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 a 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. There by, 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 exclusivary 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.

**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.

**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:

**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 laboured speech
- distorted or prolonged vowels
- abnormal rhythm and temporal patterns
- mis-articulations and improper consonant production
- 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

**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.

**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.

**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.

**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).

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
sensitizted 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., Piil, 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 explore 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.

**Title of the study**
*A study of status of inclusion of children with special needs at the elementary school level*

**Operational definitions**
Operational definitions of key terms used in the study were as follows:

**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.

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

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

Children with sensory impairment
Children with visual loss (including blindness and partial sight) or hearing loss (including the whole range)

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

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.

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

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

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

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?

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 loco motor 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 locomotar 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?

**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?

**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.
REVIEW OF RELATED LITERATURE

By and large the aspects related to inclusive education had been studied by the researchers at local and global level are limited to the existing challenges, policy interventions and teachers attitude in general. In short many studies had been done on all aspects of inclusive education. But, most of these studies had been done abroad. Several studies had been done in India on ‘Integration’.

So far the methodologies adopted by the previous studies had used varied tools and techniques such as structured interview observations schedules questionnaires etc to study the existing teacher’s competencies and training needs.

A few studies have endeavoured on context specificity and subject specific to barriers in inclusive education, further there are least availability of the studies related to status of inclusive education especially at primary stage. The review also highlighted that there existed a lacuna of research evidences about the level and extent of awareness, extent of implementation of inclusive education in elementary inclusive schools and barriers in the implementation of inclusive education in elementary schools for children with sensory and locomotor impairment.

METHODOLOGY OF THE STUDY

Methodology helps in exploring the research problem from various possible angles so as to lead to the discovery of truth. The success of any research work depends mainly upon the selection of appropriate methods and tools for the study. Research is considered to be systematic and intensive process of carrying on an in depth method of analysis. It intends to find out what exist at present in a particular context. This facilitates gathering data from a relatively large number of cases at a particular time. The qualitative research design, sampling and the data collection strategies that were used in this research were discussed in this chapter.

Research design

Descriptive survey research is concerned with the present status of the phenomenon. Survey design was adopted for this phase because this phase was exploratory in nature. It
aims at finding out what is existing in the present social structure. In the present study it was intended to study the status and implementation of inclusive education in elementary schools. Thus, for this study Qualitative descriptive research methodology was adopted. Under qualitative descriptive research, survey method was used.

**The research site**
The researcher has selected Delhi and NCR inclusive elementary schools as the learning site for research purposes.

**Sample of the study**
For the purpose of the study thirty inclusive elementary schools of Delhi and NCR were selected. Out of these fifteen schools were from Delhi and another fifteen were from NCR region. From each school one principal, six teachers and all the children with sensory and locomotor impairment from Grade I to VIII were selected as sample of the study.

**Tools of data collection**
The researcher made an extensive search in libraries and on the net to find a suitable standardized tool for the purpose of the present investigation. No standard tool was unable to study the problem or hurdles in the implementation of inclusive education at the elementary level for children with special needs with sensory and locomotor impairment. Therefore for studying the perception of various persons who are directly involved in inclusive education, the tools were developed by the researcher through literature analysis, discussion with experts, especially with the help of supervisor. The tools developed by the researcher are

1. **Observation schedule:** The researcher designed this special tool for structured observation to provide systematic description for the physical verification of children having sensory and locomotor impairment.

2. **Checklist:** Thus the checklist was used to get the information regarding the amenities for children with sensory and locomotor impairment in physical environment. These amenities were considered in three major components:
Part-A: Checklist of amenities for children with visual impairment in physical environment had 21 items.

Part-B: Checklist of amenities for children with hearing impairment in physical environment had 06 items.

Part-C: Checklist of amenities for children with locomotor impairment in physical environment had 18 items.

3. **Questionnaire:** For the present study the questionnaire was undertaken to achieve the objective of finding the views, perception of educators regarding inclusive education. The questionnaire tool consisted of two sections. Section-I required biographical information about the educator. Section-II consisted of twenty seven items on status of inclusion of children with special needs.

4. **Focused group discussion schedule:** For the present study the focused group discussion was undertaken to achieve the objective of finding the views, perception of children with sensory and locomotor impairment regarding inclusive education. The tool consisted of eight questions which were categorized into groups of common themes.

5. **Personal Interview schedule:** For the present study the personal interview was undertaken to achieve the objective of finding the views, perception of principals regarding status of inclusive education in their school. The tool consisted of twenty questions which were categorized into groups of common themes.

6. **Document Analysis:** Document Analysis of departmental circulars, registers-attendance, special class, and student’s records was carried out for verification of data.

**Validity and reliability of the tools**

The pilot study was carried out to enhance the validity of all the tools, some items were changed, some items were rephrased and some repositioned. However, no statistical analysis was entertained to prove the validity and reliability of the tool. Video and tape recording, photographing while administering the personal interview and focus group
discussion was conducted wherever possible. The method of triangulation was used in establishing reliability of the tools.

**Administration of the tools**

The researcher administered the tools in thirty inclusive schools in Delhi and NCR. The researcher personally administered the tools to selected respondents i.e. principals, educators, children with sensory and locomotor impairment and collected them after completion.

The observation of the inclusive school for physical verification of children with sensory and locomotor impairment was done by the researcher herself using observation schedule. A Check list was used for verification of inclusive school in terms of amenities for children with locomotor impairment in physical environment by the researcher herself. Focus group discussion with the children with sensory and locomotor impairment from first to sixth grade were undertaken after taking permission from the authority. Questionnaires were administered to at least six teachers of first to sixth grade who were teaching children with sensory and locomotor impairment. Personnel interview for principal was undertaken by the researcher herself.

**DATA ANALYSIS AND INTERPRETATION**

The major aim of this study was to provide both qualitative and quantitative analysis of the mainstream education system for the inclusion of children with sensory and locomotor impairment in thirty selected schools. Therefore, to achieve this goal, the present study has adopted multiple approaches in order to have an in-depth analysis. Both qualitative and quantitative analysis was employed to bring to the light the level and extent of awareness ,extent of implementation of inclusive education in elementary inclusive schools in Delhi and NCR and identify the barriers in the implementation of inclusive education in elementary schools for children with sensory and locomotor impairment.

The first step in qualitative data analysis was to develop thorough and comprehensive description of the phenomenon under study. This is called ‘thick’ description. The data
gathered by a wide variety of methods and techniques such as unstructured questionnaires, checklist, observation schedule of learners and teachers in the schools, focus group discussions and personal interviews are voluminous and mostly qualitative in nature. The careful analysis of this provided useful and in depth answers to the research questions. Meaningful experiences were documented using qualitative methods within the local contexts regarding children with sensory and locomotor impairment and inclusive education in the selected thirty schools.

Analysis of the data
In this investigation analysis of data obtained from the focused group interviews, personal interview, and questionnaire was conducted using content analysis. For the content analysis of the data researcher followed the following steps:

Defining the unit of analysis
The contents of questionnaire, focus group discussion, personal interview and documents were considered as the units for analysis. The units were defined at this step.

Specifying categories and variable response pattern
The units were analysed for converting symbolic material into objective data for scientific treatment and generalisation. The dimensions or categories were specified by following the principals of convergence and divergence. The dimensions for each category were decided on the basis of response pattern. The responses were converted to percentage (%) for the purpose of analysis.

Triangulation
For the purpose of verification and validation of the results triangulation method of multiple perspectives from multiple observers were undertaken. The aim of this kind of triangulation was to involve several observers so as to come up with a single consistent picture of the situation and reducing the potential subjectivity in interpreting the results of the study.
DISCUSSION, RECOMMENDATION AND SUGGESTIONS

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 had been provided.

Major findings of the study

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

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.

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.

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.

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
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.

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.

Extent of implementation of policies and legal provisions relevant to education of children with sensory and loco motor impairment into practice in inclusive school
Only 13.33% of the principals and 5% of teachers implemented policies and legal provisions into practise for education of children with sensory and locomotor impairment in the school and16.67% of principals and 15% teachers partially implemented but majority of the 70% principals and 80% teachers did not implemented as they did not had knowledge of policies and legal provisions relevant for education of children with sensory and locomotor impairment in inclusive school.

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 loco motor impairment to first grade is dependent

17.22% of teachers were having partial knowledge however majority of principals 66.67% and teachers71.11% were ignorant about the policies and legal provisions relevant to children with sensory and locomotor impairment education in inclusive school
on medical report. 6.67% principals and 6.11% of teachers agreed that medical report and children with sensory and loco motor 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 loco motor 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 loco motor 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.

**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.

**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.
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

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.
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.

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.

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.

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.

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.

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.

**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.

**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.
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.

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.

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.
**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.

**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.

**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.
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.

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% to16.67%) 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.

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.

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.

**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.

**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.

**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

**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.

**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

**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

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.