CHAPTER-I

BACKGROUND OF THE STUDY

“Disabled people are not only the most deprived human beings in the developing world, they also are the most neglected” - Amartya Sen

1.1 INTRODUCTION

India being a federal nation state, the preamble of the constitution refers to the core objectives being justice, liberty, equality and fraternity for all the citizens of the country. This gives rise to the need of integrated society, a need to convert marginalized society into an integrated one, which can only be possible by inclusive education. Inclusive education aims to promote democratic principles and a set of values and beliefs relating to equality and social justice to all.

Education is a powerful instrument of social change and often initiates upward movement in the social structure. Thereby, helping to bridge the gap between different sections of society. Inclusive education has taken centre stage all over the world in recent decades, particularly in introducing educational reforms to prevent exclusionary practices. Inclusion has evolved over the past few decades as both a pedagogical strategy as well as a political means to challenge exclusionary look for the history policies, laws and practices in the educational system of countries. Inclusive education is a highly contentious issue fraught with debate and conflict; however, focus on it has produced a vast body of knowledge through research and teaching. More generally, social, political and economic inclusions of children with special needs are now a part of international human rights movement, which has been emerging and developing throughout the 20th century (Rioux 2001). Education for special needs children have become a matter of entitlement-a fundamental human right-rather than a privilege or charity.
1.2 EDUCATION OF CHILDREN WITH SPECIAL NEEDS – A CONCEPTUAL FRAME WORK

Indian Society is naturally more inclusive than segregationist in nature. Starting from Gurukul System to western model of day-care system efforts has been made to bring people in, rather than to keep them out. About 1.40 million (NIEPA, 2005) children with disabilities are in regular schools. Government of India has to accelerate the new scheme of inclusive education to achieve the target of Education for All (EFA) by 2010.

The last two decades of the 19th century had witnessed the knowledge and processes of educating the disabled children through Christian missionaries. The first school for the deaf was established in Mumbai in 1883 and the first school for the blind in Amritsar in 1887. At that time, it was believed that children with disabilities could not be educated along with normal children. Therefore, the education to disabled children was offered through special school. This trend continued early sixties of the last century with the help of some international agencies who developed programme of integrated education. Here children with disabilities were placed in regular school so that they could study along with their nondisabled ‘peers’. The integrated education adopted various models for service delivery. Presently the emphasis is on the need to provide education for all in appropriate environment with inclusive philosophy through inclusive education.

1.2.1 Characteristics of children with special needs (CWSNs)

Children with special needs would have varied needs depending on the type of impairment. For example, a child whose hearing is impaired will have different needs from those whose vision is affected. A child who has limited overall intellectual performance is different from a child who has specific learning disability. The characteristics of children with impairment are discussed further:

1.2.1.1 Characteristics of children with hearing-impairment

The hard of hearing (Children) are defined as those in whom the sense of hearing, although defective, is functional with or without a hearing aid. The hard of hearing are those with reduced hearing acuity either since birth or acquired at any time during life. Hard of hearing children have some residual degree of hearing and can be benefited
through amplification whereas deaf are those, who even with the best auditory training, cannot learn to understand speech mainly through hearing. Hearing impairment may be since birth or it may be acquired at any age in life. Accordingly we may classify hearing-impaired in the following two classes:

2. Adventitious hearing impaired.

It is important to know the age at which the impairment had occurred as there is a remarkable difference between the speech of the child born with hearing impairment and the child who reaches the age when he can produce and understand speech but later loses his hearing. So, for any child who had acquired speech before the loss of hearing, his whole communication and educational process will differ from the one born with impaired hearing, who had not heard any sound or speech. The important characteristics of children who have hearing impairments are:

- high pitched voice with slow and labored speech
- distorted or prolonged vowels
- abnormal rhythm and temporal patterns
- excessive nasality
- mis-articulations and improper consonant production
- monotonous voice
- very limited vocabulary
- lack of comprehension of complex words, words with multiple meaning, concepts,
- lack of exposure and experience to understand different situations and meaning according to context
- lack of ability to verbalize abstract feelings like hope, happiness etc.
- difficulty in understanding complex structure of language
- difficulty in
  - sentence construction
  - identifying gender, tense, number
  - use of verb with the subject
  - using adjectives, idioms
  - understanding abstract concepts
1.2.1.2 Characteristics of children with Visual Impairment

Visual impairment includes
(a) Total Blindness
(b) Partial Blindness
(c) Low vision

A blind person is said to be one who has visual acuity of 20/200 or less in the better eye even with correction e.g. glasses; or whose field of vision is narrowed so that the widest diameter of his visual field subtends an angular distance less than 20 degree. The fraction 20/200 means that the person sees at 20 feet what a person with normal vision sees at 200 feet. Normal visual acuity is 20/20.

Partially sighted are those whose visual acuity falls between 20/70 and 20/200 in better eye with correction. For educational purposes, the blind are those who are so severely impaired visually that they must be taught to read by Braille or by use of other methods like audiotapes & records. The partially sighted can need print even though they need to use magnifying devices or books with large print.

1.2.1.3 Characteristics of children with Locomotor Impairment

Children with locomotor disability along with other physical impairments are included in this category. Some of the locomotor impairments are:

1. Arthritis: Arthritis affects the joints but sometimes involves other systems of the body, such as vision. Affected joints, mostly the hands and feet become swollen and tender causing pain and restriction in mobility.

2. Cerebral Palsy (CP): Cerebral Palsy is a group of non-progressive disorders of posture and movement. This is caused by damage or injury to the developing brain. There are three main types of Cerebral Palsy, depending on the area of the brain damaged. Children usually have only one condition but they can also show a mixture of two conditions together. Major three types of Cerebral Palsy are:
   a) Spasticity: It involves rigidity of muscles and the movement is very jerky.
   b) Athetoid: It involves loss of function of muscle as a result of which the child is constantly moving his head and body.
c) Ataxia: There is tremor of small muscles and the gait is also scissor.

3. Muscular Dystrophy: Children with this disability are characterized by progressive weakness of all muscles where heart and lung muscles are affected by child attains the age of twenty. It can be fatal when the heart and lung muscles are affected. It is hereditary.

4. Spine Bifida: When bones of spinal column do not join completely around the spinal cord to form a column. Spinal cord at the site of the defect is exposed and nerves at that level damaged. There will be varying degrees of lower limb and trunk muscle paralysis. There may be some more disabilities in children but a teacher is concerned with understanding that child could have difficulties in

- Lack of early movement experience, poor body awareness and understanding of action words.
- Difficulties with hand-eye co-ordination.
- Problems with attending and concentrating
- Hyperactivity and distractibility
- Spatial and perceptual difficulties.
- Problems with rhythm, sequencing and organization.

1.2.1.4 Characteristics of Children with Mental Retardation

Children with Mental Retardation can be classified as children with

- Mild Retardation (IQ : 50-70)
- Moderate Retardation (IQ : 40-50)
- Severe Retardation (IQ : 25-40)
- Profound Retardation (IQ : 25 )

Mental retardation may range from mild, moderate, severe to profound levels. The major characteristics of mental retardation include:

- intellectual deficiency or limitation leading to impairment in the learning process, memory, attention and reduced ability to generalize and conceptualize.
- deficient ability in adaptive skills for daily functioning - like sensory and motor coordination, poor gross and the motor coordination, perceptual motor skills etc.,
self care, social-skills, communication, self-direction, health and safety, functional academics, leisure work etc.

- low academic achievement with significant deficiency in the area of reading and mathematics.
- delayed speech and language development and limited vocabulary
- low tolerance for frustration
- short attention span
- inability to cope with strict and rigid environment
- self-destructive traits
- low motivation

The above mentioned characteristics appear in children in different ages and in different degrees depending on the extent of damage and retardation.

1.2.1.5 Characteristics of Children with Learning Disabilities

Children with learning disabilities make a very heterogeneous group. The characteristics used for identification of learning disabilities include one or more of the following:

**Learning Characteristics**

- Average or above average intelligence
- Persistent academic difficulties in one or more areas
- Discrepancy between the student potential and actual performance
- Difficulties in both reading or writing language
- Poor language performance in the areas of handwriting, spelling, expression etc.
- Difficulties in oral expression, listening and comprehension, math performance, calculation reasoning, memory and meta-cognition

**Behavioural Characteristics**

- Hyperactivity with problem of sitting in their seats for long periods
- Aggressive or withdrawn
- Hypo-activity or reduced activity level.
- In-coordination in motor activities
- Over-attention or attention fixation (preservation)
Social Characteristics

- Misinterpret social cues
- Exhibit inappropriate behaviors’/socially unacceptable behaviors’ in certain situations
- Unable to predict consequences of behaviour difficulty in anticipating the behaviour of others
- Difficulty in adapting their behaviour
- Poor verbal and non-verbal skills
- Low self esteem
- Difficulty in deciding/selecting from alternatives

1.2.1.6 Characteristics of Children with Autism

Autism is defined as certain set of behaviors’ that can range from very mild to the severe category. The following possible indicators of autism may be identified:

Indicators of Autism – Delays in milestones may be exhibited by children with autism as indicated here:

- Does not babble, point, or make meaningful gestures by 1 year of age
- Does not speak one word by 16 months
- Does not combine two words by 2 years
- Does not respond to name
- Loses language or social skills
- Has Poor eye contact
- Doesn’t seem to know how to play with toys
- Excessively line up toys or other objects
- Is attached to one particular toy or object Doesn’t smile
- At times seems to be hearing impaired
- Has difficulty in learning to engage in the give-and-take of everyday human interaction first few months of life,
- Seems indifferent to other people, and often seems to prefer being alone
- May resist attention or passively accept hugs and cuddling
- Seldom seek comfort or respond to parents’ displays of anger or affection in a typical way.
Although attached to parents, their expression of is unusual and difficult to “read”
Is Slow in learning to interpret what others are thinking and feeling
Appears physically normal and has good muscle control,
Shows great interest in numbers, symbols, or science topics
Is tremendously upset by any change in sequential order of work given to him.
Needs and demands absolute consistency in their environment. A slight change in any routine – in mealtimes, sequence, dressing, taking a bath, and going to school at a certain time and by the same route – can be extremely disturbing. Order and sameness lend some stability in a world of confusion.
May have mental impairment, inconsistent performance on some areas of language ability.
May have fits
Is Withdrawn from the surroundings
Has limited vocabulary
Shows echolalia/repetition of words.
Has meaningless smile, a wink, or grimace
May not be able to interpret social cues like smile/wink/grin/invitation smile and extending her/his arms for a hug or frowning.
Has in ability to interpret gestures and facial expressions makes the social world seem bewildering.
Has difficulty in seeking things from another person’s perspective.
Does not understand that other people have different information, feelings and goals that they have and hence are able to predict or understand other people’s deficits regulating their emotions ‘immature’ behaviour such as crying in class or verbal outbursts that seem inappropriate to those around them.
May be disruptive and aggressive at times, making social relationships still more difficult. “Lose control”, particularly in a strange or overwhelming environment, or when angry and frustrated.
May break things, attach others, or hurt themselves, show tantrums
On the basis of these characteristics the children with special needs may be identified.
1.3 HISTORICAL PROGRESSION OF INCLUSIVE EDUCATION

Inclusive education, being relatively a quite new term, does not possess a long history as compared to the history of disability and education of the disabled, which may be said to be as old as the history of the mankind. For looking into this history, it may be divided into seven eras characterizing the way disability has been treated during its varying periods.

1. The era of exclusion - extermination and abandonment.
2. The era of acceptance as a subject of amusement and use
3. The era of legal discrimination and witchcraft
4. The era of sympathy and asylum-institutionalization
5. The era of isolated settings-special schools
6. The era of segregated settings-special classes
7. The era of inclusive settings-regular classes

The history of exceptionality/disability under the above heads is briefly discussed below:

The era of exclusion - extermination and abandonment represents the earliest history of treating disability. It was dominated by the philosophy of exclusion-serious attempts of excluding, i.e. doing away with the disabled children from their very birth through the horrified measures like killing, mutilating, burning, abandoning or making them vanish from the scene somehow.

The era of acceptance as a subject of amusement and use of the disability by making it as a subject of ridicule, amusement and of some use in one way or the other. Instead of eliminating/abandoning, the disabled were being used for serving the purposes like servants, slaves, prostitutes, or making them an object of amusement at homes, circus and other public places or forcing them for begging to get monetary benefits.

The era of legal discrimination and witchcraft belonged to medieval period where the disability was dishonored and discriminated in the name of religious sanctity. The religious authorities like Church labeled disabilities as impure and thus prohibited the disabled from active participation in the cult. The rulers in collision with church made discriminatory laws depriving the disabled from inheritance and other privileges as citizens. Many of the women and disabled people were suspected and consequently tortured in the name of witchcraft during these days.
**The era of sympathy and asylum** was characterized by institutionalization. In this era the saint’s influence dominated the church and other religious authorities in the world. The disabled people were now began to be thought as a subject of pity, sympathy and asylum and consequently many asylums and institutions were established during these days for their care and rehabilitation. Many times, this practice was also employed as a perceived need for society to protect itself against the harm, the deviant, defective, or dependent might incur.

**The era of isolated settings-special schools** The Renaissance movement spread in 17th century in the western world, this brought out a new era of hope to the disabled children in the shape of establishing special schools (although in isolated settings away from the mainstream) for the special categories of disabled children, like deaf, blind and mentally retarded. As a result, by the close' of 18th century, special education was accepted as a branch of education and separate special schools were considered as a perfect alternative for providing the education and care to the exceptional/disabled children.

**The era of segregated settings-special classes** began with the advent of 20th century. A new era started in the history of special/disabled education in the shape of moving from the isolated settings of special schools to the segregated settings of the special classes within the regular schools. Mostly it was the result of a sort of compulsion on the part of schools for admitting all children without the consideration of their disabilities and schools deriving a way for feeling relaxed by segregating them into separate classes.

**The era of inclusive settings-regular classes** The modern era in the history of special/disabled education belongs to the era of inclusive settings, i.e. educating all types of children whether exceptional or normal together in the regular classes of the mainstream schools. It calls on the part of schools for welcoming the children with all disabilities/exceptionalities by getting them adequately equipped in terms of necessary adaptation and means and material for their proper education and adjustment. Most of the countries worldwide, under the UN initially had enacted legislative laws for making arrangement for the education of the disabled children population of their countries by committing to philosophy of inclusive education in their schools.
1.4 THE INDIAN SCENARIO
The status of inclusion in India is discussed in two sections—before and after gaining independence in 1947

1.4.1 Pre-Independence Era
India has a very glorious past with respect to the treatment and educational opportunities provided for its disabled population.

1.4.1.1 Vedic Era
The great Rishis (the sacred persons) as Gurus (teachers) were known to provide equal treatment to their pupils irrespective of their social status and exceptional or non-exceptional abilities. They were of the firm believers in the theory of Karma. Therefore, they were of the opinion to give ample opportunities to the disabled, poor and sufferers, self actualization and doing good in the life for getting better result in the next cycle of life. In doing so with them they also believed that, in turn, they might earn good’ Karma for themselves.

1.4.1.2 Medieval Era
India also passed through the phases or era, of exclusion, extermination, abduction, ridicule and amusement, witchcraft, sympathy and asylum. Religious gurus like Lord Budha and Mahavira advocated human treatment to the disabled. The kings of India like Ashoka the Great, and Harsh Bardhan, who followed their preaching, earned much fame in establishing hospitals, and asylum for the disabled and destitute.

During the Mughal period tradition of state funding and also the charitable flow for the care and protection of the disabled continued. During the mughal rule, although the disabled and the poor were the responsibility of the state, one of the important edicts of Islam was Zakat, that is, giving of alms and donations by individuals to the poor and the disabled.

Their contemporaries Maratha rulers and Peshwas like Shivaji and Ahilya Bai were also well known for their charitable act to the disabled and poor. The British rule paved the way for inclusive education in the country.

In India, inclusive education owes its origin to the work done by, the Christian
missionaries and other charitable organizations of the country. These following establishments may be mentioned specially for this purpose.

- The first school for the blind was established at Amritsar in 1887.
- The first school meant for the special education of the deaf was established at Bombay 1888
- The first school for blind and deaf was started at Mysore in 1901.
- In 1906, the first Government school "The Emerson Institute for the Blind" was started at Lahore in 1906.
- Although the facilities in the form of psycho-medical treatment were available at Ranchi from 1934, yet the first home for the mentally retarded, came up at Bombay in 1941.

When India got independence in 1947, there were only 34 institutions for the deaf, 32 for the blind and 3 for the mentally retarded.

1.4.2 Post-Independence Era

After gaining independence in 1947, India tried to focus on the education of the children including the disabled. Services for the physically disabled were initiated in the middle of the twentieth century. Individuals with mental retardation were the last to receive attention. The first school for the mentally challenged was established in 1934.

The government’s (Department of Education) initiatives after independence were manifested in the establishment of a few workshop units meant primarily for blind adults. These units later included people who were deaf, physically impaired and mentally retarded. While some provisions existed in the States, it was considered the best course to assist and encourage voluntary organizations already working in the field. The welfare approach continued in government programmes. Support was provided to voluntary organizations for the establishment of model schools for the blind, the deaf, and the mentally retarded. The government set up the National Library for the blind, the Central Braille Press, and employment exchanges for the disabled. It also made provisions for scholarships, for prevention and early identification of disabling conditions, for the development of functional skills, and for aids and appliances for the disabled. Later
special provisions were laid down for the disabled and to meet these provisions budgetary amount in its five year plans was allotted.

There has been a shift in the education and rehabilitation of children with disabilities from charity to right. It was no more the wish and choice of the giver to provide education, vocational, training and rehabilitation, but the 'Right of the Children with disability’. The inclusion of education as a fundamental right in the constitution and other legislative/legal provisions' made for the disabled, made special children to claim their right for education and support.

1.5 POLICY AND LEGISLATIVE FRAMEWORK

Democracy believes in equality of rights of all the citizens by law of the land. It provides safe constitutional and legal mechanism for enforcement of such laws for the protection of rights and also for the equalization of opportunities.

The constitution of India stands as a guarantor of liberty, equality of opportunity and of social justice for all the citizens of India without any classification or discrimination. In its ‘Preamble’ it guarantees to all Indian citizens justice; liberty of thought, expression, belief, faith and worship; equality of status and of opportunity; and fraternity assuring the dignity of the individual. The constitution of India also embodies certain fundamental rights. Such rights are meant for everybody irrespective of cast, community religion and disadvantages such as disabilities. Apart from these, a specific legal enactment has also been enforced for persons with disabilities. The Parliament of India has also the power to make any law for the whole or any part of the territory for implanting any treaty, agreement or convention with any country or decision made at any international conferences association or body. Considering the unique features of Indian constitution many laws and policies have been enforced for education rehabilitations and equalizations of opportunities for persons with disabilities.

During 20th and 21st century, many initiatives have been taken towards education of children with special needs at national and international level; however the present reality in many countries including India is that education of children with special needs has a low coverage and this needs a change. Although educational provisions for children with
special needs have existed for more than 100 years, yet less than 10% of children are receiving any education.

1.5.1 INTERNATIONAL INITIATIVES

International efforts have played a great role in the education of children with special needs. Some important international declarations and conferences that had contributed greatly in the education of children with special needs are discussed in chronological orders.

By the end of World War II, the international promotion and protection of human rights was originated in the foundation of United Nations. In the year 1970, the disability was viewed with a different angle, which was established as human rights approach. This approach gave a way to major international declarations related to the rights of the disabled. All the member countries enforced the declaration as per the law of the land. These various declarations are as follows:

1.5.1.1 The Universal Declaration of Human rights in United Nations (1948)

The general assemblies of the United Nations adopted above declaration vide resolution No.217 A on December 10, 1948. Some of the article such as Article 1, 2, 22 and 25 are relevant to the need of persons with disabilities.

1.5.1.2 United Nations Resolution, 1950

It provides basis for programmes of persons with physical impairment in United states. It established large and co ordinate programme for social rehabilitation of physically challenged persons. The major features were:

- To make rehabilitation programme for physically challenged with the consultation of willing NGO’s and experts of the field.
- To provide expert support, scholarship and economic help under regular united Nations programme.
- To expand information and facilities for preparation of rehabilitation and training programme.
- To ponder on laws, act and take appropriate decisions faced by physically challenged persons.
1.5.1.3 The universal declaration on the rights of the disabled persons (1975)

This declaration was adopted on 9th December 1975 vide resolution No.3447 (XXX). The UN General Assembly proclaimed in 1975 the declaration on the rights of disabled persons and called for national and international actions to ensure that it would be used as a common basis and frame of reference for the protection of these rights:

1. The term "disabled person" was defined under this declaration.

2. Disabled persons shall enjoy all the rights set forth in this declaration. These rights shall be granted to all disabled persons without any exception whatsoever and without distinction or discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, state of wealth, birth or any other situation applying either to the disabled person himself or herself or his or her family.

3. Disabled persons have the inherent right to respect for their human dignity. Disabled persons, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow-citizens of the same age, which implies first and foremost right to enjoy a decent life, as normal and full as possible.

4. Disabled persons have the right to medical psychological and functional treatment, including prosthetic and orthotic appliances, to medical and social rehabilitation, education, vocational training and rehabilitation, aid, counselling, placement services and other services, which will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration or reintegration.

5. Disabled persons have the right to economic and social security and to a decent level of living. They have the right, according to their capabilities, to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions.

6. Disabled persons are entitled to have their special needs taken into consideration at
all stages of economic and social planning.

7. Disabled persons have the right to live with their families or with foster parents and to participate in all social, creative or recreational activities no disabled person shall be subjected, as far as his or her residence is concerned, to differential treatment other than that required by him or her condition or by the improvement, which he or she may derive there from. If the stay of a disabled person in a specialised establishment is dispensable, the environment and living conditions therein shall be as close as possible to those of the normal life of a person of his or her age.

8. Organisations of disabled persons may be usefully consulted in all matters regarding the rights of disabled persons.

9. Disabled persons, their families and communities shall be fully informed by all appropriate means of the right contained in this declaration.

Realizing the need to initiate action at international and national level to guarantee these rights, two major initiatives were undertaken by the UN. These were the UN decade for disabled persons (1983-92) and the Asian & Pacific decade of the disabled (1993-2002). This movement has been further extended up to 2012.

1.5.1.4 The international year of disabled persons (IYDP, 1981)
The general assembly of the United Nations proclaimed 1981 as international year for disabled persons in their resolution No31/123 dated 16 December 1997. The following were the objectives:

- Helping disabled persons in their physical and psychological adjustment of society.
- Promoting all national and international efforts to provide disabled persons with proper assistance, training, care and guidance, to make available opportunities for suitable work and to ensure their full integration in the society.
• Encouraging study and research projects designed to facilitate the practical participation of disabled persons in daily life e.g. by improving their accesses to public building and transportation systems.

• Educating and informing the public about the rights of disabled persons to participate in and contribute to various aspects of economic, social and political life.

• Promoting effective measures for the prevention of disability and for the rehabilitation of disabled persons.

1.5.1.5 The world programme of action concerning disabled persons (1982)
This programme was formulated as a result of the international year of disabled 1981. It is an international strategy to enhance disability rehabilitation, prevention, and equalization of opportunities, related to full participation of persons with disabilities in national development and social life.

1.5.1.6 United Nations world programme of action concerning disabled persons (1983)
Members of states should adopt policies, which recognise the rights of disabled persons to equal educational opportunities with others. The education of the disabled should as far as possible take place in the general education system.

1.5.1.7 The convention of the rights of the child (1989)
It provides state parties (should) ensure that the disabled child has effective access to and receives education, training and health care services in a manner conducive to the child’s fullest possible social integration.

1.5.1.8 World declaration for education for all-Jomtien (1990)
Meeting basic learning needs was an important step in the direction of making many countries aware of the exclusion of special needs from education. This was taken as a challenge and put on the political agenda of many countries. Attention was focussed on a much broader range of children who may be excluded or marginalised within the
education systems because of their apparent difficulties.” Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system”. (Article 3.5)

1.5.1.9 United Nations standard rules (1993)
It has underlined that. They (persons with disabilities) should receive the support they need within the ordinary structures of education, health, employment and social services (Introduction, Article 26). States should recognise the principles of equal primary, secondary, and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.

1.5.1.10 The Salamanca statement and framework for action on special needs education (1994)
The world conference on special needs education was jointly organized by Government of Spain and UNESCO in Salamanca in 1994. Inclusive education was the major thrust of this conference. Every child has a fundamental right to get education and must be given the opportunity to achieve and maintain an acceptable level of learning. Noting with satisfaction the increased involvement of governments advocacy, groups, community and parent groups and in particular organisation of persons with disabilities, in seeking to improve accesses to education for the majority of those with special needs still unreached and recognizing as evidence of this involvement the active participation of high level representatives of numerous governments, specialised agencies and nongovernmental organisations in this world conference.

Ninety two government and twenty five international organisations assembled in Salamanaca, Spain from 7th to 10th June, 1994. The delegation of this world conference on special needs education reaffirmed commitment to Education for All and recognised the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education systems. It also endorsed the framework for action on special needs education. Its main objectives are:
- To stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentation also, to serve as a clear house for such documents for dissemination of results and progress in the field of inclusive schooling.

- To stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentation also to serve as a clearing house for such activities and for disseminating the specific results and progress achieved at country level in pursuance of this statement.

- To mobilize funds through the creation within the next medium term plan (1996-2002) of an expanded programme for inclusive schools and community support programmes, which would enable the launching of pilot projects that showcase new approaches for dissemination, and

- To develop indicators concerning the need for and provision of special needs education.

1.5.1.11 Dakar framework of action (2000)

The Dakar framework of action adapted a world declaration on Education for All (EFA) in 2000 which established the goal to provide every girl and boy with primary school education by 2015. It also clearly identified inclusive education as a key strategy for the development of EFA.

The Dakar Declaration has been vital at international level in focussing on the need for inclusive education. The declaration states that education for all children will be achieved by the year 2015 and EFA must include children with disabilities because education is the fundamental right for all human being”. Governments all over the world have signed the Dakar Declaration. Dakar Declaration is the worldwide step taken to fulfill the need of accessibility of education to all including children with special needs. India is one of the signatory; therefore we are committed to achieve the objectives.

There is no specific mention of education for the disabled or for children with special needs. However, goal is of ‘Frame of Action’ which refers to children in difficult circumstances and commits to the attainment of free and compulsory primary education of good quality for there among others, by 2015. The document also notes under
paragraph 32, ‘No one should be denied the opportunity to complete a good quality primary education because it is unaffordable. Child labour must not stand in the way of education. The inclusion of children with special needs, from disadvantaged ethnic minorities, from remote and isolated communities and from urban and others excluded from education must be an integral part of strategies to achieve UEE by 2015.’

1.5.1.12 Economic and Social Commission for Asia and the Pacific (ESCAP) (1993-2002 and 2003-2012)
The commission, at its fifty-eight session, adopted resolution 58/4 of 22 May 2002 on promoting an Inclusive barrier free and rights based society for people with disabilities in the Asian and Pacific region in the twenty first century, by which it proclaimed the extension of the Asian and Pacific decade of Disabled person i.e. 1993-2002, for another decade, 2003-2012.

1.5.1.13 Biwako conference (2002)
High level Inter governmental, meeting to conclude the Asian and Pacific decade of Disabled Persons, 1993-2002, 25-28 October 2002 Otsu City, Shiga Japan was held that is called Biwako Millennium Framework for Action towards and inclusion, barrier free and rights based society for persons with disabilities in Asia and the Pacific.

To promote the goals of an inclusion, barrier-free and rights based society for persons with disabilities in the Asian and Pacific region. The Biwako Millennium Framework for Action is guided by the following principles and policy directions

- Enact and/or enforce legislation and policies related to equal opportunities and treatment of persons with disabilities and their rights to equality in education, health, information and communication, training and employment, social services and other areas. Such legislation and policies should include persons with all type of disabilities, women and men and people in urban and remote and rural areas. They should be rights based and promote inclusive and multispectral approaches.
- Include disability dimensions in all new and existing laws, policies plans programmes and schemes.
• Establish or strengthen national coordination committees on disabilities which will develop and coordinate the implementation and monitoring of the policies concerning disability, with effective participation from organisation of and for persons with disabilities.

• Support the development of persons with disabilities and their organisation and include them in the national policy decision making process on disability with special focus on the development of women.

• Ensure that disabled persons be an integral part of efforts to achieve the millennium development goals particularly in the areas of poverty alleviation, primary education, gender and youth development.

• Adopt the concepts of universal and inclusive design for all citizens, which are cost effective in the development of infrastructure and services in the areas of, inter alia rural and urban development, housing, transport and telecommunication.

1.5.1.14 UN convention on the rights of the persons with disabilities (UNCRPD) 2008

The Convention sets out the human rights of persons with disabilities and the obligations on States to promote protect and ensure those rights as well as mechanisms to support implementation and monitoring.

Article 3 sets out the General Principles that apply to the enjoyment of the rights of persons with disabilities. These are:

• Respect for inherent dignity, individual autonomy, including the freedom to make one's own choices and independence of persons

• Full and effective participation and inclusion in society

• Respect for difference and acceptance of persons with disabilities as of human diversity and humanity

• Non-discrimination

• Equality of opportunity accessibility

• Equality between men and women
• Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

**Article 4** provides that states parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. The points for consideration by states are as below,

• To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;

• To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;

• To take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise;

• To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in Article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;

• To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;

• To promote the training of professionals and staff working with persons with disabilities in the rights recognized in this Convention so as to better provide the assistance and services guaranteed by those rights. Assistance and services guaranteed by those rights.

**Article 24** of the convention is about the rights on Education With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
• The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

• The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

• Enabling persons with disabilities to participate effectively in a free society.

Above international efforts strengthen the education system of children with disabilities and play a significant role in changing the perspectives of education system in India.

1.5.2 NATIONAL INITIATIVES

The initiatives taken at national level to promote education of children with special needs are as below:

1.5.2.1 Constitutional provisions

As per the Constitution of India, under right to equality the articles relevant to education of children with special needs are as below:

Article 14 guarantees equality for all its citizens before law and equal protection of law.

Article 15 further states that state shall not discriminate against any citizen on grounds of religion, race, caste, sex & place of birth or any of them. The formal recognition of discrimination on grounds of disability is a recent phenomenon.

The Preamble, the Directive Principles of State Policy and the Fundamental Rights enshrined in the Constitution, envisage a very positive role for the State towards its disadvantaged citizens.

Article 41 declares that, 'The State shall, within the limits of its economic capacity and development make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement.'

Article 46 lays down an obligation on the State 'To promote with special care the educational and economic interests of the weaker sections of the people and protect them from social injustice and all forms of exploitation.'
1.5.2.2 Kothari Commission 1964-66
The Indian education commission (1964-66) first suggests that the education of handicapped children has to be organized not merely on humanitarian grounds, but also aspects of utility. The commission viewed that in spite of constitutional obligation on universal compulsory education for all, including children with disabilities, very little had been done in this regard. The Commission emphasized that the education of children with disability should be “an inseparable part of the general education system” commission is also specifically emphasized the importance of integrated education in meeting this target as it is cost effective and useful in developing mutual understanding between children with and without disabilities.

1.5.2.3 National policy on education 1986
The National policy on education was adopted by Indian parliament in 1986. The policy emphasizes the removal of disparities, and ensuring equalization of educational opportunity under its para education of the disabled. The measures may be taken in this regards are:

- Wherever feasible, the education of children with loco motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels facilities will be provided, as far as possible at district head headquarters for the severely handicapped children.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teacher’s training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children.
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

1.5.2.4 National policies for persons with disabilities (2006)
This recognises that persons with disabilities are valuable human resources for the country and seek to create an environment that provides them equal opportunities, protection of their rights and full participation in society. The focus of the policy includes
providing education and barrier free environment to CWSN and up gradation of teacher education programme to support this cause.

1.5.2.5 Specific legislation for persons with disabilities

In the lights of above international declaration and policies framework, Parliament of India has passed following legislation for equalization of opportunities and safeguarding the rights of the persons with disabilities in India.

1.5.2.5.1 The Rehabilitation council of India (RCI) Act, 1992

This Act was passed in 1992 for the purpose of constituting the Rehabilitation Council of India, for regulating the Training of Rehabilitation Professionals and for maintenance of a Central Rehabilitation Register. It was amended by Rehabilitation Council of India (Amendment) Act, 2000 to provide for monitoring the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education as additional objectives of the Council.

The RCI through its linkages with training institutions and universities has been undertaking standardization of curriculum, monitoring and evaluation, assessment of teacher training and research and development in the field of disability and rehabilitation.

1.5.2.5.2 Persons with disabilities (Equal opportunities, protection of rights & full participation) Act, 1995

This act is the landmark legislation in the history of special education in India. This comprehensive Act covers seven disabilities, namely blindness, low vision, hearing impaired, loco-motor impaired, mental retardation, leprosy cured and mental illness.

Chapter V (Section 26)

It deals with education, mentions that the appropriate governments and the local authorities shall:

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- Endeavour to promote the integration of students with disabilities in normal schools; Promote setting up of special schools in government and private sectors for those in need of special education in such a manner that children with special needs living in any part of the country have access to such schools; and
• Endeavour to equip the special schools for children with special needs with vocational training facilities.

• Ensure that every child with disability has access to using teaching aids and assistive devices that will support the child to learn better.

• Promote and conduct research for designing and developing new assistive devices, teaching aids, special teaching materials etc that will enable a child with disability to use effectively equal opportunities in education.

• Ensure that adequate number of teachers’ training programmes specializing in disabilities is running in the country, so that good quality trained human resource is available to teach children with disabilities both in special schools and inclusive schools.

1.5.2.6 Action plan for inclusive education of children and youth with disabilities
August 20, 2005, MHRD
To complement and supplement Integrated Education for Disabled Children (IEDC) and the Sarva Shiksha Abhiyan programmes, Government of India by this plan made an effort from integration to inclusion to provide a conducive and relevant learning environment by accepting the diversity of its client group and adapting to their individual needs.

The focus for this intervention is the inclusion of children and youth with disabilities in mainstream educational institutions.

• Enrolment and retention of all children with disabilities in the mainstream education system. [Free and compulsory education from 0 to 14 under draft Bill / free education 0 to18 years under PWD Act].

• Providing need based educational and other support in mainstream schools to children in order for them to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities.

• Support higher and vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environments.

• Disability focused research and interventions in universities and educational institutions.
1.5.2.7 The right of children to free and compulsory education act 2009 (RTE)
According to the 86\textsuperscript{th} Constitutional Amendment (2002) of Article 21-A, ‘The State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the state may, by law, determine’

1.6 PROJECTS FOR CHILDREN WITH SPECIAL NEEDS
To achieve the objective of educating the children with special needs and including them in the school the government of India initiated number of projects. Some of them are discussed herewith:

1.6.1 Integrated education for the disabled children (IEDC) (1971)
With the development of science and technology and improvement in medical services and aggressive neo-natal intervention had ensured that a large number of babies who would earlier have not survived with different abilities, now they could. The number of differently abled children is on the increasing trend. But it is not possible to meet this challenge by creating the required number of special schools throughout the country due to high cost and also due to the fact that the population is so scattered. The best alternative under these situations is to make use of the infrastructural facilities already present in terms of regular schools and integrate children into the mainstream of education.

Consequent on the success of international institutions in introducing differently abled children in regular schools, the planning commission, Government of India, in 1971 included in its plan a programme for integrated education. In 1974, the Union Government introduced a scheme called “Integrated Schools” to do just this. This scheme was later revised and a plan of action formulated. The important aim of IEDC included:

- Provide educational opportunity to differently abled children in regular school.
- Facilitate retention of differently abled in the school system; and
- Integrate children from special school to common schools

Here by the word ‘integration’ it is meant, the placement of differently abled children in a regular school. It is also referred to as ‘mainstreaming’. For any handicapped child if ‘integrating’ is to have real meaning there must be a sufficient proportion of the activities
of a school in which the handicapped child can participate on equal terms, in which he
can feel a sense of achievement and earn the respect of others. It must be evident that
learning is taking place and the child is not just sitting in the classroom with normal
children, what is known as only “physical integration” only then we can say that he/she
is truly integrated.
The scope of the scheme of IEDC included pre-school training, counseling for the
parents, and special training in skills for all kinds of differently abled children. It
provided facilities in the form of books, stationary, uniforms and allowances for
transport, reader and escort etc. Besides this, IEDC was not up to the level of expectation.
About 10 million differently abled children had been covered under this scheme. But it
was successful with regard to development of awareness about education of differently
abled children in the country.

1.6.2 Project Integrated Education for the Disabled (PIED)
This was the first pilot project on integrated education in India. Launched in 1987, PIED
was a joint venture of the Ministry of human resource development and UNICEF. This
project was implemented in one administrative block each in M.P., Maharashtra,
Nagaland, Orissa, Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal
Corporation and Baroda Municipal Corporation. In these 10 blocks, 6,000 children with
special needs were integrated in regular schools. The objective of this experiment on
integrated education in independent India was to strengthen the integration of differently
abled into regular schools. Under this scheme, a cluster instead of individual school is
given importance. Under each cluster, a block of population was taken as the project area.
All the schools under this area were expected to enroll children with disabilities. This
programme also emphasized on training of teachers. Initially the project was
implemented in one block each in Madhya Pradesh, Maharashtra, Nagaland, Orissa,
Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal Corporation and Baroda
Municipal Corporation. This scheme is an improvement over the special schools in one or
many ways and provides a way towards universalization of elementary education and
Education for All including for differently abled children.
It is a cost effective, sincere and systematic approach to make use of existing infrastructural facilities. The success of PIED, lied in the fact that not only there was increase in number of differently abled but also there was integration of mild as well as severe cases of differently abled children. Again it was found that the performance of such children was at par with that of their normal counterparts. It was surprising to note that the rate of retention of differently abled was higher than that of their normal counterparts with higher rate of average attendance. The project was also able to develop positive perception on the part of teachers, administrators, parents and community towards education of differently abled.

1.6.3 Integrated Education for Disabled (IED) Under DPEP.

District Primary Education Programme (DPEP) aimed at universalization of elementary education (UEE). Total literacy cannot be achieved without imparting education to differently abled children in an appropriate environment. The IED scheme was formally added in DPEP in 1997 as an integral component. Differently able children were enabled to have access to equal educational opportunities in mainstream classroom. To promote this, DPEP proposed Integrated Education of Disabled (IED) children wherein this part of children can had access to neighborhood schools with peers of the same group and class. DPEP brought restructuring of educational input by implementing on integrated approach. For the education of differently abled DEPEP aimed at

- Community mobilization and early identification.
- In-service teacher training.
- Provision of resource support
- Provision of education aids and appliances
- Development of barrier free environment.

In the first phase under DPEP, the scheme IED was implemented in 100 selected blocks all over the country but currently this scheme is in operation in daily blocks of 18 DPEP districts. Later on the states like Gujarat, Haryana, Orissa, Tamil Nadu and Uttaranchal have upgraded the scheme to all the blocks of the states.
Teacher empowerment was one of the essential ingredients of IED Scheme for universalisation of elementary education (UEE) and Education for all (EFA). The teacher by his/her capacities, abilities and enthusiasm could influence a lot towards the achievement of the target of each every educational scheme. The Indian Education Commission (1964-66) had also recognized that the quality, competence and character of the teacher are the most significant factors influencing the quality of education and contribute to national development. It is fact that UEE and EFA had no meaning of differently abled children were not brought under the ambit of elementary education. This led to more concrete and specific planning for implementation. It was essential that over 2, 00,000 new schools were constructed under this scheme, which in turn, helps in increasing the number of school going children.

1.6.4 Integrated Education for the Disabled (IED) Under Sarva Shiksha Abhiyan (SSA)

The sarva shiksha abhiyan (SSA) is a mission initiated by Union government to provide quality elementary education to all children belonging to the age group 6 to 14 years by 2010. The important aspect of SSA was of identification, enrolment and retention of the children from all categories and focused on elementary education of satisfactory quality with emphasis on education for life. SSA also ensured that every differently abled child, irrespective of kind, category or degree of disability, is provided with quality education in an appropriate environment. Objectives of SSA can be realized only, if all children including differently abled are included under the ambit of elementary education. From the experiences of DPEP, it can be concluded that with adequate support services, differently abled can be provided quality education in regular schools. Realizing the importance of integrating differently abled children in regular schools, SSA frame work has made adequate provisions for educating differently abled. SSA ensures that every child who are differently abled be provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child who is differently abled should be deprived of the right to education. A differently abled child should be taught in an environment, which is best suited to his/her learning needs. This might need special schools or even home based education.
Hence, for the planning for education of differently abled, it should be kept in mind that there are some activities that are specific for differently abled (like resource support, teacher education, aids and appliances) and there are a set of activities, which have to be linked with other on-going activities (like community awareness, village education committee training, in-service teacher training, civil works, early childhood care and education (ECCE) and gender).

1.6.5 District Rehabilitation Centers and National Programme for Rehabilitation for Persons with Disability (NPRPD)

The Ministry of Social Justice and Empowerment had set up 11 District Rehabilitation Centers in states—Orissa, Andhra Pradesh, Rajasthan, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana, West Bengal, Madhya Pradesh and Karnataka. A similar scheme called the National programme for rehabilitation for persons with disability (NPRPD) was launched in 1999. Under the scheme, financial resources were provided to state governments for initiating services at the district level. The government used community-based rehabilitation as a strategy to scale up basic rehabilitation services, and to create a process for empowering people with disabilities, their families and communities. Within the scheme, the system of delivery of rehabilitation services was established from grassroots to the state level as follows.

Each gram panchayat had two community-based rehabilitation workers for promoting community-based rehabilitation of people with disabilities, especially prevention, early detection and intervention.

- Each block had two multipurpose rehabilitation workers—for providing basic rehabilitation services, and for coordinating activities with other government agencies.
- District Referral and Training Centre—for providing comprehensive rehabilitation services to people with disabilities covering all categories were established
- State Resource Centre—to serve as the state-level apex institution for training and human resources development, and providing rehabilitation services including those referred to it from lower levels were established.
1.6.6 UN Support to Primary Education: Community School Programme

The Community School Programme is a unique multi-state, multi-agency initiative. UN organizations—UNDP, UNICEF, UNFPA, UNESCO and ILO had participated in the programme with five nodal ministries and nine state departments. The programme was a vehicle for channeling UN support for ongoing efforts towards UEE by helping to enhance and sustain community participation in effective school management and the protection of child rights. Support is being provided for improving the performance of teachers in the use of interactive, child-centered and gender-sensitive methods of teaching in multi-grade classrooms, and to redressing social constraints that affect attendance and performance of school-aged children, mainly girls. The focus is on addressing the educational needs of working children, children with disabilities, and adolescent girls. The states participating in this programme include Andhra Pradesh, Chhattisgarh, Jharkhand, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. The interventions are location-specific and respond to situational variations. The UN supported project clearly advocates an inclusive education strategy based on the Salamanca principles and UNESCO guidelines. A study conducted for identifying good practices in Karnataka and Uttar Pradesh noted that there is a lack of operational guidelines for teacher training programmes on the planning and management of inclusive education practices in the Indian context.

1.7 CONCEPT OF INCLUSIVE EDUCATION

According to the report on inclusive education given by MHRD inclusion is a concept that sees children with disabilities as full time participants in and as members of their neighborhood schools and communities. Inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. It aims at all stakeholders in the system such as learners, parents, community, teachers, administrators and policy makers to be
comfortable with diversity and see it as a challenge rather than a problem.

Inclusive education means the education of all children, with and without disabilities together in regular schools. It is an approach, which takes into account unique characteristics, interests, abilities and learning needs of all children. All schools have to be inclusive in their approach, so that children with disabilities have access to these schools that accommodate within them a child centered pedagogy capable of meeting the needs of all children.

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. Hence, schools have a duty to educate children with special needs in general education classrooms. When children with special needs learn in the same schools as their non-disabled peers with the support necessary for them to be successful there, then the society is said to be "INCLUSIVE". In India, Ministry of Human Resource Development in its draft document on Inclusive Education (2003) has defined Inclusive Education as "a system which aims to provide a favorable setting for achieving equal opportunities and full participation for all children with disabilities within general educational system" (MHRD Draft inclusive education, 2003).

It is an attempt to meet the unique needs of every child in a regular school setting. All children, in-spite of their disability, try to participate in all facets of school life. So some changes might be made in the mainstream to make it more accommodating to all students' individual needs. The goal is to provide an accommodating, personalized education for all students, within the context of a general educational classroom. Thus, providing equitable opportunities to student/children with and without disabilities together, so that they receive effective educational services, with the required supplementary aids and support services in age-appropriate classes in their neighborhood schools is called ‘Inclusive Education.’

1.7.1 Principles of Inclusion
The principles of inclusion as suggested by sarva shiksha Abhiyan are mentioned below:
• All school personnel should display shared responsibility and support for all students
• The teachers should have the potential capacity to work within a collaborative framework to meet the unique needs of all individual students when given adequate training and supportive services
• The effect of disabilities on students varies from individual to individual and the implications for inclusion differ accordingly
• The family and social circumstances of a child is also crucial for deciding whether a child can be placed in an inclusive setting
• Each student should have the opportunity to experience meaningful challenges, exercise choice and responsibility, interact collaboratively with others, and be actively engaged in developmental, academic non-academic, inter and intrapersonal activities as part of the educational process
• Implementation of these principles depends upon continuous community support, broad planning, training and evaluation
• An adapted school environment is needed to suit the needs of every child with disability.

Thus, the following have to be kept in mind to make inclusion as defined in its right perspective:

1.7.2 Features of an Inclusive School

Generally, there are no defined features of an inclusive school. Based on analysis of the state of special and inclusive education and the documentation of inclusive model practices, the key features which may be present in any inclusive school are mentioned in Figure 1.1
The features of inclusive school are described further:

**Breaking down barriers**

Policies that are ideologically based on the human rights model start by identifying barriers that restrict disabled persons’ participation in society. This had shifted the focus in the way environments are arranged. In education, for example, where individuals were formally labeled as not educable, the human rights model examines the accessibility of schools in terms of both physical access and pedagogical strategies.

**Equality and non-discrimination**

Equality is based on principles of non-discrimination and reasonable differentiation. The principle of differentiation is important to differently abled individuals. Differences of treatment between individuals are not discriminatory if they are based on the reasonable...
and objective justification. Besides preventing discrimination equality goes far beyond in remedying discrimination.

**Reasonable accommodation**

It is a means to achieve the condition for equal participation and requires the burden of accommodation to be in proportion to the capacity of the entity. It is the introduction of necessary and appropriate measures to enable a person with a disability to enjoy fundamental rights and freedoms and to have access without prejudice to all structures, processes, public services, goods, information and other systems”.

**Accessibility**

It is the measure/condition of things and services than can readily be reached or used by all individuals including differently abled.

**Equal participation and inclusion**

As per human rights approach individual is at central place in all decisions affecting him/her. It respects the autonomy and freedom of choice of the disable and ensures to prioritize the criteria for support programme

**Freedom**

This approach required that the state play an active role in enhancing the level of access to individual freedom, and enjoyment of rights by persons with disabilities is not hampered. Educational institutions and organizations should ensure equitable treatment to differently abled. It is believed that the fundamental rights to education will bring more differently abled children into normal schools and that provide an impetus for change.

**1.8 RATIONALE FOR INCLUSIVE EDUCATION IN TERMS OF BENEFITS TO STUDENTS, TEACHERS AND SOCIETY**

In inclusive classrooms all children are enriched by having the opportunity to learn from one another, and gain the attitudes, skills and values necessary for our communities. When proper arrangements are present, inclusion works for all students with and without special educational needs in terms of mutually held positive attitudes, gains in academic and social skills, and preparation for community living.
When these positive effects are contrasted with the negative effects of exclusion, the benefits of inclusive schools become even more prominent academically, socially and occupationally segregated placements are damaging to students. Segregated classes do not lead to independence and competence but instead foster an unrealistic sense of insulation. Separate education can generate a feeling of inferiority as to their status in the community that may affect their hearts and minds. This sense of inferiority affects the motivation of the child to learn.

In inclusive system teachers develop their professional skills through collaborative consultation and term teaching. Peer collaboration and consultation not only provides psychological support to teachers, but it also leads to better student learning.

Inclusive schooling empowers teachers. Teachers keep themselves informed of changes occurring in their fields, participate in decision making process and receive in-service education programme from time to time. The initial negative reactions of teachers about inclusive education strikingly change after active exposure to the practice of inclusion.

The most important reason for inclusive schooling is the social valued of equality. Despite differences, we all have equal rights. But separate is not equal. In contrast to the past experiences of segregation, inclusion reinforces the practice of the idea that differences are accepted and respected. It is important that we avoid the mistakes of the past. We need schools that promote wider social acceptance, peace and cooperation. When schools include all students then equality is respected and promoted as a value, in society. When schools exclude some students prejudice is entrenched in the consciousness of many students when they become adults, with the result of increased social conflict and dehumanizing competition.

1.9 BARRIERS FOR INCLUSION

The barriers of inclusion can be considered under the following heads:

Physical and structural barriers

The physical and the structural aspects of the school which restricts the mobility are considered as these barriers. For example the absence of ramp, stairs without railing,
narrow doors classroom furniture, etc. Providing amenities and removing the structural and physical barriers from the environment would help in better rehabilitation of children with special needs.

**Attitudinal and Social barriers**

The indifferent and biased attitude and unsympathetic, prejudiced social behaviour of teachers, peers, staff and other stakeholders act as a barrier for inclusion of CWSN. Orienting other students, encouraging peer teaching, enhancing the skills, capabilities and working towards independent living as a productive citizen of the society of CWSN will play a key role in educational rehabilitation of these children.

**Curricular Barrier**

If the curriculum is not flexible it can cause problems for learners because it will not meet their diverse needs. For most learners, English is not their mother tongue though it is fundamental to learning and development. As English is their second language they experience linguistic difficulties and somehow feel that they are not competent enough to be able to understand some of their learning materials. Deaf learners somehow experience more problems because their first language is sign language and this causes barriers to learning. The methodology of teaching also acts as the barrier as cooperative learning, peer tutoring, individualized educational plan has to implemented instead of just lecture method. Training for accommodating the children in the real life situation, using residual organs is essential so as to reduce the dependency on others.

**Technological Barrier**

Obstacles and hindrances’ in using sup portative devices, hindrances in the use of equipments and machinery, computers, sports and games, educational and recreational devices may be considered as technological barrier. They can be removed by making the systems/equipments available and accessible according to the needs of CWSN. Creating technology friendly environment providing orientation and training to the stakeholder to use software is essential to remove the technological barriers.
1.10 FACTORS INVOLVED IN SUCCESSFUL INCLUSIVE EDUCATION

There are many factors responsible for successful inclusive education some of them are discussed below:

1.10.1 Capacity building in the general education

For the effective implementation of Inclusive Education for all types of disabled children, general classroom teachers need training in understanding the educational needs of these children. It is ideal to teach about special needs children in the pre-service teacher preparation course itself. The curriculum framework indicates that the pre-service teacher preparation course should include content on special needs children. Teachers, thus trained, will be in a position to take care of the educational needs of social needs children too in general classrooms if appropriate disability specific aids are made available.

Special teachers may occasionally assist the work of the general classroom teachers. The existing teachers who have no exposure to education of children with special needs can be given in-service training for a period of 5-10 days in the following areas:

- Definitions – Disabilities
- Identification and intervention service.
- Psychological and sociological implications of disabilities.
- Learning behaviors of children with disabilities.
- Plus curricular activities.
- Aids for various disabilities.
- Preparation of teaching aids and learning materials.
- Adaptation of existing devices and adapted instructional materials for children with disabilities.
- Teaching methods.
- Evaluation procedures.

The in-service courses may be offered to at least one teacher to begin with from each school and even fully cover all general classroom teachers in a block. This initial
investment on capacity building would be vital for making a strong base for Inclusive Education.

1.10.2 Adopting need-based instructional strategies

Inclusive Education does not mean just enrolling a child with disability in the regular classroom. The child should be given help to cope with the regular class work. Therefore, a child-centered approach is needed. The ideal inclusive setting would enroll disabled children of all categories and also of different levels of disability.

All of them may not require the same kind of assistance. Some may require guidance rarely, whereas some others need continuous help. The children in inclusive education may be classified as follows:

- Category A: Children with mild disabilities who can be handled by general classroom teachers with minimal training.
- Category B: Children with mild/moderate disabilities who need counseling services.
- Category C: Children with moderate/severe disabilities who need resource assistance including corrective aids and periodical help in academic areas.
- Category D: Children with severe disabilities who require direct attention/preparation assistance from the special teachers.

Therefore, need-based instructional strategies are imminent in the inclusive setting. The children in category D may require the assistance of a special teacher to a large extent at the beginning to learn plus curricular skills. Therefore, the extent of assistance should be decided on the basis of the instructional needs of the child. with the proper understanding of need-based instructional strategies, inclusive education will be successful.

1.10.3 Exchange of manpower and material resources

The success of inclusive education depends on how effectively all departments concerned can be involved in the total development of the disabled child. Inclusive Education is a community-involved program and its quality depends upon the extent of interaction between the different functionaries of community development. The district
rehabilitation centers, the workers, local eye hospitals, Braille presses, special schools, integrated schools etc., are to be closely involved in the program implementation.

1.10.4 Enlisting parents and community’s participation

Ideal Inclusive Education programs strongly insist on the importance of parental involvement in education. Parent-interact groups are important for augmenting the quality of Inclusive Education. The parental involvement not only enriches inclusion but also brings attitudinal changes with regard to disability in the community.

1.10.5 Improving child-to-child learning

Through general classroom teachers and special teachers are available for providing services to children with disabilities in any locality; the influences of non-disabilities children on the educational achievement of disabled children and vice-versa are noteworthy. In fact, the non-disabled children are the best teachers for enabling disabled children to develop proper concepts. The child-to-child learning strategies effectively improve the achievement of all children including the children with special needs.

1.10.6 Making the program for children with special needs is an integral part of the general education system

Inclusive education in India would be possible only when all general education teachers are capable for serving children with special needs. Till then, the presence of a specialist teacher should also be treated as a part and parcel of the general system. Often, specialist resource teachers in integrated programs are treated as additional members in the schools and therefore, the assistance given by them to disable children is treated as add on component to general education. This scenario should change. The specialist teacher should be treated as a teacher first and a specialist next. Unless this happens, total inclusion may not happen. Therefore, inclusion should take place at all levels.

1.11 TEACHERS’ ROLE IN SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION

Most children readily perceive teachers’ negative or uneasy feeling about differences, whether of language, skin color, cultural mannerisms, or disabilities (Manning, 2000). A teacher’s acceptance level of children with disabilities in the class will very likely affect the views of those children who are not disabled. First and foremost in developing
children’s social competence is the classroom teacher’s unconditional acceptance of all the children in the teacher class. Teacher can model respectful interactions by their actions, words, nonverbal gestures, and tone of voice. Such modeling requires teachers to honestly examine their own feelings about having children with special needs in the class. Goods teachers realize that the individual differences, such as ability and personality that make every child unique exist across cultures and disabilities (Okagaki & Diamond, 2000). The teacher’s understanding and appreciation of individual and cultural differences need to be consistently displayed, and all children need opportunities to model and acquire these same traits (Putnam, 1993).

Inclusion should not be seen as merely a policy but as a philosophy of the process of education for children with varied needs. Thus, attitude building is one of the very crucial aspects. A teacher should have learning styles, personality, level of motivation, self-esteem of children differ as do the teaching styles and teacher’s personality. Providing support to students with disabilities so their inclusion can be socially and academically meaningful is the challenges teacher face in inclusive programmes.

The school systems remains unchanged with extra arrangements are made to provide for pupils for special educational needs. Teachers seeking to increase inclusion would strive to develop new ways of involving all pupils through experimentation, reflection and collaboration, using planed access to a broad and balanced curriculum for all pupils developed from first principles, Inclusive education therefore, should encourage schools to reconsider their structure, teaching approaches, pupils grouping and use of support so that they respond to needs of the pupils’ (Farrell, 1998).

Every teacher in an inclusive school is a key person who is responsible for the success or failure of inclusion. Consequently a major renegotiation of relations between special and regular education children are crossing old boundaries between regular and special schools far often and more easily. Teachers are collaborating more frequently but considerable training and retraining would be classroom teacher. There are three areas for consideration-accommodation and adjustment of the learning environment, coordination with colleagues and cooperative relationship with parents.
1.12 TEACHER COMPETENCIES REQUIRED FOR SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION

According to the handbook of inclusive education the teacher’s competencies which are required for successful implementation of inclusive education are discussed further:

- Ability to problem solves, to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum).
- Ability to take advantage of children’s individual interests and use their internal motivation for developing needed skills.
- Ability to set high but alternative expectations that are suitable for the students, this means developing alternative assessments.
- Ability to make appropriate expectations for each student, regardless of the student’s capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to determine how to modify assignment for students, how to design classroom activities so many levels that all students have a part. This teaching skill can apply not just at the elementary level, but at the college level as well. It will mean activity-based teaching.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.
- Ability to provide daily success for all students. Teachers have to work to counteract the massage all students get when certain students are continually taken out of class for special work.

1.13 PRESENT SCENARIO OF INCLUSIVE EDUCATION OF CHILDREN WITH SPECIAL NEEDS (CWSN) AT NATIONAL LEVEL

Problems of children with Special Needs are many in the society. It is a challenge to all concerned. Education of CWSN needs a thorough planning and effective implementation, so as to achieve the target and make inclusion possible in its real meaning.
Enrolment of CWSN is an important aspect of universalization of quality elementary education and education for all. According to the analytical report; NIEPA (2005) which states that the enrolment of CWSN at national level increased from 0.77 million in 2003-04 to 1.01 million in 2005-06 at primary level, whereas it was 0.20 million to 0.38 million at upper primary level during the same period. The report states that although the enrolment of boys and girls increased over a period of three years but the number is more in case of boys than that of girls. Similar is the situation with regard to enrolment of children with special needs at upper primary level.

It is reported that the enrolment of CWSN at primary level over a period of three years (2003-2005) is more in rural areas (0.68 million) than that of urban areas (0.09 million). Similar is the situation in case of Upper Primary Level (i.e. rural = 0.89 million and urban =0.12 million). With regard to area wise enrolment of children with special needs at elementary level, the enrolment during 2003-04 was more at rural areas (0.84 million) than that of urban areas (0.13 million). Similar is the scenario during 2005 (rural enrolment 1.15 million and Urban enrolment 0.24 million) as well.

It is observed that at primary level, the highest percentage of enrolment of children with special needs are belonging to locomotor impairment (34.65 percent) and lowest percentage belonging to hearing impaired (9.11 percent) whereas in case of upper primary level, 38.08 percent belonging to locomotor impairment .This shows that though more and more children get enrolled at primary level.

According to the analytical report; NIEPA (2005) at primary level the share of CWSN during 2003 was 0.88 percent, which increased to 1.22 percent during 2004 and again reduces to 0.86 percent during 2005. It is also noticed that the picture is similar at elementary level as well. This definitely alarming us to review our school system with regard to physical facilities, curriculum, and method of transaction. Classroom process, school effectiveness programme as well. Community participation, community mobilization, programmes for achieving the target of educating the children with special needs along with their normal counterpart.

Enrolment by nature of disability shows that at elementary level 35.73% of children are locomotar impairment and 9.94 % of hearing impaired, which constitute the highest and lowest percent respectively among CWSN.
1.14 RATIONALE OF THE STUDY

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. There by helping to bridge the gap between the different sections of society. Inclusive education has taken centre stage all over the world in recent decades, particularly in introducing educational reforms to prevent exclusionary practices. Inclusion has evolved over the past few decades as both a pedagogical strategy as well as a political means to challenge exclusionary policies, laws and practices in the educational system of countries. More generally, inclusion of children with special needs is now a part of the international human rights movement, which has been emerging and developing throughout the 20 century. Education for the children with special needs has become a matter of entitlement a fundamental human rights rather than a privilege or charity. To have truly democratic inclusive society we need to have more educational institutes catering for inclusive classrooms which needs public sensitization and change in mindset Bindal, S. and Sharma, S. (2010) in their article on ‘Inclusive Education in Indian context’ described the problem of general education system which yet needs to be sensitized to the educational needs of children with disabilities and therefore, the general system needs the assistance of specialist teacher for occasional help to make inclusive education work. Schools are being challenged to avoid traditional labels attached to specific groups (such as learning disabled, slow learner).

Pandey, Y. (2009) in his study titled ‘A study of barriers in the implementation of inclusive education at the elementary level’ examined 40 principals and regular teachers from the (20) public and (20 schools) government schools of Delhi. He found that a large majority of the principal of both types of public and government school were unaware of the resources they could make use for providing supportive services needed by children with special needs for their education in inclusive setup; Almost all regular teachers of both types of schools were affirmative about the need for specialist support; 80% of regular teachers of both types of schools were positive towards inclusive education More than half of the principals of both public and government school accepted that they do not have knowledge and awareness about legal provisions for education of children with special needs.
Das, A. and Kattumuri, R. Dr. (2009) in their qualitative study ‘Children with disabilities in private inclusive schools in Mumbai: Experiences and challenges’ based on discussions with children with disabilities in seven private inclusive schools in Mumbai recommended recruitment of resource teachers in proportion to the numbers and needs of the enrolled children with disabilities in a school; pre-service and regular in-service training of regular teachers on issues related to managing inclusive classrooms, peer sensitization; and introducing relevant alternative activities for children with disabilities.

Chavuta, A. et al. (2008) in Malawi baseline study revealed lack of knowledge and additional skills in teaching learners with disabilities, inadequate teaching and learning resources, inadequate communication skills by teachers and learners in schools, frequent absenteeism from school by learners as the challenges that teachers, learners with and without disabilities are facing in schools.

Nyborg, G. (2011) in their observational study ‘Teachers use of motivational utterances in special education in Norwegian compulsory schooling’ illustrated how teachers’ use of motivational utterances is expressed to pupils with learning difficulties in special education in Norwegian compulsory schooling. Video recordings were made of teachers in special education who were deemed to be proficient in motivating pupils. The results indicated that methods used by teachers to improve pupils’ expectancy of success in a subject can be divided into six categories: subject-affirmative praise, subject-oriented behavioral praise, subject-detailed praise, existing knowledge, pupil emphasis and challenging utterances. The results also indicated that the methods used by teachers to increase pupils’ task value can be grouped into seven categories: pupil involvement, choice, justification, enthusiasm, downplaying the degree of difficulty, utility value and reward. These categories raised awareness and serve as inspiration for other teachers, which in turn may foster learning among pupils with learning difficulties.

Bharti (2009), in her research paper on ‘Inclusion-Are we ready for it?’ conducted on 45 teacher trainees from three different institutions in and outside Delhi, stated that most of teacher training have faith in inclusive classrooms in spite of doubting their own ability to handle children with special needs in their own classroom which is due to the existing lacuna in their training.
Boer, D., Piiil, A., & Minnaert, A. (2011) in their study ‘Regular primary school teachers attitude towards inclusive education: A review of literature’ examined the attitude of teachers towards CWSN. The study revealed that the majority of teachers held neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education. Thus the review of literature leaves a gap in knowledge base on the status of inclusive education.

Many studies had been done on all aspects of inclusive education. But, most of these studies had been done abroad. Several studies were done in India on integration. Lack of availability of relevant literature for Indian context on inclusive education was found; very few empirical studies had been undertaken in India especially for children with sensory and locomotor impairment. In the current literature very few studies offered information about inclusion of children with sensory and locomotor impairment in elementary schools in Delhi and National capital region (NCR). In fact very few studies had taken the perception of administrators and educators along with children with sensory and locomotor impairment on inclusion. Thus there exist a gap between the conceptual framework and actual status of implementation of inclusive education. Therefore, there exists an urgent need to study the measures adopted by schools for inclusion of children with special needs.

Keeping in view recent initiatives on inclusive education, a comprehensive review was necessary to help in better understanding the status of education of children with sensory and locomotor impairments, and how inclusive education can be promoted in elementary schools. Thus an in-depth analysis using both qualitative and quantitative was required.

Therefore to know the progress of inclusive education at the elementary level in the last few decades, the researcher in this study attempted to survey in terms of inclusion in schools of children with sensory and locomotor impairment and explores the barriers for successful implementation of inclusive education in elementary schools of Delhi and National Capital region (NCR).
Theoretically, this study enhances the body of knowledge of the special education in India.
Practically, this study is beneficial in terms of having better understanding about the implementation of the inclusive education; knowing challenges and problems in implementing the inclusive education; providing feedback and recommendations for improvement of the inclusive education to all parties involved, especially the schools, teachers, and government.

1.15 TITLE OF THE STUDY
‘A study of status of inclusion of children with special needs at the elementary school level’

1.16 OPERATIONAL DEFINITIONS
Operational definitions of key terms used in the study were as follows:

1.16.1 Inclusive Education
Inclusive education means, the act of ensuring that all children despite their differences, receive the opportunity of being part of the same classroom as other children of their age, and in the process get the opportunity of being exposed to the curriculum to their optimal potential.

1.16.2 Special Education Needs
Special education needs refer to ‘The requirement of an individual to fulfill his true potential in the field of education.’

1.16.3 Impairment
Impairment is a permanent or transitory anatomical, physiological or psychological loss or abnormality

1.16.4 Children with locomotor impairment
A person's inability to execute distinctive activities associated with moving, both personally and objects, from place to place, and such inability resulting from afflictions of musculoskeletal and, or nervous system
1.16.5 Children with sensory impairment
Children with visual loss (including blindness and partial sight) or hearing loss (including the whole range)

1.16.6 Children with visual impairment
A child with vision loss to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction or medication

1.16.7 Children with hearing impairment
Hearing impaired child who cannot hear at all, or could hear only loud sounds, or can hear only shouted words, or can hear only when the speaker is sitting in the front, or usually asking to repeat the words spoken or would like to see the face of the speaker while he is speaking.

1.16.8 Elementary school
The lowest school giving formal instruction, teaching the rudiments of learning, and extending usually from I to VIII class.

1.17 OBJECTIVES OF THE STUDY
The following were the objectives of the study:

Objective 1 To study the level and extent of awareness of principal and teachers towards inclusive education

Objective 2 To review the extent of implementation of inclusive education in elementary inclusive schools in Delhi and NCR as perceived by principals, teachers and children with sensory and locomotor impairment

Objective 3 To identify the barriers in the implementation of inclusive education in elementary schools as perceived by the principal, teachers and children with sensory and locomotor impairment
1.18 RESEARCH QUESTIONS OF THE STUDY

To achieve the objectives of the study, following research questions were framed corresponding to each objective.

1.18.1 Research Questions for Objective 1:

**Question 1** What is the level and extent of awareness of principal and teachers towards inclusive education?

**Question 1.1** What is the level of awareness of principal and teachers about the concept of inclusive education?

**Question 1.2** What are views of principals and teachers about implementation of inclusive education in elementary schools?

**Question 1.3** To what extent the principals and teachers are aware about the concept of children with sensory and loco motor impairment?

**Question 1.4** To what extent the principals and teachers are aware about the policies and legal provisions relevant to education of children with sensory and loco motor impairment in inclusive school?

**Question 1.5** What is the level of awareness of principals and teachers about the organizations for obtaining support for education of children with sensory and loco motor impairment in inclusive school?

1.18.2 Research Questions for Objective 2:

**Objective 2** What is the extent of implementation of inclusive education in elementary inclusive schools in Delhi and NCR as perceived by principals, teachers and children with sensory and locomotor impairment?

**Question 2.1** What is the current status of children with sensory and locomotor impairment in elementary inclusive schools?
Question 2.2 To what extent the principals and teachers implement policies and legal provisions relevant to education of children with sensory and locomotor impairment into practice in inclusive school?

Question 2.3 Which parameters are considered for admission and class allotment of children with sensory and locomotor impairment in inclusive schools?

Question 2.4 What is the status of pre service training of teachers in the field of inclusive education?

Question 2.5 What support does the school management provides regarding in-service training of teachers in the field of inclusive education?

Question 2.6 What support does the school management provides to the principals and teachers to implement inclusive education practices in elementary school?

Question 2.7 Which are the areas where the teachers need to be trained to deal with children with sensory and locomotor impairment as perceived by the principals and teachers?

Question 2.8 To what extent parental support is essential for successful implementation of inclusive education in elementary school as perceived by teachers and principals?

Question 2.9 What is the status of availability of resource/special teacher to support the implementation of inclusive education in elementary school?

Question 2.10 What is the extent of need for resource teacher support for the successful implementation of inclusive education in elementary school as perceived by teachers and principals?

Question 2.11 To what extent children with sensory and locomotor impairment receive support from their classmates?

Question 2.12 What is the level of teacher’s competency for early identification and providing intervention for children with sensory and locomotor impairment in inclusive school?

Question 2.13 What amenities are provided by school to children with visual impairment for ensuring barrier free physical environment?

Question 2.14 What amenities are provided by school to children with hearing impairment for ensuring barrier free physical environment?
**Question 2.15** What amenities are provided by school to children with locomotor impairment for ensuring barrier free physical environment?

**Question 2.16** What role is played by teachers to ensure optimum participation of children with sensory and locomotor impairment in cultural events in inclusive school?

**Question 2.17** What kind of support is given by teachers to encourage participation of children with sensory and locomotor impairment in co-curricular activities in inclusive school?

**Question 2.18** What type of attitude do the classmates have towards children with sensory and locomotor impairment in inclusive school?

**Question 2.19** What type of attitude do the teachers have towards children with sensory and locomotor impairment in inclusive school?

**Question 2.20** Which aids and equipment’s are accessible and available for children with visual impairment in inclusive schools?

**Question 2.21** Which aids and equipment’s are accessible and available for children with hearing impairment in inclusive schools?

**Question 2.22** Which aids and equipment’s are accessible and available for children with locomotor impairment in inclusive schools?

**Question 2.23** Which methodologies are implemented by teachers for teaching children with locomotor impairment in inclusive schools?

**Question 2.24** In which areas are children with sensory and locomotor impairment trained in inclusive schools for accommodating them in real world?

**Question 2.25** What are the adaptations incorporated in the evaluation procedures for children with visual impairment in inclusive schools?

**Question 2.26** What are the adaptations incorporated in the evaluation procedures for children with hearing impairment in inclusive schools?

**Question 2.27** To what extent does the school obtain support from specialized organization for inclusion of children with sensory and locomotor impairment?

**Question 2.28** To what extent the time allotted for teaching children with sensory and locomotor impairment in an inclusive class is sufficient as perceived by teachers and principals?
1.18.3 Research Questions for Objective 3:

Question 3 What are the barriers in the implementation of inclusive education in elementary schools as perceived by the principal, teachers and children with sensory and locomotor impairment?

Question 3.1 What are the barriers experienced by the principals in implementing inclusive education in elementary schools?

Question 3.2 What are the barriers experienced by the principals in implementing inclusive education in elementary schools?

Question 3.3 What are the barriers experienced by the teachers in implementing inclusive education in elementary schools?

Question 3.4 What are the barriers experienced by children with sensory and locomotor impairment in the inclusive schools?

1.19 DELIMITATIONS OF THE STUDY

In view of limited time and resources the present study was delimited as follows by the researcher:

1. The present study was limited to elementary schools from class I to VIII.
2. The sample for the study was confined to Delhi and NCR region only.
3. The present study was limited to inclusive elementary schools only.
4. Children with locomotor and sensory impairment studying in government and public elementary schools were only studied.
5. Children with hearing impairment and visual impairment were only considered under sensory impairment.