CHAPTER-V

DISCUSSION, RECOMMENDATION AND SUGGESTIONS

5.1 INTRODUCTION
In the preceding chapter ‘Analysis and Interpretation’ of data collected has been analyzed and suitable interpretation wherever necessary has been made. An attempt had been made in this chapter to discuss the findings in the light of the available literature related to the present investigation. The educational implication of the findings, with a view to help the stakeholders i.e. principals/headmasters, teachers, parents, etc engaged in inclusive education have been provided. A list of recommendation emanating from the present study is also given.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings drawn from the analysis and interpretations of the data are given below:

5.2.1 Awareness about the concept of inclusive education
It was found that 56.67% of the principals and 61.11% of teachers were completely aware about the concept of inclusive education whereas 20% of the principals and 17.22% of teachers were partially aware while 23.33% of principal and 21.67% of the teachers were not aware about the concept of inclusive education.

5.2.2 Views about implementation of inclusive education in elementary schools
It was found that 53.33% of the principals and 52.78% of teachers agreed that inclusive education should be implemented in elementary schools while 20% of the principals and 17.22% of teachers partially agreed however 26.67% of principal and 30% of the teachers did not agreed that inclusive education should be implemented in elementary schools.
5.2.3 Awareness about the concept of children with sensory and loco motor impairment

The findings indicated that 43.33% of the principals and 41.11% of teachers understood the concept of children with sensory and loco motor impairment while 23.33% of the principals and 20.56% of teachers partially understood however 33.33% of principal and 38.33% of the teachers did not understood the concept of children with sensory and loco motor impairment.

5.2.4 Awareness about the policies and legal provisions relevant to education of children with sensory and loco motor impairment in inclusive school

The findings indicated that 13.33% of the principals and 11.67% of teachers were having knowledge of policies and legal provisions relevant to children with sensory and locomotor impairment education in inclusive school while 20% of the principals and 17.22% of teachers were having partial knowledge however majority of principals 66.67% and teachers 71.11% were ignorant about the policies and legal provisions relevant to children with sensory and locomotor impairment education in inclusive school.

5.2.5 Awareness about the organizations for obtaining support for education of children with sensory and loco motor impairment in inclusive school

The findings showed that 43.33% principals and 43.89% teachers were partially aware about the organization for obtaining support 33.33% principals and 32.78% teachers were aware whereas 23.33% principals and 23.33% teachers did not know about the organization for obtaining support for education of children with sensory and loco motor impairment in inclusive school.

5.2.6 Current status of children with sensory and locomotor impairment in elementary inclusive schools

The findings showed that in the 30 elementary schools surveyed 275 children with sensory and locomotor impairment were there. Among them 26.9% children had visual impairment, 35.2% had hearing impairment and 37.8% had locomotor impairment.
5.2.7 Extent of implementation of policies and legal provisions relevant to education of children with sensory and locomotor impairment into practice in inclusive school

Only 13.33% of the principals and 5% of teachers implemented policies and legal provisions into practice for education of children with sensory and locomotor impairment in the school and 16.67% of principals and 15% of teachers partially implemented but majority of the 70% principals and 80% teachers did not implemented as they did not have knowledge of policies and legal provisions relevant for education of children with sensory and locomotor impairment in inclusive school.

5.2.8 Parameters considered for admission and class allotment for children with sensory and locomotor impairment

The findings showed that 86.67% principals and 87.78% of teachers agreed that the admission of children with sensory and locomotor impairment to first grade is dependent on medical report. 6.67% principals and 6.11% of teachers agreed that medical report and children with sensory and locomotor impairment passing in interview and entrance test were considered for admission to first grade while only 6.66% principals and 6.11% of teachers agreed that they had no rejection policy and if seats were available then no criteria was seen to give admission of children with sensory and locomotor impairment to first grade.

The findings showed that 20% principals and 20% of teachers agreed that the admission of children with sensory and locomotor impairment to second grade and above was dependent on entrance test & medical report. 80% principals and 80% of teachers agreed that medical report and children with sensory and locomotor impairment passing in interview and entrance test were considered for admission to second grade and above. No child was selected on the basis of only medical report and with passing the interview and entrance test for second grade and above.

5.2.9 Status of pre service training of teachers

Nearly 16.11% of teachers accepted that they were trained to educate children with sensory and locomotor impairment in inclusive school during their pre service training, while 83.89% of the teachers were untrained to educate children with sensory and locomotor impairment in inclusive school. Whereas the principals were
of the view that 16.67% of the teachers were trained and 83.33 % were untrained to educate children with sensory and locomotor impairment in inclusive school.

5.2.10 School management support in providing in-service training to teachers in the field of inclusive education
Majority of the principals 70% and teachers 72.22% agreed that they did not got support for in service training while 16.66% of the principals and 15% teachers agreed that they got full support for in-service training while 13.33% of principals and 12.78% of teachers got partial support from management for their in service training in the field of inclusive education.

5.2.11 School management support to the principals and teachers to implement inclusive education practices in elementary school
Almost 20% of the principals and 19.44% of teachers agreed that they had full management support in school but majority of the principals 63.33% and 65.56% teachers agreed that they did not had any support and 16.67 % of principals and 15% teachers agreed that they received partial support from the management to implement inclusive education practices in elementary school

5.2.12 Areas where the teachers need to be trained to deal with children with sensory and locomotor impairment as perceived by the teachers
After analysing the response it was found that most of the teachers identified methodologies to teach children with sensory and locomotor impairment, developing and using aids and equipments, various ways to adapt the curriculum to the needs of children with sensory and locomotor impairment, the ability to take advantage of learner’s individual interests and use their internal motivation for developing needed skills, development of individual programmes for learners, adapting teaching to a student's learning style, using and training children with sensory and locomotor impairment to use software appropriate to their needs, classroom management skills, time management skills as the areas where they needed training. They also emphasised that they needed training to develop ability to modify assignments for learners, designing classroom activities with so many levels that all learners had a part and activity-based teaching rather than seat-based teaching.
Most of the principals acknowledged the fact that the teachers were not trained to facilitate the process of inclusion. They lack the basic foundation knowledge about the inclusion. The areas suggested for training of teachers were early identification of children with sensory and locomotor impairment, providing interventions to children with sensory and locomotor impairment, Using a variety of teaching strategies to accommodate the diverse needs of learners, assessment of learners to determine their capabilities and competencies and reporting on individual progress of learners, use of aids, equipment’s and software for children with sensory and locomotor impairment, behaviour management skills.

5.2.13 Extent of parental support for successful implementation of inclusive education in elementary school as perceived by teachers and principals

Majority of the principals 86.67% and 87.22% teachers agreed that parental support was very essential for inclusion process of children with sensory and locomotor impairment in school while 10% of principals and 11.11% teachers agreed that parental support was essential and 3.33% principals and 1.67% teachers agreed that parental support was not essential for inclusion process of children with sensory and locomotor impairment in school. The teachers informed that they communicate regularly with family/parents to learn more about their child and to share his/her progress. Few parents also participated in decisions regarding their children and also gave insight to the behaviour of their ward so that the resource teacher prepares the IEP accordingly, while few of the parents were enthusiastic and forthcoming in improving the performance of their ward.

5.2.14 Status of availability of resource/special teacher to support the implementation of inclusive education in elementary school

Majority of principals 66.67% and 68.89% of teachers agreed that resource teacher was not available in their school while 33.33% principals and 31.11% teachers agreed that resource teacher was available in their school.

5.2.15 Need for resource teacher support for the successful implementation of inclusive education in elementary school as perceived by teachers and principals

Majority of principals 86.67% and 87.78% of teachers agreed that resource teacher support was essential for the successful implementation of inclusive education in
elementary school while 6.67% principals and 10 % teachers agreed that resource
teacher support was sometimes essential whereas 6.67% principals and 2.22 %
teachers agreed that resource teacher support was not essential for the successful
implementation of inclusive education in elementary school.

5.2.16 Teacher’s competency for early identification and providing intervention
for children with sensory and locomotor impairment in inclusive school
It was found that 9.44% of teachers were fully competent in early identification and
providing intervention for children with sensory and locomotor impairment, 17.78 %
teachers were partially competent, while majority of the teachers 72.78% were not
competent in early identification and providing intervention for children with sensory
and locomotor impairment.
The principals were of the view that 10% of their teachers were fully competent in
early identification and providing intervention for children with sensory and
locomotor impairment,16.67 % partially capable and 73.33 % of the teachers were not
competent in early identification and providing intervention for children with sensory
and locomotor impairment.

5.2.17 Amenities provided to children with visual impairment for ensuring
barrier free physical environment
In majority (70% to 80%) of the schools path from gate to school building and
playground was clear and levelled, entrances and doorways in the school buildings
were minimum 4’ to 5’ feet wide, signage’s in print, visuals and Braille at the
readable height were provided and accessible classroom, clear visibility of blackboard
and teacher while teaching were provided for children with visual impairment.
While in (56% to 64%) of the schools clear walkway of any hung and protruding
obstructions such as windows, lights, low branches, flower pots and sign posts,
optimized natural lighting and seating arrangement so that the child gets clear view of
teacher’s face as well as the black board were provided for children with visual
impairment.
Whereas only in (10 % to 47%) of the elementary schools handrail, guards and kerbs
provided at any dangerous point in the walk hazard free environment, bright colours
(preferably yellow) used at every change in slope, at the beginning and ending of a
staircase, non slip surfaces, warning strips/ textures, accessible canteen, accessibility
to transport place, toilet and accessible drinking water outlet, availability of resource or special class and availability of medical room were provided for children with visual impairment.

5.2.18 Amenities provided by school to children with hearing impairment for ensuring barrier free physical environment

In majority (70% to 90%) of the schools clear visibility of blackboard and teacher while teaching was provided for children with hearing impairment. While in 36.67% of the schools assistive and alarming devices including devices for hearing of bell, time alarm etc were provided. Whereas only in 10% to 20% of the elementary schools visual clues, acoustically well insulated classroom and availability of medical room were provided for children with hearing impairment.

5.2.19 Amenities provided by school to children with locomotor impairment for ensuring barrier free physical environment

Majority (73% to 80%) of the school path from gate to school building and playground was clear and levelled, entrances and doorways in the school buildings were minimum 4’ to 5’ feet wide provided for children with locomotor impairment. While in (36.67% to 46.67%) of the school wheel chair accessibility to classrooms, accessible drinking water outlet, adequate space in between the rows for wheel chair to move were provided for children with locomotor impairment. Whereas only in (13% to 33.33%) of the elementary schools wheel chair accessibility to transport place, disabled friendly buses, toilets, disabled friendly toilets, adjustable furniture, accessible canteen, ramp with hand rails/lift, classes at ground floor and seating near the door with clear view of teacher and black board, sufficient space under the table/computer table to accommodate wheel chair and availability of medical room were provided for children with locomotor impairment.

5.2.20 Role played by teachers to ensure optimum participation of children with sensory and locomotor impairment in cultural events in inclusive school

Only 23.89% teachers encouraged whereas 17.78% teachers were neutral and 58.33% teachers discouraged children with sensory and locomotor impairment to participate in cultural events. Alternatively 20.36% children with sensory and locomotor impairment felt that the teachers encouraged them whereas 17.09% felt teacher’s
attitude as neutral and 17.09% children with sensory and locomotor impairment felt that teachers discouraged their participation in cultural events.

5.2.21 Support given by teachers to encourage participation of children with sensory and locomotor impairment in co-curricular activities in inclusive school
Merely 27.22% teachers agreed that they promoted children with sensory and locomotor impairment participation in co-curricular activities whereas 56.11% teachers agreed that they did not promote children with sensory and locomotor impairment participation for co-curricular activities. On the other hand 56.11% children with sensory and locomotor impairment agreed that teachers promoted their participation in co-curricular activities, while 56.73% agreed that teachers did not promote their participation in co-curricular activities.

5.2.22 Attitude of classmates towards children with sensory and locomotor impairment in inclusive school
Barely 48.33% teachers informed that the attitude of classmates towards children with sensory and locomotor impairment was friendly whereas 11.67% teachers as neutral and 40% teachers informed it to be unfriendly. At the same time 49.45% children with sensory and locomotor impairment confirmed that the attitude of their classmates towards them was friendly whereas 11.64% children with sensory and locomotor impairment claimed the classmate’s attitude as neutral and 38.91% children with sensory and locomotor impairment confirmed it to be unfriendly.

5.2.23 Attitude of teachers towards children with sensory and locomotor impairment in inclusive school
Nearly 36.11% teachers had positive attitude towards children with sensory and locomotor impairment whereas 47.78% teachers as neutral and 16.11% teachers to be negative teachers towards children with sensory and locomotor impairment in inclusive school. Whereas 36.00% children with sensory and locomotor impairment felt that the attitude of teachers towards them was positive whereas 46.91% children with sensory and locomotor impairment as neutral and 17.09% children with sensory and locomotor impairment felt that teachers showed negative attitude towards them.
5.2.24 Status of aids and equipment’s accessible and available for children with visual impairment in inclusive schools

Majority of teachers (80% to 100%) and (80% to 100%) children with visual impairment agreed that Braille/ large print books, Laboratory Equipment’s, Abacus, Magnifiers, Taylor frame, cane were available and accessible for use for children with visual impairment. Whereas (42% to 74%) of teachers and (42% to 74%) children with visual impairment agreed that Braille converter, Screen-reading and scanning software’s/e-text; Smart boards were neither available nor accessible for use for children with visual impairment.

5.2.25 Status of aids and equipment’s accessibility and availability for children with hearing impairment in inclusive schools

Majority of teachers (98% to 100%) and (98% to 100%) children with hearing impairment agreed that suitable hearing aid and pictorial teaching learning materials were available and accessible for them whereas (72% to 100%) teachers and (73% to 100%) children with hearing impairment agreed that language acquisition and reading software’s, portable speech synthesizer and smart boards were not available and accessible for use for children with hearing impairment.

5.2.26 Status of aids and equipment’s accessibility and availability for children with locomotor impairment in inclusive schools

Majority of teachers and children with locomotor impairment (respectively 100% and 98.33%) agreed that mobility aids, callipers, braces and pencil grips were the equipments available and accessible to them whereas 63%-64% of teachers and children with locomotor impairment agreed that wedges and crutches were available and accessible and 73% to 87% teachers and children with locomotor impairment agreed that Special Chairs and Communication Boards were not available.

5.2.27 Methodologies implemented by teachers for teaching children with locomotor impairment in inclusive schools

Nearly (32.78% and 33.33% respectively) principals and teachers agreed that they used peer tutoring as a major teaching method for children with locomotor impairment. Whereas (26.66% to 27.33%) principals and teachers (13.88% to
26.67%) used methodologies like cooperative learning, multisensory approach, individualised instructions and IEP.

5.2.28 Training given to children with sensory and locomotor impairment in inclusive schools for accommodating them in real world

Majority of principals (76.67%), teachers (79.44%) and (76.36%) children with sensory and locomotor impairment agreed that they were provided training in use of aids and appliances. Whereas only (13.33% to 16.67%) principals, (12.22% to 15.00%) teachers and (13.45% to 15.27%) children with sensory and locomotor impairment agreed that they were provided training in independent living skills, training in orientation and mobility and training in using special software’s. While only (20.00% to 23.33%) principal, (20.56% to 21.67%) teachers and (20.36% to 21.45%) children with sensory and locomotor impairment agreed that training for making optimum use of residual organ/alternate organ and training in development of recreational and leisure skills.

5.2.29 Adaptations incorporated in the evaluation procedures for children with visual impairment in inclusive schools

Majority of the teachers (96% to 98.33%) and (95% to 97%) agreed that they were provided extra time to do home work / assignment / project / examination and flexibility for another person to write instead of them whereas 79.44% of teachers and 79.73% of children with visual impairment agreed that Braille question paper and answer sheet was provided during test and examination to children with visual impairment.

5.2.30 Adaptations incorporated in the evaluation procedures for children with hearing impairment in inclusive schools

About 90% teachers and 86.69% children with hearing impairment agreed that they were provided exemption from three language formula whereas 72% to 73.89% teachers and 72% to 73.20% children with hearing impairment agreed that sign language as an alternative under co-curricular activities and extra response time was given whereas 21.67% teachers and 21.65% children with hearing impairment agreed that objective type questions, instead of essay type questions for children with
difficulties in language acquisition during test and examination to children with hearing impairment.

5.2.31 Extent of support the school obtain from specialized organization for inclusion of children with sensory and locomotor impairment

Only 16.67% principals and 16.11% teachers agreed that they were supported by specialised organisations like hospitals, physiotherapy laboratory’s, NGO’s regarding children with sensory and locomotor impairment whereas majority of the principals 66.67% and teachers 67.22% were not acquiring any support and 16.67% principals and 16.67% teachers were acquiring only partial support from specialised organisations for inclusive education of children with sensory and locomotor impairment.

5.2.32 Sufficiency of time allotted for teaching children with sensory and locomotor impairment Interpretation

Merely 13.33% principals and 13.89% teachers felt that the time provided for teaching children with sensory and locomotor impairment is sufficient whereas majority of the principals 86.67% and teachers 86.11% felt that the time is insufficient to teach children with sensory and locomotor impairment.

5.2.33 Barriers experienced by the principals in implementing the inclusive education in elementary schools

Barriers experienced by the principals in implementing the inclusive education in elementary schools were:

- Lack of information regarding the concept of inclusive education,
- De motivated teachers,
- Lack of awareness about facilities available for aiding special children education in school,
- Lack of awareness about the procedures for availing facilities for children with special needs,
- Lack of information regarding the amenities to be provided for children with sensory and locomotor impairment
- Unaware about the legal provisions relevant to with special needs
• Lack of support from management for providing infrastructure for children with sensory and locomotor impairment, recruiting resource/special teachers, providing training, etc
• General teachers do not follow a child-centered approach, as they feel that this would involve more work.
• Teachers were unaware about the children with special needs friendly methodologies.
• Lack of teachers trained to deal with inclusive education.
• Financial constraints

5.2.34 Barriers experienced by the teachers in implementing the inclusive education

Barriers experienced by the teachers in implementing the inclusive education were:
• Lack of information regarding the concept of inclusive education,
• Unaware about the legal provisions relevant to with special needs
• Lack of awareness about facilities available for aiding special children education in school
• Lack of awareness about the procedures for availing facilities for children with special needs
• Lack of support from management
• Lack in competency for early identification and providing intervention for children with sensory and locomotor impairment
• Lack of training to deal with children with sensory and locomotor impairment
• Lack of training in using strategies’ and methodologies for teaching in inclusive setting.
• Lack the competence necessary to modify methodologies and materials to make them learner-friendly.
• Unaware about the modalities of curriculum adaptations and evaluation for children with sensory and locomotor impairment
• Ignorant about the techniques of creating positive classroom management and conflict resolution in inclusive setting.
• Teachers were not trained to use Braille, speech training, etc. in the curricular areas
● Lack of support from resource /special teacher or absence of resource /special teacher

● Multi-sensory teaching–learning materials need to be developed. These materials were not available, and teachers did not have the knowledge or skills to develop such materials training is needed in this area.

● Lack of proficiency to ensure community participation

● Lack of capability to involve children with sensory and locomotor impairment in co curricular activities, games and events.

● Lack of sufficient time to guide the children with sensory and locomotor impairment in the inclusive class.

● Lacking in competency to develop individualized educational plan.

5.2.35 Barriers experienced by children with sensory and locomotor in the inclusive schools

Barriers experienced by the children with sensory and locomotor in inclusive education were:

● Lack of encouragement from teachers

● Disinterested attitude of teachers towards them

● Lack of availability and accessibility of aids and equipments like mobility aids, special chairs, communication boards, portable speech synthesizer, software’s, smart boards

● Lack of training in orientation and mobility, development of recreational and leisure skills, making optimum use of residual organ/alternate organ.

● Lack of personal guidance from teacher due to insufficient time in the class.

● Problem in accommodating wheel chair in toilets, classroom, and lack of adjustable furniture, inaccessible canteen were the barriers faced by locomotor impaired children. They even had problem in coming to the school due to lack of school transport in their area and lack of low floor buses.

● Barriers faced by visually impaired children were lack of tactile path for toilets, canteen classes, stairs and drinking water outlet

● Lack of acoustically well insulated classroom, visual clues were the barriers faced specially by hearing impaired children
5.3 DISCUSSION OF THE RESULTS

In this section the major findings of the study were examined in the light of the available literature related to the present investigation.

5.3.1 Awareness about the concept of inclusive education

The findings of the present study clearly indicated that 23.33% of principal and 21.67% of the teachers were not aware about the concept of inclusive education. They were unaware about the philosophy and practice of inclusive education. As principals and teachers of school they did not know what inclusive education meant to them. That is why they could not plan and manage inclusive education in their schools. The analysis also showed that 56.67% of the principals and 61.11% of teachers were completely aware about the concept of inclusive education whereas 20% of the principals and 17.22% of teachers were partially aware. Singhal Nidhi (2005) noted that the field of inclusive education is driven by a rather narrow and limiting perspective. Singhal Nidhi (2006) emphasised the educational concerns that there existed a need to develop a contextual understanding of inclusive education in India. In support of the same Mehta L Ketna Dr., Algotar Amit Dr. (2009) accentuated that India should wake up to the good practices followed globally to create equal opportunities for education and better opportunities through an inclusive learning environment. In addition Hodkinson, Alan & Devarakonda, Chandrika (2009) stated that if inclusive education was truly to become effective then there was a requirement for teachers to gain more knowledge and understanding of how inclusive education can be defined and operationalized within the context of the Indian educational system. In support of the findings Yogendra Pandey (2009) in his study also found that a large majority of the principal of both types of public and Government school were unaware about the philosophy of inclusion it becomes the initial barrier in the implementation of inclusive education. Similarly Bindal Shivani and Sharma Sushma (2010) described the problem of general education system which yet needs to be sensitized to the educational needs of children with disabilities. Wangechi Mary Njoki (2011) revealed that teachers faced difficulties in handling children especially lack of awareness about the concept of inclusive education. Likewise Belapurkar M. A. (2012) found the knowledge level of school teachers about inclusive education significantly low and their concept of inclusive education unclear. Ananti M. N. & Ain Al (2012) found lack of knowledge about inclusion.
among senior-level administrators and a lack of society awareness of the inclusion issues that students with and without disabilities may face in inclusive settings.

5.3.2 Concept of children with sensory and loco motor impairment
The findings of the current study revealed that 38.33% of the teachers did not understand the concept of children with sensory and loco motor impairment resulting to impediment in the inclusion practices. In reference to this Sharma Darshana (2012) suggested that pre-service teacher education in their curricular component should have a paper on children with special needs. Practicum (Teaching practice) of the trainees should be planned in the inclusive school where they could get adequate exposure for education of children with special needs.

5.3.3 Policies and legal provisions
The findings of the current study clearly indicated that majority of principals 66.67% and teachers 71.11% were ignorant about the policies and legal provisions relevant to children with sensory and locomotor impairment education in inclusive school. This lack of awareness hampered the process of inclusive education. Pandey, Y. (2009) study supported the findings of the present study that majority of the principals and teachers of government and public schools were unaware about the policies and legal provisions relevant to children with special needs. In support of the same Belapurkar M. A. (2012) also found the school teachers were not clear about government policies and planning. Similar findings were given by Chireshe Regis (2013) that the participants faced challenged due to lack of specific policy on inclusive education. Gupta Shantanu (2009) emphasised that legislation is not an imperative for realizing rights but it is a useful tool, which can assist on the claiming of a right and for transforming rights and policies into reality. To overcome the same Singh Deepshikha (2009) recommended proper accountability mechanisms to check the policy implementation and avoiding report corruption. Legal enforcement mechanisms network was advocated for regular monitoring and evaluation by external evaluators to ascertain whether the policy is indeed being implemented appropriately. It was recommended that government officials should be trained at all levels for managing monitoring, evaluating systems and enforcing accountability as well as for conceptual awareness of inclusive education and disability.
5.3.4 Training
It is evident from the present study that 63.89% majority of the teachers were untrained to deal with children with sensory and locomotor impairment education in inclusive setting. The lack of training of teachers becomes deterrent to the implementation of inclusion in school. Corcoran, B. (1995) also arrived at the similar results that nearly 97% of teachers lacked professional training in teaching students with special educational needs. Centre for the Study of inclusion (2000) recommended collaborative training for support assistants and teachers. Similarly Walton (2002) indicated that if inclusion had to be successful there should be a number of skills, techniques and attitudes that could be learnt to enable educators to function effectively in an inclusive classroom. Chris, F., Sharma, U., Loreman, T. and Chris, E. (2006) found that in most instances pre-service teachers had more positive attitudes towards people with disabilities and inclusion, and more confidence in implementing inclusive practice when they had additional training and / or experience with people with disabilities. Subban Pearl and Sharma Umesh (2006) reported that participants who had undertaken training in special education were found to hold more positive attitudes and reported to experience lower levels of concern, about implementing inclusive education. Chris, F., Sharma, U., Loreman, T. and Chris, E. (2006) published that in most instances pre-service teachers had more positive attitudes towards people with disabilities and inclusion, and more confidence in implementing inclusive practice when they had additional training and / or experience with people with disabilities. Aryal Madhav, A. Gnyawali, S., et.al. (2006-2009) found that better trained teachers were the major felt need to teach blind visual impairment. Contrarily to the above findings Naicker Jeshni and Hed J. P(2008) found in-service training to be lacking to empower teachers with the necessary knowledge, skills and competencies required to teach in an inclusive class. Similarly Naicker Jeshni and Hed J. P. (2008) reported that effective preparedness of educators was one of the determinants for the success of inclusive education. Wah, L. L. (2010) emphasised on teacher change through change of attitude and in-service development of skills. Andrews A.A. & Frankel E. (2010) suggested training of teachers as successful inclusion strategies. Charema John (2010) recommended teacher training programmes and change of school systems for successful implementation of inclusive education. Das Ashima, Kattumuri Ruth Dr. (2011) study supported the findings of the present study that since the teachers were not
trained and sensitized they had an indifferent attitude towards special children. Wangeci Mary Njoki (2011) revealed that teachers faced difficulties in handling children especially due to lack of training. Mwaura Jacinta Wanjiku (2012) the study revealed that teachers need to be sufficiently prepared as very few were ready and trained to teach children with special needs. Ananti M. N. & Ain Al (2012) published that lack of proper training for teachers in mainstream classrooms had lead to teachers’ dissatisfaction. Kohama Angela (2012) recommended training teachers in inclusive teaching methods, physical and intellectual accessibility in schools. Sharma Darshana (2012) recommended that pre-service teacher education curricular component should have a paper on children with special needs. Practicum (Teaching practice) of the trainees should be planned in the inclusive school where they could get adequate exposure for education of children with special needs. Kipkosgeiin Joseph Kogei (2014) found that lack of trained teachers leads to poor status of inclusion. Nayangoti Angwenyi (2014) revealed that head teachers and teachers had not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education.

5.3.5 Management support
In the present study it was found that majority of the principals 63.33% and 65.56% teachers agreed that they did not had any support from the management to implement inclusive education practices in elementary school. Similarly Mwaura Jacinta Wanjiku (2012) study also revealed a profound reluctance by the head teachers to commit the available scarce resources in improving the welfare of children with special needs. Ananti M. N. & Ain Al (2012) reported lack of knowledge about inclusive education among senior-level administrators, a lack of financial support for resources and services specifically in private schools and a lack of society awareness of the inclusive education issues that students with and without disabilities may face in inclusive settings. Likewise Kabiaru, Regina Njeri (2013) reported that the school management committee’s role of procurement of teaching and learning resources had positive impact on the implementation of inclusive education. School management committees’ were mobilizing parents and community on sourcing for funds from project donors on the implementation of inclusive education. Kipkosgeiin Joseph Kogei (2014) established that absence of support from the management leads to poor status of inclusive education.
5.3.6. Parental Support

The present study reported that majority of the principal’s 86.67% and 87.22% teachers agreed that parental support is very essential for inclusion process of children with sensory and locomotor impairment in school. UNICEF (2003) reported that families did not have enough information about their child’s particular disability, its effects their child’s capacity. This often leads to a sense of hopelessness. Elkins John, Kraayenoord E. Van Christina and Jobling Anne (2003) study reported that many parents favoured inclusive education, some would if additional resources were provided, and a small group of parents favoured special placement. Shape of inclusive classrooms at pre-primary and primary levels (2006) project published that above 50 per cent schools involves parents in the process of inclusive education. Das Ashima, Kattumuri Ruth Dr (2011) reported negative attitudes of parent act as challenge for children with disabilities in inclusive education. Obiakor E. Festus and Offor Tabugbo Fr. Maxmary (2011) paper emphasised that the negative attitudes toward persons with disabilities in Nigeria were due to the lack of parental involvement in the education of their children moreover many parents were insufficiently informed and unaware about the role of special education in equalizing educational opportunities for their children with disabilities. Glazzard Jonathan (2011) noted parental resistance to inclusive education was identified as key barriers to inclusion.

5.3.7. Resource teacher need and availability

The current study reported that majority of principals 86.67% and 87.78% of teachers agreed that resource teacher support was very essential for the successful implementation of inclusive education in elementary school. Olson Marie Jennifer (2003) agreed that collaboration between the special education and general education teachers should be there for inclusive education to be successful. Azad (2006) stressed on the need to establish proper relationship between special and general teachers. Corcoran, B. (1995) in his experimental study examined 47% of the special education needs students did not had access to the services of professionals such as psychologists, physiotherapists, occupational therapists, speech and language therapists. Shape of inclusive classrooms at pre-primary and primary levels (2006) project found that above 50 per cent schools take specialists support as and

5.3.8. Teacher’s competency for early identification and providing intervention for children with sensory and locomotor impairment

In the present study majority of the teachers 72.78% were not competent in early identification and providing intervention for children with sensory and locomotor impairment. UNICEF (2003) report also supported similar findings that the number of skilled and trained personnel for supporting inclusive practices was not adequate to meet the needs of different types of disability. The Department of education (2002) reported that the lack of knowledge of educators and parents in identification of barriers to learning prevents learners from being identified timeously for intervention. It further stated that the lack of identification also compounded the child’s needs over an extended period of time and later manifested in behavioural difficulties, low self-esteem, early dropout, passiveness and a low self-concept.

5.3.9. Barrier free physical environment

In the present study many amenities were not provided by school to children with sensory and locomotor impairment for ensuring barrier free physical environment. Sharma (2002) in his study found that majority of the teachers felt the need for change in classroom infrastructure. Olson Marie Jennifer (2003) recommended that the special education room should only be used as a resource when the general education teacher cannot satisfactorily meet the needs of the student with disabilities in their classroom. Sandill Abha (2005) found that the schools made structural and organizational modifications to reduce physical barriers and increase autonomous mobility. Mehta L Ketna Dr., Algotar Amit Dr. (2009) suggested the facilities like medical, designated staff for disabled, accommodations at various levels, libraries with large doors, computers with special screens, lifts, flashing beacons; vibrating
pillows, disabled friendly websites and access technology loan scheme by the B schools for education and better opportunities for an inclusive learning environment. Singh Deepshikha (2009) recommended that issues like socio-economic constraints, attitudes, curriculum, environment, language and communication, governance and human resource development and government officials should be trained to provide due attention for enforcing better implementation of inclusive education. Sagahutu, B. J., Tuyizere, M. and Patricia, S. (2013) found that the long distance from home to the nearest school, and the status of the school physical environment were the major barriers to school attendance. Kipkosgein Joseph Kogei (2014) informed that absence of structured physical facilities, insufficient teaching learning resources lack of trained teachers and absence of support from the management leads to poor status of inclusive education. Kipkosgein Joseph Kogei (2014) reported that absence of structured physical facilities leads to poor status of inclusive education.

5.3.10. Attitude of teachers and classmates
In the current study it was found that nearly 47.78% teachers had neutral and 16.11% teacher’s negative attitude towards children with sensory and locomotor impairment in inclusive school. In the review of literature done positive attitude was reported by the following studies Sharma (2002) reported that teachers had positive attitude towards some children with specific disabilities like visual and hearing disabilities. Anup, Sonoti and Mbarara Motrin et. al. (2003) study indicated that learners and teachers in Uganda had a relatively positive attitude to the inclusion of learners with special educational needs. In Emerging shape of inclusive classrooms at pre-primary and primary levels (2006) project found positive attitude of heads of schools, special teachers and general teachers towards inclusive education. Gojkovic, D., Kalyva, E. and Tsakiris, V. (2007) teachers with experience in teaching children with special education needs held more positive attitudes towards inclusive education in comparison to teachers without such experience who held slightly negative attitudes towards the inclusive education of children with special education needs. Mdikana Andile,Ntshangase Sibusiso and Mayekiso Tokozile (2007) reported that the participants were having positive attitudes toward inclusive education. Highlighting the importance of positive attitude of teachers Ajuwon M. P. (2008) recommended that for successful implementation of inclusive education developing positive attitudes toward disability is essential. Singh Deepshikha (2009)
recommended that attitudes should be given due attention for enforcing better implementation of inclusive education. **Charema John (2010)** recommended change of attitudes, change of values in teachers for successful implementation of inclusive education. **Sharma Sushma, Astha, Bhargav Smriti (2011)** findings indicated that teacher had positive attitude towards inclusive education for children with special needs. **Belapurkar M. Anita (2012)** study indicated overall positive attitude of school teachers towards inclusive education. In the review of literature done negative attitude were reported by the following studies **Chhabra Simmi, Srivastava Rama and Srivastava Ishaan (2010)** disclosed that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward inclusive education because they believe that it could lead to lower academic standards. **Glazzard Jonathan (2011)** reported that teachers displayed negative attitudes towards children with special needs and this impacted negatively on the school’s commitment to inclusive education. **Das Ashima, Kattumuri Ruth Dr (2011)** found negative attitudes of teachers as barrier for children with disabilities in inclusive education. **Gal Eynat, Schreur Naomi and Yeger Engel Batya (2010)** suggested that inaccessible environments and negative attitudes of teachers might limit children's participation. **Palombaro M., Salisbury, C., Gallucci, C., and Peck, C. (1995)** published that teachers influenced the development of social relations between children with and without disabilities in inclusive schools by organizational influences, co-operative grouping, modelling acceptance and building community in the classroom **Alquraini Turki (2011)** concluded that teachers were influential in determining students’ inclusion in general classrooms it emphasizes on the role teachers can play in promoting successful inclusive education for students.

**5.3.11. Aids and equipment’s accessible and available for children with special needs**

In the present study it was found that most of the aids and equipments were not available and accessible for children with special needs. Similar results were reported by **Corcoran, B. (1995)** in his experimental study found that only 16% of schools had been provided with specialized equipment/resources/materials. **UNICEF (2003)** reported that there were limited developmentally appropriate teaching–learning materials for children both with and without disabilities. **Nayangoti Angwenyi (2014)**
findings revealed that physical facilities influenced the implementation in inclusive education in public primary schools. Schools did not have adapted toilets, walkers/crutches and swings playground ramps on doorways, spacious rooms and also lacked adapted desks and wheel chairs that were needed to cater for special cases in their school. There was inadequacy of teaching/learning materials which affected the status of implementation of inclusive education. Kipkosgein Joseph Kogei (2014) emphasized that insufficient teaching learning resources leads to poor status of inclusive education. Tauvinga Mushiriwa (2002) stressed that it is difficult to promote inclusive practices in situation if mainstream classes were large and resources, including aids, support staff were rare. Aryal Madhav, Gnyawali Subodh, et.al. (2006-2009) established that timely availability of teaching learning material was the major felt need.

5.3.12. Support from organisations

The findings of the present study clearly indicated that only 16.67% principals and 16.11% teachers agreed that they were supported by specialised organisations like hospitals, physiotherapy laboratory’s, NGO’s regarding children with sensory and locomotor impairment whereas majority of the principals 66.67% and teachers 67.22% were not acquiring any support. UNICEF (2003) found that the community involvement and partnerships between government agencies and NGOs had been instrumental in promoting inclusive education. Similarly Aryal Madhav, Gnyawali Subodh, et.al. (2006-2009) reported support from sighted peers for mobility and reader services and government for hostels as facilitating factors for inclusive education. Shape of inclusive classrooms at pre-primary and primary levels (2006) project found that above 50 per cent schools take specialists support as and when needed and involves parents in the process. Singal Nidhi; R. Jeffery; A., Jain (2009) recommended collaboration between the state and the NGO sector would achieve better results. Singh Deepshikha (2009) proposed human resource development should be given their due attention for enforcing better implementation of inclusive education. Government officials should be trained at all levels for managing monitoring and evaluation systems and enforcing accountability as well as for conceptual awareness of inclusive education and disability. Kipkosgein Joseph Kogei (2014) advocated that government should allocate more funds for structuring physical facilities, recruitment of more trained teachers.
5.3.13. Methodologies implemented by teachers for teaching children

The findings revealed that teachers lacked conceptual understanding of the methodologies required to teach children with sensory and loco motor impairment, only few selected methodologies were implemented in inclusive schools resulting to impediment in the inclusion practices. Palombaro M., Salisbury, C., Gallucci, C., and Peck, C. (1995) published that teachers influenced the development of social relations between children with and without disabilities in inclusive schools by organizational influences, co-operative grouping, modelling acceptance and building community in the classroom. European agency for development in special needs education (2001) reported that co-operative teaching/ team teaching/co-teaching, co-operative learning/peer tutoring, collaborative problem solving, individual planning and heterogeneous grouping/flexible instruction/differentiation appear to be effective for inclusive education. UNICEF (2003) published that the curriculum lacked the required flexibility to cater to the needs of children with disabilities. Sandill Abha (2005) suggested that the schools employed strategies like peer pairing modified curriculum, alternative evaluation systems to facilitate the participation of differently abled in regular classes. Palombaro, M. and Salisbury, C. L., Evans, I. (1997) recommended collaborative problem-solving as an important strategy for promoting the physical, social and instructional inclusion of students with disabilities in their classroom. Walker, D. Thomas, G. and Webb, J. (1998) in their study reported that social relationships in inclusive classrooms were enhanced by: carefully structured joint activities, altered classroom layout and organization, opportunities for co-operation in class work and systems for facilitating peer co-operation. Jha Mohan Madan (2002) concluded that, it is the curriculum, the pedagogy, the examination and the school’s approach, which created barriers to the status of inclusive education. Effectiveness of innovative teaching strategies for promoting inclusive education (2006) project aimed at studying the impact of innovative teaching strategies like cooperative teaching, child to child approach and peer tutoring to promote inclusive education. Sharon A. R. (2007) recognizes defaluty instructional procedures as key factors for non implementation of inclusive education. Singal Nidhi; R. Jeffery; A., Jain (2009) recommended that there is a need to focus on enhancing the relevance of the curriculum delivered in schools. Rydstrom Helle (2010) identified problems in the public educational system is mainly caused by overloaded and abstract curricula
and a pervasive rote-learning tradition. Disabled girls, in particular were susceptible to pedagogical setbacks in the public school system. **Das Ashima, Kattumuri Ruth Dr (2011)** advocated improvement in education structures, systems and methodologies to meet the needs of all children, act as the support for implementing inclusive education in schools. **Mwaura Jacinta Wanjiku (2012)** recommended the curriculum also needed to be adapted for the inclusive education. **David Ruffina, Kuyini Bawa Ahmed (2012)** findings showed that teachers’ classroom practices influenced the social status of students with disabilities in regular classrooms.

5.3.14. Time
In the present study majority of the principals 86.67% and teachers 86.11% felt that the time is insufficient to teach children with sensory and locomotor impairment. **Aryal Madhav, Gnyawali Subodh, et.al. (2006-2009)** found similar results that teachers need to find extra time and effort to teach visually impaired specially geometry, maps and figures were identified as constraints. **Singhal and Rouse (2003)** reported limited time as the constraints for success of inclusive education.

5.3.15 Barriers
The current study found that principal, teachers and children with sensory and locomotor impairment experienced a number of barriers in the inclusive school. **Corcoran, B. (1995)** in his experimental study examined 47% of the special education needs students did not had access to the services of professionals such as psychologists, physiotherapists, occupational therapists, speech and language therapists. **Mccomas Joan, Pivik Jayne, Laflamme Marc (2002)** acknowledged environmental barriers, intentional attitudinal barriers, unintentional attitudinal barriers, and limitations inherent to the physical disability as barriers in their study. **Jha Mohan Madan (2002)** agreed with the above findings that it is the curriculum, the pedagogy, the examination and the school’s approach, which create barriers to the status of inclusive education. **Singhal and Rouse (2003)** found that constraints for successful inclusive education included large class sizes, task of maintaining discipline, limited time, vast amount of syllabus and the fact that the included students was just many in class. **Ainscow Mel (2004)** argued that many of the barriers experienced by learners arose from the existing ways of thinking. **Papadopoulou Dionisia, Kokaridas Dimitrios, et.al. (2004)** expressed doubt about the success of
inclusive education, due to the lack of appropriate support services. **Aryal Madhav, Gnyawali Subodh, et.al. (2006-2009)** in their study found that timely availability of teaching learning material and better trained teachers were the major felt need, need to find extra time and effort to teach blind visual impairment specially geometry, maps and figures were identified as constraints. Support from sighted peers for mobility, reader services and government for hostels were reported as facilitating factors. **Gal Eynat, Schreur Naomi and Yeger Engel Batya (2010)** suggested that inaccessible environments and negative attitudes might limit children's participation, lack of direct support for the student and lack of indirect support for the teacher by the school and the general education system may erect specific barriers to inclusive education. **Das Ashima, Kattumuri Ruth Dr (2011)** identified barriers for educating children with disabilities in regular classrooms as scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents. It was also found that since the teachers were not trained and sensitized they had an indifferent attitude towards special children. It was found that education structures, systems and methodologies to meet the needs of all children, act as the support for implementing inclusive education in schools. **Wangechi Mary Njoki (2011)** revealed that teachers faced difficulties in handling children especially because of the language barrier, lack of training, lack of awareness about the concept of inclusive education and absence of resource teacher support. **Glazzard Jonathan (2011)** identified attitudinal barriers, lack of funding, resources and training as key barriers to inclusive education; parental resistance to inclusive education was also evident. **Kohama Angela (2012)** concluded that lack of political will is preventing full implementation of policies, lack of governmental resources and capacity. **Ananti M. Nisreenand Ain Al (2012)** reported that teachers’ dissatisfaction was due to a lack of qualified special education professionals to deal with students with disabilities, a lack of proper training for teachers in mainstream classrooms, a lack of knowledge about inclusive education among senior-level administrators, a lack of financial support for resources and services specifically in private schools, and a lack of society awareness of the inclusive education issues that students with and without disabilities may face in inclusive settings. **Mukhopadhyay Sourav, Nenty H. Johnson and Abosi Okechukwu (2012)** study supported the result of the present study that school-heads raised concerns such as inadequate training in special education, lack of resources, and high student–teacher ratio as barriers to successful implementation of inclusive education. **J Baptiste Sagahutu**
Malachie Tuyizere and Struthers Patricia (2013) in their study found that the long distance from home to the nearest school, and the status of the school physical environment were the major barriers to school attendance. Chireshe Regis (2013) results revealed that the participants faced challenged due to lack of specific policy on inclusive education; scarcity of resources such as special needs education trained teachers and assistive devices; existence of negative attitudes among some stakeholders and lack of understanding of the meaning of inclusive education. Nayangoti Angwenyi (2014) findings revealed that physical facilities influenced the implementation in inclusive education in public primary schools. Schools did not have adapted toilets, walkers/ crutches and swings playground ramps on doorways, spacious rooms and also lacked adapted desks and wheel chairs that were needed to cater for special cases in their school. It was also revealed that head teachers and teachers had not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education. It was also exposed that teaching learning materials were not available. Instructional methods content delivery was not enough. It was also revealed that quality assurance officers from the ministry of education were not supportive on improving inclusive education. Based on the findings, it was concluded that physical facilities influenced the implementation in inclusive education in public primary schools. Schools did not have physical facilities that were structured to accommodate learners with special needs which affected the status of implementation of inclusive education. Kipkosgein Joseph Koge (2014) found that absence of structured physical facilities, insufficient teaching learning resources lack of trained teachers and absence of support from the management leads to poor status of inclusive education. UNESCO (2009) suggested guidelines by which barriers to inclusive education can be reduced which were: providing required supports to the teachers which include professional training, attitudinal changes, policy development assistance, reduction of workload, and ratio of adults per children in the classroom. Mehta L Ketna Dr., Algotar Amit Dr. (2009) suggested the facilities like medical, designated staff for disabled, accommodations at various levels, libraries with large doors, computers with special screens, lifts, flashing beacons; vibrating pillows, disabled friendly websites and access technology loan scheme by the B schools for education and better opportunities for an inclusive learning environment.
5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

Every educational research is intended to provide guidance to all the stakeholders. The present study was intended to come out with concrete principals and guidelines based on empirical verification for including children with sensory and locomotor impairment. For successful and effective implementation of educational programme and practises requirements both physical and manpower along with a proper acceptability of inclusive programme becomes prerequisite.

The present study showed poor status of inclusive education in Delhi and NCR schools at the same time presented pathetic educational condition regarding inclusive education in the schools under study therefore the following implications were provided to improve the status and as well as improve the very goal of inclusive education. The implications of the present study are as under

5.4.1. Awareness regarding concepts of inclusive education

It is evident from the findings of the study that majority of the principals and teachers did not had awareness regarding the various concepts of inclusive education which is the greatest barrier in the implementation of inclusive education in the elementary schools. Hence there is conspicuous need to orient the principals and teachers regarding the theoretical aspects, policy and provisions relevant to inclusive education. Moreover the teacher training curriculum should include syllabus which orient the educators regarding inclusive education concepts. Practicability of any programme requires preparedness on the part of all the stakeholders who were responsible for the success of this programme.

5.4.2. Hold the Government Accountable for their Policies

Accountability of the Government of India and its implementing partners is imperative for ensuring successful implementation of policy. One of the best ways to do this is to ensure that citizens were well informed about these policies and schemes. This includes all members of the community-teachers, administrators and students; but also shopkeepers, farmers, lawyers, engineers, stay at home mothers, and all of the other people, including people with disabilities. They can be the best advocates for themselves. World Bank data showed that attitudes of community members and families of children with disabilities were not changing in respect to inclusive education. It is important to disseminate information about the rights that people with
disabilities had under these laws through public awareness campaigns that reach people across the country.

5.4.3. Establish Accurate System of Monitoring
A system of reliable monitoring is imperative for evaluating the success or failures of any policy or scheme. Large amount of fund has been allocated for inclusive education, but none of them had resulted in a system of inclusive education. As stated above, less than 1% of all money allocated for Sarva Shiksha Abhiyan is used towards inclusive education. In addition, there had been numerous accounts of money being misused, and not benefiting students with disabilities. The Government of India needs to create a system of accountability for the money they allocate, to ensure it is being used for inclusive education.

5.4.4. Revision of teacher education curriculum
Both in-service and pre-service teacher education curricula/programmes at the secondary level need immediate attention so that inclusive schools have qualified and competent teachers to address educational requirements of children with disabilities as well as learning difficulties with focus on pedagogy of teaching in classrooms so that each child learns. It was recommended that pre-service teacher education curricula and in-service teacher training programmes should be reviewed and revised to suit the requirements of the policy and the comprehensive action plan as well as state specific requirements.

5.4.5. Implementing no rejection policy
It is recommended that no rejection policy should be implemented in the inclusive school so as to improve the status of inclusive education. Admission, retention, and full participation of children in all aspects of education, must not be subjected to any criteria based on assessment tests and judgment by professionals and experts, including psycho-medical certificates. No child with disabilities should be asked to produce certificates either for admission, examination, getting support facilities/ scholarships, etc.
5.4.6. Pre-service training of educators

The findings suggest that many of the barriers in implementing inclusive education were due to lack of training in educators to deal with inclusive education. The training of general teachers at pre-service levels should address the issue of teachers become better equipped to work in an inclusive environment. Some important aspects in the training of educators must include the following:

- They should be instilled with an understanding that they were responsible for all learners regardless of their abilities.
- A component of human rights education needs to be incorporated in teacher education programmes to inculcate respect for diversity and the concept of inclusive society.
- They should be able to identify and assess barriers to learning.
- They should be aware of how to make classroom and curricular adaptations as well as changes in their teaching methods to assist LSEN.
- They should be prepared and trained in co-operative approaches to meet the needs of learners. These could involve learner tutors, family members or others.
- They should be familiar with community and government agencies which can provide assistance to families and individuals.
- They should be aware of where and who to turn to in order to receive advice or assistance concerning the instruction of learners with special needs.
- They should be instilled with positive attitudes towards these learners.
- They should obtain an optimistic picture of what can be accomplished.

5.4.7. In-service training of educators

The schools' management has to create a school environment that is conducive for inclusive education by creating opportunities for in-service training. An in-service programme should aim at promoting successful collaboration and include in its design the active participation of various role players, time provision to accommodate collaboration, the consideration of emotional (attitudes), cognitive (knowledge and skills), interpersonal (support and help) and educational needs of educators in times of change, and the training of educators in communication, consulting, joint planning, team teaching, problem solving, conflict control and leadership skills. To promote the school as a learning community, professional development should be an ongoing, coherent and rigorous process. It should enable educators to become lifelong learners,
through high quality, needs driven, research-based, in service support programmes. Staff development should not only affect knowledge, attitudes and practices of educators and administrators, but must also alter the cultures and structures of the organization. Similarly Walton (2002) indicates that if inclusion is to be successful there should be a number of skills, techniques and attitudes that could be learnt to enable educators to function effectively in an inclusive classroom. The issues that need to be addressed during in-service training include:

- Helping educators to acknowledge and understand differences in physical attributes, learning styles and emotional responses. Educators should also learn about activities that will help nondisabled learners accept their disabled peers.
- Showing educators how to adapt instruction and assessment to meet the needs of all learners.
- Empowering educators with the attitudes and skills required for collaboration practice.
- Enabling educators to promote the involvement of parents and communicate effectively with parents.

In addition such training needs to be ongoing and should ideally involve all personnel. Staff members should also ensure that the training they receive meets the particular needs of the school community.

5.4.8. Provision for teaching and learning materials

Teaching learning materials should be made available in the schools depending upon the type of differently able children studying in different schools. Children should be allowed to carry teaching learning materials like reading stands, Braille papers, hearing aids, Pencil Grips etc, with them at home so they can practice the skills at home with the support of parents and siblings.

5.4.9. Involve peer group in inclusive education

Peers were the most important change agents for differently able children. Techniques like peer tutoring, small group instruction or cooperative learning help all children learn to live, learn and relate to each other in a positive manner. Increased contact between differently able and without differently able children leads to better social interaction. Differently able children develop in them an ability to cope with the
challenges of different situations they encounter. Active peer involvement leads to increased participation of differently able children in social and academic activities.

5.4.10. Early identification of learners and intervention
Educators had to develop skills in detecting the barrier in the children so that they were able to assist them in a relevant way. Absence of proper knowledge of the problems that the learner encounters will deny educators a chance to address the barriers. Thus proper training of educators in early identification of learners and their intervention should be given.

5.4.11. Teaching strategies
In order to accommodate the diverse needs of learners’ teachers were expected to use a variety of teaching strategies and had to adapt the curriculum to suit the needs of all learners. Educators should understand that there were learners who were slow in their approach to learning. It is therefore indispensable that educators should use different methods of teaching to embrace them and move with them along all steps of the way to actualising their full potential.

5.4.12. Flexible curriculum
The most important way of addressing barriers arising from the curriculum is to make sure that the process of learning and teaching is flexible enough to accommodate different learning needs and styles. The curriculum must, therefore, be made more flexible across all bands of education so that it is accessible to all learners irrespective of their learning needs. Recognising diversity among learners, the medium of instruction should include sign language for children with hearing impairment, and Braille for children with visual impairment. At the same time as an optional subject/third language, learning of sign language, Braille, finger Braille, etc. should be introduced for all children. To promote self-reliance and enable children to acquire coping skills, the emphasis of inclusive education must be on inculcating independent living skills, critical thinking, decision-making and problem-solving skills, and articulation of their concerns.
5.4.13. Provision for availability and accessibility of aids and equipments

Insufficient teaching and learning support materials may result in a situation where the educator will revert to traditional formal teaching whereas the availability of resources will provide a much richer learning environment as well as the potential for greater variety in teaching methods and curriculum content. Educators should be empowered with skills to make use of the available resources to make learning possible and also to improvise by developing various kinds of hand-made learning materials. These materials can be made by learners, as learners who experience learning difficulties become motivated when their own materials were used in the classroom.

5.4.14. Active parental support and involvement

Parent partnership or parent collaboration is one of the important components for the education of differently able children. Meier (2003) avers that “… the family is one of the most important influences in a child's life, because it provides an emotional and physical environment that constantly surrounds the child and in which exceptional psychological ties exists”. It has been found that the teachers alone cannot do everything in the field unless they get cooperation from parents of the children. Parents were crucial component to educational change. Invoking their understanding is necessary to ensure positive communication between home and school. Parents of both differently able and without differently able children need to understand inclusive education as a positive component of their child’s education. Parents need to be made aware of school philosophy changes related to curriculum pedagogy, evaluation strategies. These can be part of parent teacher meetings.

5.5 SUGGESTIONS FOR FURTHER STUDIES

The outcomes of the present investigation were that it opens up new areas for further research. The following are some of the recommendations for the further research to find out the answers to many unsolved problems for making inclusive education working reality

- The present study was delimited to children with sensory and locomotor impairment only similar studies may be taken for the other categories of children with special needs.
• A descriptive study of barriers in inclusive education undertaking all the categories of children with special needs and their special needs may be undertaken.
• Research studies may be conducted on the perception of children with special needs towards inclusive education.
• Comparative studies of effectiveness of government and private schools on inclusive education may be undertaken.
• A status survey may be conducted on inclusive education under Sarva Shiksha Abhiyan may be carried out.
• Exploratory study can be conducted on the feasibility of the implementation of inclusive system of education at elementary stage and its impact on the development of learners.
• A comprehensive study can be conducted to know the development of differently able children in inclusive set-up and in special schools.
• Experimental studies can be conducted on the effectiveness of teaching strategies used by the teachers in an inclusive setup.
• Comparative studies of inclusive education in rural and urban educational settings may be undertaken.
• Exploratory studies on effective inclusive classroom management strategies’ may be carried out.