of disability rights in India. They are a lack of political will; inadequate resources; implementation gaps; weak regulation, monitoring and evaluation; inadequate data gathering on PwD; and a top-down government that has limited engagement with exogenous interests. While recognizing that the government was occasionally designing

laws and policies for persons with disabilities that existed on paper, participants express disappointment and negative feelings about having to interact with the government systems and officials to access their rights. All of the participants except two, who acquired their disability certificates through their educational institutions, spoke negatively about their experience of acquiring their necessary disability certificate. As PwD in India, they are 'unseen by their government' (Gupta et al., 2020). Further, as purported by Begon (2015) the choices they make as PwD are not always a consequence of free choice but more of compromises that are dependent on their experiences, and that restrict their agency within a system.

Limitations of the Study

For this study, several limitations study should be considered in terms of generalizability and evaluation of the results. First, the PwPD were purposely selected from the TSS of India. As such, results of this investigation may not be generalizable to PwPD from other areas of India or Asia. Second, while the participants indicated being proficient in the English language, once interviewing commenced, some participants spoke in Telugu only. This preference may have impacted the translation and back translation processes that was utilized to bring the data to a uniform structure for analysis. Third, the study was geographically limited to Telugu speaking states, which may confine the findings to be relevant only to the Telugu sociocultural context. Fourth, the global COVID-19 pandemic disrupted the study for a period of one year and altered the data collection process. Due to the pandemic-related restrictions, originally planned focus group interviews could not be completed and the method was modified to collect data

through individual interviews only. These interviews were also changed from face-to-face format to video conferencing format due to COVID-19 restrictions. These changes may have had an effect on how participants responded and what the PI was able to observe during the interviews (e.g., changes tone or behaviors when responding). Finally, disparities in access to and quality of technology became evident as the researchers and participants adjusted to the constraints of conducting research during the COVID-19 pandemic. These disparities may have impacted the research process to draw conclusion about the phenomena being researched.

Conclusion

As evidenced by the results of this study, PwPD in India are very limited in their access to SPE opportunities within their schools and at the community level. However, with the assistance from family members and supportive community members (including teachers) at the microsystem levels, PwPD are engaging in the available opportunities for SPE participation. Within this research, it was evidenced that these supportive systems exist more in schools within rural regions in TSS of India than urban. It appears there is a critical need for the governments of both the States to develop policies that will improve personnel preparation programs, prioritize accessibility projects in schools, and raise awareness among the state's population about PwPD engaging in SPE activities. In conclusion, in contextualizing the findings from this research to improve SPE opportunities for PwDs, the government entities and communities must be willing to look beyond financial incentives and public displays of support that are perceived as

disingenuous by PwD and consider PwDs as full citizens with the right and potential to engage in SPE opportunities for their own fulfillment and health.

Recommendations for Future Work

Based on the results of this study, which is a first-of-its-kind study conducted in India, there are multiple recommendations for future work specific to SPE participation for PwPD:

1. Future researchers should replicate this study with a more expansive group of Indian women with physical disabilities engaged in sports and physical activity. Ruddell andShinew (2006) studied socialization through sport for women with physical disabilities and identified important factors that influenced women's access to sport inthe communities where they lived. Similar research within the Indian context can provide insights to develop impactful community programs.
2. Future researchers should further investigate the parental influence on sport participation among Indians with disabilities. Similar to work by Columna et al. (2017) who concluded that involving parents early into physical activity programming would benefit children with visual impairments, researchers shouldinvestigate the impact of early parental support for SPE participation for PwPD inIndia.
3. Zabriskie et al. (2005) reported that community based adapted sport programs have positively impacted the quality of life for individuals with disabilities. Similarly, future research should investigate the factors

contributing to successful community-based sport programs for PwPD in India.

4. Considering India's multicultural, and multilingual context, future researchers shouldconduct intersectional research inclusive of public health, health economics, gender rights and sports within the country. Intersectional research within these areas can generate outcomes that can potentially inform research within other culturally diverseand developing countries similar to India.

Practical Recommendations for Promoting Adapted Physical Education in India

Based on the results of this study, the following recommendations are being made for physical educators in India with interest to teach PwD how to play sports and pursue activities to promote healthy living goals:

1. Teachers can seek information from students with disabilities or their families onsports or physical activity opportunities that they may be interested in. Based on this information, inclusive physical education activities can be designed by referring to the works of Barber (2016), Coates and Vickerman (2010), Grenier (2006), and Heck and Block (2019).
2. For promoting diversity and inclusion within physical education spaces with emphasis in adapted physical education, school administrators in Indian special schools can consider recommendations like: (a) reducing physical education classsizes through varied scheduling, (b) providing

adapted equipment for their teachers, and (c) providing teacher assistants (Hodge et al. 2004). Hodge et al. (2009) also recommended increasing professional preparation opportunities and assessment of teachers' needs at district levels to promote inclusive physical education.

3. The critical role of familial support for students with disabilities to pursue sports is prior established within inclusive physical education and disability sport literature. The need for more interaction with physical activity professionals to learn how to encourage their child to pursue sports and improved opportunities to engage their child with disability in physical activity are two critical findings thatcan well applied to the Indian context based on the findings of this study. It is recommended that physical educators within this context in India must increase their interactions with parents of CwD in schools and pursue creative avenues (Blinde & McCallister, 1998) to improve their sport participation (Columna et al.2019).

As evidenced by the results of this study, PwPD in India are very limited in their access to SPE opportunities within their schools and at the community level. However, with the assistance from family members and supportive community members (including teachers) at the microsystem levels, PwPD are engaging in the available opportunities for SPE participation. Within this research, it was evidenced that these supportive systems exist more in schools within rural regions in TSS of India than urban. It appears there is a critical need for the governments of both the States to develop policies that will improve

personnel preparation programs, prioritize accessibility projects in schools, and raise awareness among the state's population about PwPD engaging in SPE activities. In conclusion, in contextualizing the findings from this research to improve SPE opportunities for PwDs, the government entities and communities must be willing to look beyond financial incentives and public displays of support that are perceived as disingenuous by PwD and consider PwDs as full citizens with the right and potential to engage in SPE opportunities for their own fulfillment and health.

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APPENDIX A

List of UGC-Approved Journals to Publish Physical Education Research withinIndia's Higher Education System

Table 6

List of UGC-approved Journals to Publish Physical Education Research within India's Higher Education System

Print ISSN	Title	Publisher
1091-367X	Measurement in Physical Education and Exercise Science	Taylor & Francis
0273-5024	Journal of Teaching in Physical Education	Human Kinetics
2247-8051	Journal of Physical Education and Sport	University of Pitesti
1356336X	European Physical Education Review	North West Counties PE Association
1740-8989	Physical Education and Sport Pedagogy	Taylor & Francis
0379-9069	South African Journal for Research in Sport, Physical Education and Recreation	University of Stellenbosch
2456-0057	International Journal of Physiology, Nutrition, and Physical Education	AkiNik Publications
2456-2963	International Journal of Physical Education and Sports	Benaras Hindu University
2285-777X	Series Physical Education and Sport/Science, Movement and Health	Ovidius University
2455-8958	International Journal of Adapted Physical Education & Yoga	RamaKrishna Mission Vivekananda University, Coimbatore
1740-8989	European Journal of Physical Education	Taylor & Francis
0730-3084	Journal of Physical Education, Recreation and Dance	Taylor & Francis
2409-1952	European Journal of Physical Education and Sport	Academic Publishing House Researcher
	International Journal of Physical Education & Sports Sciences	
	International Journal of Fitness, Health, Physical Education and Iron Games	
	European Journal of Physical Education and Sports Science	

APPENDIX B

Adapted Physical Activity Taxonomy & Strength of Recommendation Taxonomy Evaluations

Table 7

Listening to the Voices of Students with Physical Disabilities: Experiences in the Physical Education Classroom (Blinde & McCallister, 1998)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 3 Recommendation A	Qualitative research study, interviews used as data collection method, and content analysis used for data analysis.	Participants were 20 students (17 boys and 3 girls) with average age of 12.85; 15 with congenital physical disabilities and 5 with acquired disabilities after birth. Different disabilities in the participant groups.	The purpose of this study was to examine the physical education experiences of children with physical disabilities.	Limited participation in activities and negative emotions were two major themes identified through content analysis of the interview responses. Teachers did not modify activities to include participants in the class and negative responses from classmates limited participation. Six recommendations were made by the authors to improve physical education experiences of students with physical disabilities in physical education classes.

Table 8

Still feeling like a spare piece of luggage? Embodied experiences of (dis)ability in physical education and school sport (Fitzgerald, 2007)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 3 Recommendation B	Qualitative study using focus group interviews conducted on school premises for data collection and constant comparison method for data analysis.	All participants were boys and focus groups were conducted in their school premises.	The purpose of this study was to investigate the embodied experiences of young students with disabilities within school sport and physical education contexts.	Four thematic areas were identified from the results: (a) activity status, (b) embodying difference through the habitus, (c) legitimate participation and attaining capital, and (d) the physical education teacher as a nurturer of ability. The author recommended physical educators look at physical education and sport context from the perspective of the youth with disabilities; suggesting that the students have a well-developed understanding of their teachers' and peers' reactions and interactions in physical education.

Table 9

Inclusive Physical Education from the Perspective of Students with Physical Disabilities (Goodwin & Watkinson, 2000)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 2 Recommendation A	Hermeneutic phenomenological study involving focus groups, visual recordings and field notes for data collection. Qualitative data collected was analyzed using semiotic clustering analysis, line-by-line analysis and symbolist analysis.	Participants were nine elementary school students (6 males and 3 females) from grades 5 and 6, whose average was 11 years and 1 month. Research setting was a week-long summer camp for children with physical disabilities though the data collected was specific to physical education.	The purpose of the study was to add the voices of students with physical disabilities to that of teachers, parents, classmates, administrators and researchers in the discussion of inclusive physical education.	Multiple analyses of the data resulted in creation of themes under 'good days' and 'bad days' for students with physical disabilities within inclusive physical education spaces. Bad days where characterized by (a) social isolation, (b) restricted participation, and (c) the questioning of competence. Good days were characterized by students reports of experiencing (a) sense of belonging, (b) shared benefits, and (c) skillful participation.

Table 10

Exploring Experiences of Physical Activity in Special School Students with Cerebral Palsy: A Qualitative Perspective (Li eta. 2010)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 2 Recommendation A	Qualitative research study based on the Physical Activity for People with a Disability (PAD) theoretical framework that used semi-structured interviews for data collection. Content analysis procedures were used for data analysis.	Eight students (3 males and 5 females) with CP; aged 11 to 16 years (M = 14.4). Research setting: Special school campus.	The purpose of the study was to gain deeper insight into the physical activity experiences (in and out of school settings) of special school students in Hong Kong.	Four common themes of experiences were identified from the data: (a) sedentary behaviors, (b) enjoyment, (c) motivations, and (d) barriers. Authors argued the study proved there was a need for: (a) educating adapted physical activity experts, (b) early physical activity programming for students with CP; (c) creating an inclusive social atmosphere, (d) more sport events, and (e) attention to be paid to the use of personal supports from professionals, parents and physical educators to improve participation in physical activity.

Table 11

Sitting and Watching the Others Being Active: The Experienced Difficulties in PE when having a Disability (Bredahl, 2013)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 2 Recommendation A	Existential-phenomenological explorative study using semi- structured interviewing for data collection. Data analyzed using "meaning condensation" method.	Participants were 20 Norwegians selected using purposeful sampling from these categories: (a) individuals with physical and visual disabilities; (b) congenital, acquired abruptly or gradually; (c) gender; and (d) age (18-23 years, 24-40 years and 41-65 years).	The purpose of the study was to explore participants' experiences of participation in physical activity (lived experiences).	Three common themes emerged from the data. They were: (a) experiences of not being included, (b) experiences of failing, and (c) experienced of not being listened to. Authors noted that the number of negative experiences reported from physical education experiences, was significant, and that none of the positive experiences reported originated from physical education; this warrants further research.

Table 12

Barriers to and Facilitators of Sports Participation for People with Physical Disabilities: A Systematic Review (Jaarsma etal., 2014)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 1 Recommendation A	Mixed-methods research study that used questionnaires, semi-structured interviews of health professionals and data analyses procedures used were (a) Chi-square test, (b) McNemar test, (c) A Mann Whitney U Test, and (c) Thematic analysis. Data saturation for interviews was noted at the 14th interview.	Participants were 30 children, 38 parents, and 17 teachers and health care professionals.	The purpose of this study was to explore the barriers and facilitators of sport participation for children with physical disabilities from perspectives of children, their parents and their health care professionals.	All total, 96% of participants were active in sports at school, and 77% were active in after-school sport programs. Disability and associated fatigue were identified as the critical personal factors impacting sport participation. Health, fun, social contact, family support, internal motivation and strength were facilitators to sport participation; while a lack of sports facilities, transportation challenges, dependency on others, lack of acceptance, and a shortage of information about programs were barriers to participation.

Table 13

The Perceived Benefits and Barriers of Sport in Spinal Cord Injured Individuals: A Qualitative Study (Stephens, Neil &Smith, 2012)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 3 Recommendation A	Face to face interviewing was employed as the data collection method. Inductive generalization was used to analyze the data.	Participants were 7 adults with spinal cord injuries (SCI). Ages ranging from 26 to 49 years with time from injury ranging from 4 to 33 years.	The purpose of this study was to explore what individuals with SCI perceive to be benefits of becoming involved in organized sport and identifies the barriers to participation.	Benefits of sport for individuals with SCI were socialization, self-worth, physical challenge, and emotional benefits. Barriers to sport were organizational, medical, emotional, a lack of available information, and views held by others. Health promotion must become a part of the rehabilitation process for individuals with SCI.

Table 14

Perceived Barriers to and Facilitators of Physical Activity in Young Adults with Childhood-Onset Physical Disabilities (Buffart et al., 2009)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 2 Recommendation A	Qualitative study based on the physical activity for persons with disability (PAD) model using focus group interviewing for data collection. Systematic examination of the verbatim transcripts was used to identify the themes,	Participants were 16 young adults (12 men and 4 women) between the ages 18- 30 years of whom 8 participants used wheelchairs for mobility.	The purpose of this study was to explore the main barriers to and facilitators of physical activity in young adults with childhood-onset physical disabilities	Notable results (i.e., barriers) from this study were the of lack of professional support, challenges associated with accessing/get to the sport programming, feeling ashamed, and a lack of motivation. Some of the key facilitating factors for PA participation were feelings of fulfillment, goal setting, rewards, enjoyment and the forming of healthy lifestyle habits.

Table 15

Meaning of Sport to Adults with Physical Disabilities: A Disability Sport Camp Experience (Ashton-Shaeffer et al.,2001)

Strength Level & Recommendation Level	Research Method	Population	Purpose	Summary of Results
Strength 1 Recommendation A	Qualitative research That used grounded theory approach to collect data using semi-structured interviews positioned within the interpretive paradigm. Constant comparison technique was used to analyze the data along with the grounded theory approach.	Participants were 15 participants (9 male and 6 female) with ages ranging between 20-50 years with disabilities including spinal cord injuries, amputations and congenital disabilities.	The purpose of this study was to investigate the attitudes of men and women with physical disabilities toward their participation in a disability sport camp.	Three major themes were identified: (a) surveillance and self-policing of their behavior, (b) resistance to this surveillance, and (c) feelings of empowerment rising out of resistance and group solidarity. The normalizing expectation that individuals with disabilities would be sedentary and non-participative created situations of resistance in sport camp activities. In spite of these issues, increased self- confidence, positive sense of self, and opportunities for friendship emerged as benefits of camp participation under the empowerment theme.

APPENDIX C

Recruitment Flyer


RECRUITING PARTICIPANTS FOR RESEARCH
TOPIC
Sport and Physical Education Experiences of Persons with Physical Disabilities
Are you a person with a physical disability?
Did you pass high school between 1995 and 2016?
Can you converse in English or Telugu languages?
If you answered yes to the above questions and are willing to participate in a research study, please contact
PADMINI CHENNAPRAGADA
@ +91 94915 00482
Participation in this study is only voluntary.
No identifying information will be collected from you during this research study.
You will participate in one online interview session with the researcher (Time Commitment: not more than 1 hour)
All the data will be audio recorded and used for data analysis only. Recordings will be stored in a secure drive and deleted after the completion of the study.

APPENDIX D

Biographical Survey

Biographical Survey

1. Please enter your full name (Given Name, Surname) _____

_____

2. Enter your Date of Birth in (DD/MM/YYYY) _____

3. Please circle one of the following that indicates how you identify for gender:

Female Male Trans man Trans woman Prefer not to identify

4. Primary language spoken at home: _____

5. List all languages you speak fluently: _____

_____

6. What is the disability you have? Please describe in your own words. Also providethe percentage of disability that is recorded in your disability certificate.

_____

_____

_____

_____

7. What is your current employment status? Please circle one of the options below.

Unemployed	Government Employee (State)
Private Employee	Government Employee (Central)
Business Owner	

a. If you selected unemployed as your response to Question 6, please provide details regarding your primary source of income: _____

_____

_____

8. What is your highest level of education completed? Please circle one of theoptions below.

Bachelor's Degree	Master's Degree
PhD	Diploma
High School Certificate	Did not complete high school education

9. If you have to use any orthotic or prosthetic support to participate in physicalactivity, please describe them here

_____

_____

_____

_____

10. Did you play sports when you were a student in school? Yes No

11. Did you have physical education classes in your school? Yes No

12. Were you included in the physical education classes in your school? Yes No

APPENDIX D

Interview Guide

Interview Guide

1. **MICROSYSTEM:** Family, Classrooms, Religion, Peer Groups:

a. Can you share with me about your experiences playing sports with yoursiblings, family members, or friends during your school-aged years?

b. Did you participate in physical education classes at your school? Were you inthe classes with your friends?

c. If so, can you share with me about those classes?

i. Did the classes include your peers without disabilities?

ii. What was the physical education program like?

iii. How were your classmates supportive or not supportive of your PEparticipation?

iv. How do you feel the physical educator helped you, as a PwD, learn inphysical education?

v. How did your physical education classes impact your participation insport during your school years?

vi. How did your physical education classes prepare you to be physicallyactive as an adult?

d. Specific to sport participation, can you share with me how you felt treatedcompared to your friends/peers without disabilities?

i. Compared to your friends/peers with disabilities?

e. How were your parents supportive or not supportive of your PE participation?

What about your siblings or other family members?

f. How do you think the religion you followed at home impacted your participation in PE at school?

2. **MESOSYSTEM:** Interactions between microsystems components:

a. Did you have friends who went to school with you who also lived close to your residence? If so, how did having that friend nearby impact your sportparticipation?

b. What about other friendships with peers who did not live close to you? Were those friends supportive or not supportive of your SPE participation?

c. What role did your religious community play in your access to sports?

i. Prompts regarding sport as a part of the annual cultural fests. Oropposition to sport participation?

3. **EXOSYSTEM:** Parent workplace influences, Mass media, School Policies,Healthcare, Family systems interactions:

a. Can you share with me about the role your parents played in your sportparticipation while you were a student?

i. Did you feel your parents' profession influenced their support for youto play sports? If so, how?

b. What do you feel were the main supports or facilitators to your sportparticipation?

c. What do you feel were the main challenges or barriers to your sportparticipation?

d. Did your school policy allow your participation in sport along with your classmates?

e. If you had an injury while playing sports, did you or your family have accessto a doctor

who could immediately treat and monitor your injury?

f. As a person with a physical disability, how do you feel you were treated among your relatives (e.g., siblings, cousins, aunts/uncles, grandparents, etc.)?How were your relatives supportive or not supportive of your sport participation?

4. **MACROSYSTEM:** Political System, Governance, and Educational System:

a. Growing up, what laws or policies were you aware of that supported yourrights as a person with a disability?

b. How were disability rights or related topics discussed around you growing up?

By family members? Community members?

c. How did you feel your education system was inclusive of you as a person withdisability?

d. As it relates to accessing the provisions available for PwD, what were yourinteractions with government agencies or officials?

5. **CHRONOSYSTEM:** Societal Customs, Overarching Values, Changes in Laws:

a. During your school years and beyond, what changes did you see in thecommunities where you lived with regard to accessibility?

i. How did that impact your participation in sport as an adult?

b. Can you share with me about your access to sports at a community level?

c. What role do you think your gender played in your ability to access sport at school or in the community?

d. What do you believe are/were the expectations of your parents regarding your participation in physical activity and your maintenance of overall health?
e. What do you believe are/were the expectations of community members regarding your participation in physical activity and your overall health?

APPENDIX F

Guide for Transcription Conventions

1. Usage of terms like *madam, ma'm,* and adding a suffix *-ji* or *-garu* at the end of the researcher's name is a common linguistic practice in India. During transcription, if these terms were used repeatedly due to respect (which occurred in some cases), the repeated words were removed from the transcript and the wordwas retained in the sentence only once.
2. All local names for indigenous games were entered into the transcripts in their original form and not translated to English language. This was to retain the 'richness' of the data that was being analyzed. Choosing different methods to preserve richness of the data is well established in qualitative research (Denzin &Lincoln, 1994; Duranti, 1997; Greer, 2003).
3. For translation of interview responses from Telugu to English and back to Telugu(by another expert) to ensure accuracy of data, Flaherty et al (1998) suggested theusage of a four-point scale. The four-point scale was used to create accurate translations of the interview responses when participants would prefer to give a response in their native language instead of English so that they could provide an authentic response
4. When participant responses exhibited patterns of code-switching (e.g., using Telugu terms like *aatalu* (games when translated to English) in place of sports and games, the rule was to enter the word 'games' into the transcript to maintainconsistency in the terms that were being used for analysis.
5. When participants code-switched Telugu or Hindi words in their interview responses, during the transcription, these words were marked to cross check their English translations with the participants when they reviewed their responses at alater stage.

6. Participants used the terms ‘games’ and ‘sports’ in an interchanging manner. At the end of the study, it was identified that the term ‘games’ was more frequently used than sports by a majority of participants.
7. The term ‘physical education’ had to be translated to its Telugu equivalent ‘bhauthika vidya’ for twelve of the eighteen participants.