

**A STUDY OF INCLUSIVE EDUCATION PRACTICES
WITH SPECIAL REFERENCE TO CHILDREN WITH
SPECIAL NEEDS**

**Abstract
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By

SONIA GULATI

Under the supervision of

**Dr. Sara Begum
*Supervisor***

**Prof. Riaz Shakir Khan
*Co- Supervisor***

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
FACULTY OF EDUCATION
JAMIA MILLIA ISLAMIA
NEW DELHI-110 025**

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ABSTRACT

The basic purpose of this research, "*A Study of Inclusive Education Practices with Special Reference to Children with Special Needs*", was to study the practical aspects of inclusive education within schools. The focus of the study was to develop an understanding of the processes through which inclusive education can be made more meaningful and practical in context of the classroom situation. It was thought to be essential to understand how experience occurs within the classroom, in order to design and conduct education for the benefit of Children with Special Needs-both in the present and for the future. In the absence of any specific programme, Children with Special Needs remain at the margin in the classroom as well as in the society-where they grow up. Therefore experiences of the classroom become the guiding factor in bringing respective change in the programme for successful inclusion of Children with Special Needs.

The present work is a study of processes, related to the Inclusive Education practices and schooling, as well as constraints in their settings. The dimensions that the study has focused, with regard to inclusive education and schooling, are Policy implementation with respect to

Inclusive education; Classroom practices for inclusive schools; Provisions and support needed for making school and classroom inclusive; Challenges faced by teachers as well as students within the inclusive set up of school and the Impact of inclusive education on CwSN and peers.

SUMMARY

RATIONALE OF THE STUDY:

A number of complex factors have remained responsible for the largely dysfunctional character of education with regard to Children with Special Needs. The level of efficiency of the educational system is exceptionally low and the scarce resources available to it get frittered away through serious inadequacies of administration and management. Therefore, reforming the educational system and making it inclusive has often received an impetus from every quarter of the society. However, the direction, content and objectives to be achieved through our reformed educational system have often remained debatable. Thus, educational reforms needed to begin with a valid empirical base. Unless we make every one educated, in the sense that children begin to understand their environment and can cope and develop with it through the education imparted to them, we may have a sensation of doing 'something', but actually nothing really would be achieved. To provide assistance to those engaged in thinking about the problems of inclusive education in India, and responsible for evolving a workable policy, the present research directly addresses the same with special reference to Children with Special Needs.

Persistent inequalities of different kinds such as socio-economic status, caste, community, languages, religious affiliations, geographical areas, cultural, political and ethnic divisions, physical ailments and so on are evident in education system in outcomes and achievement, or in terms of the consequent opportunities to which education is expected to give rise. It is this persistence of education where there is an explicit comment to inclusion, which is a major concern that this study addresses. Based on full time research on inclusive education in Delhi, this study focuses on the qualitative experiences of groups of Children with Special Needs especially visually impaired, hearing impaired and orthopedic handicapped. This qualitative experience is important to point because despite having made strong and explicit constitutional and other policy commitments and efforts to address the issue of CwSN, the education system is far behind in achieving the goal of inclusion and providing children meaningful qualitative education.

By going through the previous researches during the literature reviews, the researcher found several gaps in the practical aspect of inclusive education. Some countries have an enormous amount of research in the field, while in others the research tradition is less rich. As the researcher was not comparing countries in terms of the art of research on effective practices in inclusive settings, this variation was of no importance. The focus was to reveal the current body of knowledge on

the issue taken up in the study and to understand which practices have proven to be effective for inclusive education. It was found that very few empirical researches have been conducted in India upon the area that the researcher touched upon and whatever has been conducted, have not addressed the practical aspect of inclusive education. The inadequate researches upon the area in India (Advani, 1992) mainly focuses on performance of CwSN (Gupta & Singh, 1994; Lali, 1995); Infrastructural shortcomings (Banerjee, & Dailey, 1995; Ahuja, 1996); discrimination against children with disabilities and negative attitude of administrators and teachers (Rehabilitation Council of India, 1996); Parental, and community intervention (Punani, 1997; Swati, 2002; Pais, 2004; Seva in Action, 2007; Nayak, 2008) and so on. Further, to make inclusive education a success, it is essential to explore ground realities with regard to Indian classroom scenario. Some of the studies have addressed the practical aspects, however, they are inadequate and are scattered such as a single study focus on specific teaching methods (Swarup, 1998). The voice of children, teachers and administrators and their experience have often been ignored. This was one of the major concerns as teachers, administrators and children constitute the major base and responsibility of transaction and implementation of policies depends largely upon these pillars.

Looking at the gaps, the researcher tried to focus on the qualitative experience that was essential as despite having made strong and explicit constitutional and other policy commitments and efforts to address the issue of CwSN, the education system is far behind in achieving the goal of inclusion and providing children meaningful qualitative education. While important initiatives have been undertaken to improve the positions of the disadvantaged, there was a need to understand why exclusion of Children with Special Needs (CwSN) continues to characterize the educational landscape. It has often been found that problems faced by teachers are mainly practical. Hence, the main task of this research is to provide those key persons with knowledge about possibilities for handling differences in the classroom and the conditions necessary for those possibilities to be successful.

Therefore, the study focused more on the practical aspects of inclusive education with respect to policy implementation, classroom practices, provisions and support, challenges faced by teachers as well as students and impact of inclusive education on children which the previous researches either ignores or address inadequately. The present research has tried to address as to what within inclusive settings is necessary for its success, how inclusive education is working and why there is a constraint were major gaps that the researcher found in the previous researches conducted upon inclusive education.

STATEMENT OF THE PROBLEM:

The problem is entitled as: '**A STUDY OF INCLUSIVE EDUCATION PRACTICES WITH SPECIAL REFERENCE TO CHILDREN WITH SPECIAL NEEDS**'

RESEARCH QUESTIONS:

The research attempts to answer several questions concerning inclusive education. Some of these are:

- What is the policy of Delhi government with regard to inclusive education and how far it is followed for implementation?
- How would the teacher be motivated and equipped to advocate inclusion?
- What are the specific classroom practices for inclusive education?
- What are the provisions and support available for children with special needs and teachers in the classroom and within school?
- What and how resources (both human and material) be made accessible for inclusion?
- What challenges do teachers face in making classroom inclusive?
- What challenges do CwSN and peers face in inclusive classroom?
- What impact does inclusive education make upon CwSN and peers?

OBJECTIVES:

1. To study the policies of Delhi Government and their implementation with respect to inclusive education

2. To assess various classroom practices for inclusive education
3. To identify the provisions and support available for children with special needs and teachers in the classroom and in the school.
4. To find out various challenges faced by teachers in making classroom inclusive
5. To explore various problems faced by CwSN and peers in school
6. To find out the impact of inclusive education on CwSN and peers.

DEFINITION OF THE KEY TERMS:

Inclusive Education: The meaning of Inclusive education has been derived in context of full inclusion of children with diverse abilities in all aspect of schooling that other children are able to access and enjoy. This definition of inclusion does not mean that children with diverse abilities will not receive specialized assistance or teaching outside of the classroom as and when required, but rather this is just one of the many options that are required of all children. Inclusive education has been taken in context of the full inclusion of children in the classroom.

Education Practices: has been taken in context of entire activities taken up by the teacher in the classroom as well as in the school for pedagogic purposes.

Inclusive Education Practice: implies the activities taken up by the teachers considering the needs of the Children with Special Needs in the classroom as well as in the school. In case of inclusive classroom practices

there are provisions for CwSN for classroom teaching such as peer tutoring, cooperative learning, collaboration and consultation, team teaching, curriculum adaptation and individualized education programme. Therefore, the Inclusive Education Practice has been taken in the above mentioned particular dimensions.

Children with Special Needs: It refers to students who differ from the average or normal child in sensory abilities, physical characteristics or both. These characteristics must be to such an extent that the child requires a modification of school practices or special educational services to develop to maximum capacity. The present study however, has taken only visually impaired, hearing impaired and orthopedic handicapped children as these are the prevalent disabilities found in inclusive set up of Delhi schools. Therefore special needs considering the above mentioned categories have been taken into consideration.

RESEARCH DESIGN:

Methodology:

Descriptive type of normative survey method was utilized as methodology for the study. Normative survey method is designed to procure information on conditions and practices as they exist. Therefore, this method was appropriate to be utilized for the present study. On the basis of information collected, analysis and interpretation of the data has been done.

The study used qualitative techniques. The main tools were Questionnaire for teachers and administrators. Administrators comprised of principals, vice-principals and coordinators or any one among them looking after the affairs of the Children with Special Needs.

The present study was conducted in two phases; one was the pilot phase and the other was the final round of data collection. Further, pilot survey was divided into two stages.

First stage was exploratory which helped the researcher to navigate the area of the study. It acquainted the researcher with the possibilities and problems of studying real life situations and clarifying various aspects. This provided the researcher an insight of the population and also a base to generate several areas for further research and to modify the understanding on research.

Second stage was pilot survey which was conducted over six months. During pilot survey, the main task was to get a clear demarcation of the samples and sample areas, rapport establishment with the samples to understand how to select, classify, uncover certain facts and trying out reliability of tools for data gathering.

Based on the pilot survey, experience gained during phase-I and II, exploration of secondary sources and keeping the objectives of the study in mind, it was decided that teachers, administrators and students (CwSN and their peers- not having any disability) be made sample for the

research. Representation of sample area was decided to be chosen from all over Delhi. For selecting sample schools, it was decided that certain criteria be made upon which sample schools should be chosen for study. The next task was to decide how to acquire information from these samples and the experience gained during pilot phase-I provided the researcher with the clue to go in for questionnaire for teachers and administrators. Further, interview schedule was decided to be appropriate for interaction with the sample students. It was also decided that observation of classroom practices as well as general observation keeping in mind inclusive dimension of schooling be made another tool for data gathering.

The next task was to decide about the samples after gaining experience from Phase-I and II of field visit. The sample for the study constituted in the following manner:

Schools: The purposive random sampling led to the selection of sample schools. Initially it was decided to select only inclusive schools and hence Directorate of Education, NCERT and NUPEA were consulted for locating the inclusive schools for the study. Lists of schools were provided by these organizations; however, the lists did not provided any specific direction in venture of inclusive schools. During pilot visit to several schools it was found that there are very few schools who claim to be inclusive; however, there was another problem of accessibility to these schools for

the purpose of research. Further, the area of research was not limited to inclusive schools only and all the schools are supposed to be inclusive schools, therefore, with the consultation with the experts in the field, it was further decided to cover as many different types of schools as possible and not to limit the sample schools to inclusive schools only. Keeping in view the nature of the study, the following criteria was kept in mind for selecting the sample schools for the study:

- The school should be in running condition, i.e. where regular classes must be taking place.
- Aspect of interactions with the teachers, administrators and students was made another criterion for selection of the school.
- Having at least one category of CwSN was made another criterion.
- That the sample should cover government schools, public schools and schools run by voluntary organization so as to generate deeper understanding on the qualitative aspect of the research.
- Keeping the time constraint into consideration, accessibility of schools by the researcher was also kept in mind as other criteria.

Finally, 18 schools were selected as sample schools. Out of these schools, the other samples remain in the following manner

Students: The sample subject consisted primarily of CwSN and their peers who did not fall in to the domain of CwSN. 100 number of sample students both CwSN as well as those not having any disability and were

the peers of CwSN were interacted through in-depth interviews for the study. Since majority of the samples were derived from government schools therefore, they were interviewed in vernacular languages in spite that the interview schedule was prepared in English language. Those who were comfortable in English were interviewed in English language.

In case of visually impaired students as totally blind students were not found in any schools, therefore, students having low vision were interacted under the category of visually impaired. Similarly, less number of children was found in the category of hearing impaired, therefore students who were hard of hearing were interacted under hearing impaired category as complete deaf was unavailable in the schools. However, availability and accessibility of physically handicapped students was not difficult as they were available in most of the schools.

Teachers: The questionnaire was served to 150 teachers initially. However, only 69 questionnaires were returned. Out of which 9 were rejected as they were incomplete. Therefore, 60 teachers were taken as final sample teachers.

Administrators: Principals, vice-principals and co-coordinators looking after the affairs of the CwSN were taken from amongst the administrators. A total of 60 questionnaires were circulated among them, out of which 58 were returned. Of these, 8 were rejected, as the

questionnaires were incomplete. Thus, 50 administrators finally constituted the sample under this category.

Figure- 1: Category of Samples:

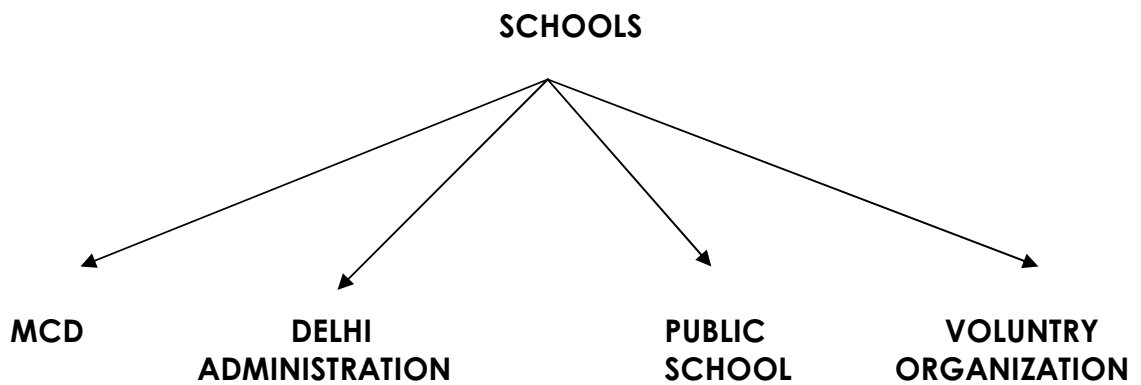


Figure- 2: Category of Respondents

Schools were having the following Respondents:

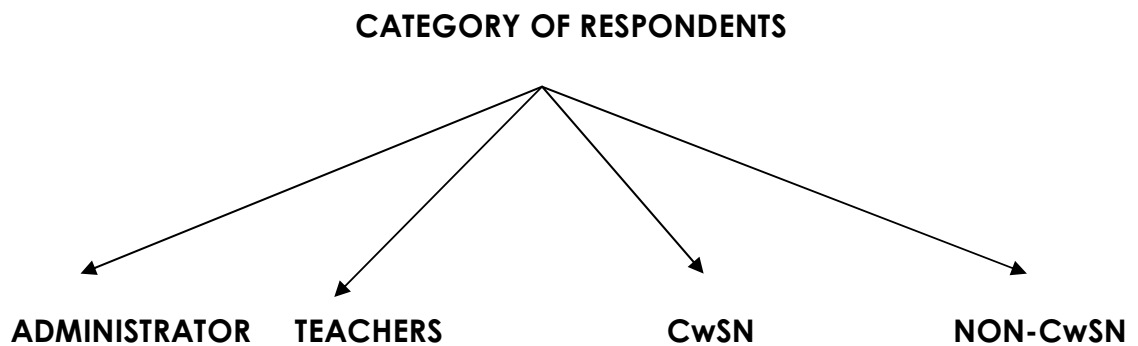


Table 1: Categories and Number of Samples

School	No. Of schools	No. Of administrators	No. of teachers	CwSN category and no. of sample	Number of non-CwSN
Schools run by MCD	04	10	14	Visually Impaired (2)	12
				Hearing Impaired (2)	
				Orthopedic Handicapped (8)	
School run by Delhi Administration	07	20	22	Visually Impaired (2)	14
				Hearing Impaired (3)	
				Orthopedic Handicapped (9)	
Public Schools	05	14	19	Visually Impaired (0)	06
				Hearing Impaired (0)	
				Orthopedic Handicapped (6)	
Schools run by Voluntary Organizations	02	06	5	Visually Impaired (3)	18
				Hearing Impaired (5)	
				Orthopedic Handicapped (10)	
Total	18	50	60	50	50

THE TOOLS: PREPARATION AND VALIDATION

The questionnaire for teachers and administrators were carefully designed. Keeping in mind the objectives of the research, questions were framed both for teachers as well as the administrators. The focus of the study was on developing deeper and qualitative understanding of the processes of inclusive education therefore tools were developed to identify areas revolving round the objectives of the research. The emphasis was on diagnosing specific difficulties that teachers, administrators, CwSN and peers face in successful inclusion of children with special needs.

After framing of the questions it was circulated to six experts in the field of special education and four experts in the field of language for validation. These experts commented on the questions and rectification was done accordingly. After getting it validated it had to pass from the reliability test and for it pilot testing on 15 teachers and 10 administrators was done. During the pilot test it was observed that teachers faced difficulties mainly in objectively understanding some of the questions. Preliminary it was understood that teachers were not able to carry on the questions as they faced difficulties in understanding due to being non conversant with the concept. The final tests were structured keeping all these dimensions in mind and simplifying the questions so that the same is understood easily.

The second pilot was conducted after doing necessary corrections in the questionnaire. Both sets of tools were administered to the teachers as well as the administrators. During this pilot too, teachers and administrators found difficulties in objectively understanding the questions as they were not able to understand some of the questions independently due their unfamiliarity of the issues raised in the questions, but when it was explained out to them, they were able to understand it and answered the questions. This revealed that there were some difficulties in framing of the questions. These were kept in mind while constructing the final set of tests.

The interview schedule for the students followed the same procedure of checking validity and reliability. Though the questions for interview schedule was prepared in English language but the vernacular dialect appeared as an added advantage for collecting data from the students. The researcher utilized vernacular dialects and the children conversed very comfortably in it. All practical and theoretical aspects and questions were worded in such a way as to elicit the required information, both current and retrospective, completely and accurately. Cross questions were also included for this purpose. The entire interview schedule was categorized and related to the following aspects:

- Relationship with teachers and peers
- Difficulties within the classroom
- Specific activities

- Special needs
- Experience and Impact

The pre-testing of the interview was done on a sample of 25 respondents and on the basis of the responses it was modified wherever necessary. Prior to start of interview, verbal consent was sought and purpose of this study was clearly explained to the respondent. After getting feedback from these interviews during pilot survey stage-II, the schedule was modified by making certain modifications in light of the information obtained from pre-testing.

Components of observation schedule were developed mainly by consulting secondary sources and teachers working in the field of inclusive and special education. These components for observing classroom were discussed with the experts, working in the field of special education. After discussion, 22 components of observation were finalized. Certain components of infrastructure were chosen keeping in mind CwSN taken in the studies.

Questionnaire for teachers were having 25 questions on different aspects whereas the same for the administrators were having 24 questions. In-depth interview schedule for CwSN as well as their peers not falling in any category of disability was other technique for collection of data. Extensive interviews had been conducted with Children with Special Needs as well as their peers on the basis of interview schedule specifically

made to meet the objectives of the research and to explore the qualitative aspect of area of the study. 27 structured questions were formulated for in-depth interviews apart from the related questions that emerged during the process of exploration. The interviews with the children were taken to know their experience with regard to schooling. It focused on their relationship with teachers and peers, difficulties within the classroom, specific activities, special needs, and parental help and how they experience on being a CwSN at home and at school. The in-depth interviews were taken of 50 CwSN who fall in the periphery of the area of research as the availability and regularity of such children in the school was less. Similar number of those children who did not fall into the periphery of any ailments, but were the peer of CwSN were also interviewed. In totality 100 Children were interviewed. Initially, it was thought to tape record the interview of the children and transcribe it later. However, no children were ready to speak to the researcher, in front of the tape recorder. Therefore, it was decided to record the interviews of the children manually, in a notebook.

Further, observation was utilized for addressing qualitative aspects of the area of research. Observation was done to note down the classroom practices. In the course of fieldwork, observations were made on the basis of the referral points. Classroom observation was done for two days in each school. In every school five classes were observed for two

consecutive days constituting a total of ninety classes in eighteen schools. In each school almost two hundred minutes of classes were observed. Total of sixty hours of observation was conducted. These classes were observed on the basis of certain observation points. It was noted down in the observation sheet and later analyzed. Each observation schedule of respective schools and classes was coded for further reference. The constitution of observation is as follows:

Table 2: Observation Details:

No of school	Classes observed	Duration of each class	Total duration in each school	Total number of schools	Total classes of observed	Total duration of observation
1	5	40 minutes	200 minutes	18	$18*5=90$	$18*200=3600$ minutes= 60 hours

Further physical resources available in the schools specifically with regard to visually impaired, hearing impaired and orthopedic handicapped were also observed on the basis of referral points for one hour in each school. Thus total observation in all schools was done for 78 hours during the final phase of data collection. Through observing classroom processes, linkages between the constraints in relation to the inclusive classroom and involvement of the CwSN were explored and

noted down so as to understand their experience and fulfill qualitative aspect of the study. This was done in all the schools.

PROCESSING THE INFORMATION/DATA:

Frequency distribution of the responses was made on the master-sheet for processing the information gathered through questionnaires. Separate master-sheets were prepared for the teachers and the administrators. Each response was read out and main points from the response of each question were written in the master-sheet, the process remained the same for teachers and administrators. After enlisting the responses, it was analyzed and categorized under similar and differing points of responses. Once the frequency distribution of all the responses was prepared, through these processes, it was finally analyzed. While analyzing the responses, emphasis was placed on points of reference which existed in them. After analyzing the data and its interpretation, a cumulative discussion of result was done.

Interviews of the students were noted down and analysed daily. Major points emerged through the interviews were analyzed in consonance with the objectives of the study.

Observation was taken throughout the process of fieldwork so as to perceive the nature and extent of significant interrelated elements within complexity of teaching and learning or human conduct. Going through the previous observation helped in the emergence and evolution of the

process and points for further inquiry. Notes for next day's task were prepared daily after review of the observation. All the observations and field notes were coded for further reference. Points of observation were processed in relation to the responses and objectives.

MAJOR FINDINGS:

The following major findings emerged from the study:

- ⇒ Number of initiatives has been taken by central and state governments to improve enrolment, retention and achievement of children with disabilities. However, there is a need to establish linkages and collaborations among various organizations to prevent overlapping, duplication and contradiction in implementation of the programme.
- ⇒ Majority of children with disabilities are unaware about the governmental initiatives and therefore, they do not get benefited by it. There is a need of dissemination of awareness of the governmental policy and programmes so that it must reach the stakeholder.
- ⇒ There is absence of consistent data on the magnitude and educational status of children with disabilities. This has severe impact upon understanding the nature of problem and to make realistic intervention policy by the government and educational authority.
- ⇒ Inclusive education has gained momentum over the last decade however, there are several constraints that need to be intervened and rectified for success of inclusive education.

- ⇒ Majority of the teachers and administrators are clear, in theory, about the concept of inclusive education with slight variations in the extent of clarity. However when it comes to practice majority of teachers show unawareness towards inclusive education.
- ⇒ Majority of the teachers (63%) doubt the willingness of the government to make schools inclusive, and they feel that it (*making school inclusive*) is possible, with the government's support.
- ⇒ Many schools have a large number of children in each classroom and most of the teachers (66%) do not have training in handling Children with Special Needs. As a consequence, most of the teachers are reluctant to work with children with disabilities and consider it as an additional burden.
- ⇒ Training for sensitization towards disability and inclusion issues and for converging efforts for effective implementation of programme are important concerns.
- ⇒ Many teachers are unaware of the modalities of bringing change which has major impact on the attitude of teachers towards inclusive education.
- ⇒ Different disabilities require different supports mechanism. The number of skilled and trained personnel for supporting inclusive practices is inadequate to meet the needs of different types of disabilities.

- ⇒ On the issue of possibility to teach CwSN in the same class along with normal children, 52% teachers consider it as possible, and 46% consider it as very difficult task. 2% of the teachers said that it is only possible with physically handicap students. But in case of administrators' percentage were 59% and 41% respectively.
- ⇒ The facilities with regard to infrastructure as well as training to handle CwSN in the class are lacking, which also makes it difficult to teach CwSN along with normal children.
- ⇒ Most of the teachers believe that positive attitude and help from different institutions would provide an opportunity to teach CwSN within the same class along with other children.
- ⇒ The curriculum lacks the required flexibility to cater to the requirements of Children with Special Needs. There is limited teaching/learning material available for children both with and without disabilities.
- ⇒ With regard to the special educational needs of visually challenged, transliteration of reading materials in Brail was stated to be the most essential need which was stated by 67% respondents.
- ⇒ With regard to the special educational need of hearing impaired, sign language, lip reading and visual teaching aids was the most sought out demand. This was stated by 60%, 19% and 46% respectively.
- ⇒ Rarely any school was found to have more than 10 CwSN belonging to orthopedically handicapped category, and handful of hard of hearing

and partially blind students. None of the CwSN was from the category of completely blind, or deaf and dumb.

- ⇒ Economic, material, and infrastructural support for inclusive education is quite less whereas the presence of support staff is almost negligible.
- ⇒ Teacher's orientation towards handling inclusive classroom and focused efforts at different level, for making school inclusive, are lacking.
- ⇒ Very few of the schools get help from specialized schools or experts, and devote extra time for CwSN.
- ⇒ Resource rooms for handling CwSN, teaching aids, providing classroom at ground floor and supporting items such as wheel chair, spectacles, learning aids etc are required for making classrooms fully functional inclusive classroom.
- ⇒ Majority of respondents (45%) demanded for special training, expert guidance, and seminars to enable them to deal with CwSN in inclusive setup.
- ⇒ Majority of the respondents (66%) did not received any special training for inclusive education. 18% joined in-service programme for inclusive education. Some of the teachers (16%) did only appear in a 'special paper', in their course curriculum, during the pre-service training.
- ⇒ 59% of respondents stated that they do get some support from special educators in dealing with CwSN.

- ⇒ 83% of the respondents are unaware of newer methods that can be utilized in inclusive classrooms.
- ⇒ 54% of the respondents utilized traditional methodology of teaching, within the classroom by using question & answers, lecture, discussion and explanation respondents, whereas 29% of the respondents uses learners centered methods like story method, games method and activity methods.
- ⇒ Only 17% teachers were aware of teaching methods helpful for inclusive classroom such as peer tutoring, cooperative learning, collaborative learning, team teaching and individualized education program.
- ⇒ Most of the respondents (88%) were of the view that CwSN should not be taught in regular school rather should be sent to special schools, as these schools have better infrastructural facilities and trained teachers.
- ⇒ While dealing with CwSN, teachers face problems like lack of concentration, indiscipline behavior and slow pace of learning of CwSN.
- ⇒ The problems created by CwSN are similar to ones created by normal children i.e. CwSN do not create any special problem.
- ⇒ Providing personal attention for addressing problems of CwSN is rarely taken care of by teachers.

- ⇒ Special teaching aids, personal attention, motivation, help from experts, extra time, parental as well as CwSN involvement in counseling are the remedies that teachers utilize to solve the problems of CwSN.
- ⇒ Majority of respondents (65%) stated that normal children do help their CwSN classmates in studies and in overcoming their disabilities.
- ⇒ 60% of the CwSN get little help from parents in their studies.
- ⇒ Majority of teachers (94%) find it very difficult or not possible to bring up CwSN along with other children in all areas of development.
- ⇒ Poem recitation, debate, story writing, essay, quiz, declamation or spelling check are usually followed as literary activities by majority of schools. Where as singing, dancing, music, painting and sports are followed as non-literary activities.
- ⇒ Rarely any school organizes activities that are specially made to encourage CwSN.
- ⇒ More than 90% of teachers and administrators believe inclusive nature of schooling has positive impact upon development of CwSN and non-CwSN.
- ⇒ Majority of the respondents get support from parents of CwSN in understanding child's behavior, weaknesses, capabilities, interests, habits and hobbies.
- ⇒ Isolation, lack of adjustment with normal children, inferiority complexes are the problems raised by the teachers that CwSN face in the schools.

- ⇒ Teachers also showed strong conviction that normal children, studying with CwSN, face teaching and learning related problems, and have to compromise with several activities as they (peers) feel disturbed due to adjustment related problems.
- ⇒ Majority of the respondents stated that traits such as responsibility, punctuality, regularity, cleanliness, concentration and discipline remains high in CwSN.
- ⇒ Majority of the respondents (98% of administrators) showed that they have been directed, by the government to make schools inclusive, in one or the other manner such as not to deny admission to any one (66%); removal of barriers for CwSN students (34%); distribution of necessary aids/instruments (16%); organizing bridge courses (11%) and equal treatment for all (11%).
- ⇒ 30% of the administrators stated that the major role of the administrators vis-à-vis inclusive set up of the school is to supervise the implementation of inclusive education in their respective schools.
- ⇒ 32% of administrators stated that providing resources to the teachers, experts and coordinators and motivating them are considered as major responsibilities, of the administrators, for efficient implementation of inclusive education.
- ⇒ Majority of the administrators responded that lack of resources, funds and attitudinal problems of teachers are the main problems faced in

- implementing government policies. They also feel that proper guidance from the government is not provided in the area.
- ⇒ Majority of the administrators acknowledge that Delhi government provides support in the form of funds and material support, by providing infrastructure, scholarship, uniforms, teaching learning material and books.
 - ⇒ 48% of the respondents stated that the schools arrange regular medical check-ups for students (CwSN).
 - ⇒ Majority of the respondents (72%) stated that proper treatment is provided to CwSN, if they are found to have severe ailments. Parents are informed in such cases and extra care is provided with the help of experts.
 - ⇒ 51% administrators responded that they do not deny admission to CwSN at any chronological age.
 - ⇒ 52% responses suggest that there have not been drop outs among CwSN. 46% responses suggest that there were between 1 to 3 drop outs. Main reasons cited for dropping out were poverty, unawareness, illiteracy of parents, etc.
 - ⇒ 70% responses suggested that there is no prolonged absenteeism among the CwSN.

- ⇒ Majority of the administrators suggested that teachers training, attitudinal change and the infrastructural support are the major areas that need changes at school level planning and administration.
- ⇒ CwSN have high expectations from their teachers to get the education for improving their social status, self-confidence, and to gain power.
- ⇒ CwSN visualize education as a means of self-development, social mobility and to gain social recognition.
- ⇒ CwSN showed low self-esteem due to various factors such as impact of relation that they share in the society and in the school.
- ⇒ Majority of CwSN remain dependent upon parents and siblings for daily work. This diminishes and shatters the confidence level of CwSN.
- ⇒ CwSN felt more confident and richer in self-esteem in specific inclusive schools, as teachers constantly bestow upon them love and affection.
- ⇒ Cordial relations with teachers enrich the self-confidence of CwSN whereas negative attitude and perception, stereotypical conception and biasness on the one hand shatter the confidence and self esteem.
- ⇒ Majority of schools shows that empathetic attitude of teachers is essential prerequisite for achieving the goal of inclusive education.
- ⇒ Contrary to the conviction of teachers, it was found that there wasn't any animosity due to presence of CwSN in the classroom.
- ⇒ Teachers' non seriousness of taking up teaching and learning process is not appreciated by most of the students especially the CwSN.

- ⇒ Teachers feel ill-equipped and unskilled to give special attention towards CwSN and their specific needs.
- ⇒ Sensitivity of peers can be seen from the cordial relations and free interaction due to the presence of CwSN. However, it is contrary to the teachers' conviction.
- ⇒ Browsing books, choosing according to their interest, and sitting silently without permission to see the books in the shelf are the problems that students generally encounter in the library.
- ⇒ Seating arrangement especially for the orthopedic handicapped and not having resource in brail for the visually impaired brings huge problems for CwSN.
- ⇒ CwSN have to run from pillar to post to negotiate their difficulties. Those having better cultural capital in the sense of intellect and better finances cope up easily, however, those coming from middle class and having poor cultural capital, face more trouble negotiating difficulties.
- ⇒ Participation of CwSN in various programs is negligible as they are thought to be unfit for many of the activities due to the ailments. This hampers overall development of CwSN.
- ⇒ The decision of participation, of CwSN, is taken by the teacher and students are not given choice of participation according to the individual interests.

- ⇒ Support for inclusive classroom such as appointment of resource teachers, voluntary organization participation, involvement of master trainer, resource centers, vocational training, special provisions in the examination system for CwSN, removal of architectural barriers and monitoring are unavailable in majority of the schools.
- ⇒ Most of the schools do not have functional resource rooms.
- ⇒ CwSN face humiliating schooling experiences as they are often made to feel 'dull', 'unintelligent', 'uneducable' and 'unwanted' by their teachers.
- ⇒ The burden of non-comprehension and culture of silence prevail in the classroom and routinely manifest itself in most of the pedagogical processes of schooling.
- ⇒ The students are rarely provided with remedial assistance in most of the schools in areas in which he/she is having comprehension problems.
- ⇒ Mostly teachers do not assist CwSN during and after school-hours except those who are having some inclination towards handling CwSN in inclusive classroom or are have been trained in the area.
- ⇒ No resource teacher comes to advise the general teachers as to how to cope up with the needs of special children in the regular classrooms.
- ⇒ None of the teachers are having special skills such as knowing brail, so as to help a visually impaired child, or using hearing aids for hearing impaired etc.

⇒ Most of the teachers fail to suggest necessary curricular modifications or adaptations and classroom strategies for inclusive classroom.

Educational implications:

The study has highlighted the practical aspects of inclusive education within schools by developing an understanding of the processes through which inclusive education can be made more meaningful and practical in context of the classroom situation. The study essentially contributes in understanding experiences within the classroom so that it can benefit Children with Special Needs-both in the present and for the future. In the absence of any specific programme, Children with Special Needs, remain at the margin within the classroom as well as in the society where they grow up. Therefore experiences of the classroom become the guiding factor in bringing changes in the programme for successful inclusion of Children with Special Needs.

The present work contains study of the processes related to the Inclusive Education practices and schooling, as well as constraints in their settings with four major dimensions. These dimensions are related to inclusive education and schooling with regard to policy implementation-with respect to Inclusive education; classroom practices-for inclusive schools; provisions and support needed-for making school and classroom inclusive and challenges faced by teachers as well as students-within the inclusive set up of school.

The study will help teachers, teacher's educators, educationists, educational planners, individual, community, NGOs, government and all those who want to benefit from the study. The practical aspect with ground realities will help improve inclusive education in widening the horizon.

The following suggestions emerged out of the research conducted on the basis of Questionnaires, Interviews and Observations during different phases of research:

- It is suggested that orientation of teachers is essential towards practice of inclusive education. Such orientation programme is required in the following areas:
 - ⇒ Modalities of inclusive education to bring about requisite change within the given resources should be organized for in-service teachers
 - ⇒ Specific Methodology of teaching in inclusive set up
 - ⇒ Making of teaching tools specifically for CwSN
 - ⇒ Orientation towards lip reading and sign language
 - ⇒ For bringing positive perception towards CwSN and inclusive education
 - ⇒ Developing empathy towards CwSN
 - ⇒ Handling CwSN in the classroom

- ⇒ Orientation/workshop for administrators should be formulated so that they can be involved in suggesting and analyzing the day-to-day problems that they encounter in handling inclusive classroom.
- The attitude that inclusive education is not an alternative but inevitability needs to be cultivated, through sensitization programs, among concerned professionals such as grassroots workers, teachers, administrators and community members.
 - Workshop should be organized so that teachers can be involved so as to generate confidence in handling CwSN in the classroom.
 - Linkages and bridges need to be built between special schools and inclusive education practices; community based rehabilitation programme and various other related institutions and departments.
 - The pre-service teacher education programme should include the specific teaching methodologies so that the new entrants are well equipped towards specific methodologies.
 - The curriculum for pre-service teacher education programme should be reformed to include inclusive education as core part and not an optional part of the curriculum.
 - Public policies, supportive legislation and budgetary allocations should not be based on incidence but on prevalence of special education needs.

- The existing dual ministry responsibilities should be changed and education of Children with Special Needs should be the responsibility of Department of Education, and the Ministry of Social Welfare & Justice should support its (DoE's) activities.
- Facilities such as support staff, learning materials for CwSN, necessary aids etc should be arranged by the administrators so that teachers are supported in handling inclusive classroom. Parents or community may also be involved to generate specific contribution.
- Special training for in-service teachers may be organized so that modalities can be mastered.
- Infrastructure development is essential for inclusive education to become successful.
- Collaborative exchange of teachers can be done from neighbourhood schools for immediate attention towards success of inclusive education.
- Curricular reforms are greatly and urgently needed.
- Examination for the CwSN should be different from the normal children. Therefore, examination reforms should be done especially for CwSN.
- Teachers should make specific participatory programme for CwSN so that overall development can be taken care of.
- Resource rooms should be well equipped so that it may be effectively utilized for the CwSN.

- There should be emphasis on bottom-up, school based interventions as a part of regular education programs following inclusive strategies. The programme should be based on stake holder participation, community mobilization, and mobilization of NGOs, private and government resources.
- In order to strengthen inclusive practices, networking between existing practitioners (IEDC, DPEP, SSA etc) is essential. Simultaneous implementation and continuous monitoring, reinforcement and coordination between government departments and NGOs at national and state levels will promote inclusive education.
- Regular evaluation should be based on performance indicators specified in the implementation programme and the accountability for effective implementation at all levels should be ensured.

Suggestions for Further Research:

- The present research is confined to visually impaired, orthopedically handicapped and hearing impaired only. Similar studies can be conducted on a large scale area and can be extended to other groups of CwSN as well.
- There is a scope for replications of this study in the rural areas as well, since this study is confined to urban area (*i.e. Delhi*).

- Follow-up studies to study adjustment in life and vocation can be conducted. These could be based on the assumption of better interpersonal attitudes developed in the inclusive classroom.
- Longitudinal studies upon inclusive education can be conducted to see the overall development of personalities, attitudes, values, habits, etc in inclusive classroom.
- Controlled experimental studies using pre-test and post-test design can be conducted on the effect of inclusive education on the personalities, values, attitudes etc of CwSN and non-CwSN in Indian social structure.
- Comprehensive survey on national basis can be conducted to highlight the problems of inclusive education at the national level.
- It is recommended that looking to the Indian classroom, the practical aspect of inclusive education should be explored so that modalities may be devised to address effective functioning of the inclusive classroom.
- In-depth study pertaining to different type of support that is required by the teachers for inclusive education is needed.
- The effect of different methods for inclusive classroom is needed to be explored further in Indian classroom setting.
- Relationship with teacher, parents, peers and other impacting education of CwSN may further be explored.

- Different modalities of problem solving by the teachers in the inclusive classroom should be explored and documented.
- The qualitative research upon the negative attitude and perception of teachers may further be explored so as to understand what make perception negative. By exploring perceptions, inclusive education may practically be made successful.
- Parental perception towards inclusive schools may be explored empirically further, as many parents prefer special schools as compared to inclusive schools.
- Role of parents, siblings and community can be explored further to understand their contribution towards success of inclusive education.
- Impact of specific methodology of inclusive classroom need to be explored empirically in Indian school structure.
- Comparative study on the impact of teaching on CwSN and non-CwSN in inclusive classroom needs to be carried further.
- Study upon the identity formation of CwSN need to be further explored.
- Study upon the administrative problems arising in making school inclusive is essentially needed.
- In-depth studies upon policies and directives with regard to inclusive education need to be taken up.

- Studies upon covert exclusionary processes are a matter of further exploration, as conflict between ground realities and theory was observed.
- Comparative and evaluative study on the impact of literary and non-literary programme on CwSN and non-CwSN emerge as a viable area of research.
- Studies upon financial allocation and its proper implementation with regard to inclusive education may further be taken.
- A longitudinal study is required to understand the reason of dropouts from among CwSN.