



## **Current status of children with special needs sensory and locomotor impairment in elementary inclusive schools level**

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### **Abstract**

The social ideal of equality is the most significant justification for inclusive education. Regardless of our differences, we all have the same rights. Separate, however, is not the same as equal. In contrast to previous segregation experiences, inclusion supports the impression that differences are tolerated and appreciated. It is critical that we do not repeat the mistakes of the past. Schools that foster social acceptance, peace, and collaboration are needed. Equality is valued and promoted as a virtue in society when schools incorporate all students. When schools reject some children, prejudice is ingrained in the minds of many students, resulting in heightened social strife and dehumanizing competitiveness as adults. Education is a potent tool for social transformation, and it frequently initiates upward social progress. As a result, the gap between different sections of society is being bridged. In recent decades, inclusive education has risen to prominence around the world, particularly in the implementation of educational reforms to combat exclusionary practices. Over the last few decades, inclusion has emerged as a pedagogical technique as well as a political tool for challenging exclusionary policies, regulations, and practices in countries' educational systems. In general, the worldwide human rights movement, which has emerged and developed during the twentieth century, now includes children with special needs. Rather from being a privilege or a charity, education for children with exceptional needs has become a matter of entitlement, a fundamental human right.

**Keywords:** Children, special needs, sensory and locomotor impairment, elementary inclusive schools level

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### **Introduction**

Over the last decade, a lot of research has been done and a lot of written policies have been drafted to shift people's minds about how special needs children should be educated. Many groups around the world have taken the lead in promoting inclusive education as part of the human rights agenda, which calls for increased inclusion of all students in normal schools. The investigator reviewed many studies in the area of inclusive education that were conducted in various contexts, globally, regionally, and locally, in order to determine the status of inclusive education in elementary schools, the challenges teachers face, and the gains they have made in the implementation of inclusive education.

### **Research methodology**

The directorate of education's records were used to compile a list of all inclusive schools in Delhi and the NCR. The schools with children with locomotor and

sensory impairments were chosen using purposeful sampling. Further, a selective sampling approach was employed to choose thirty inclusive primary schools in Delhi and the National Capital Region that had children with locomotor and sensory impairment.

There were fifteen schools in Delhi and another fifteen in the NCR region. The observation schedule, checklist, questionnaire, interview guide, focus group discussion, and papers as research instruments were all thoroughly defined, as well as the technique for administering them. Regardless of how genuine, reliable, or appropriate the data is, it will not be useful until it is meticulously edited and systematically evaluated, intelligently analyzed, and rationally concluded. Statistics is the method that is employed for this. After data gathering, the statistical treatment is the next critical step.

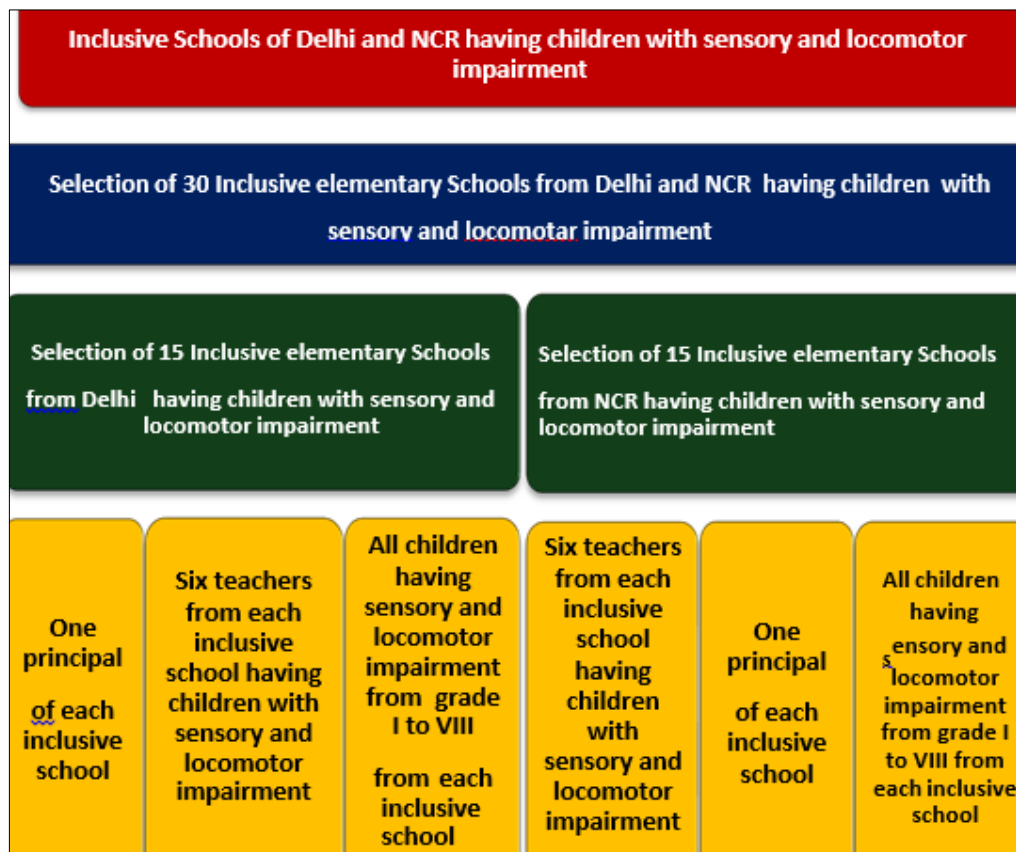


Fig 1: Details of School wise sampling

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### Population

Any collection of people who share one or more traits is referred to as a population. Two hundred and twenty-nine elementary inclusive schools in the Delhi and NCR region made up the study's population (source Directorate of education).

### Sampling

Because the goal of this study was to look into the current state of inclusive education, it was vital to choose a sample of inclusive schools that had children with sensory and locomotor impairment. Several groups of people were enlisted to gather data in order to meet the study's goals. The study

addressed principals/administrators and at least six educators from each school, as well as all children in grades I through VIII who had sensory and locomotor impairment. Because the majority of the study entailed qualitative data collecting, the information obtained from these groups was used for triangulation to establish the validity of the research findings.

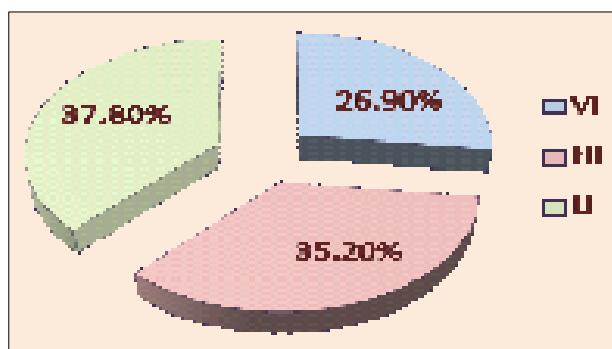
### Results and Discussion

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

This section discusses the answer to the first sub topic, "What is the current state of children with sensory and locomotor impairment in elementary inclusive schools?" The data was collected by the responder utilizing an observation schedule for children with sensory and locomotor impairment to get the answer to this sub question. The number of children with sensory and locomotor impairments was physically verified utilizing an observation schedule and documentation such as the school admittance record and grade attendance register. The data was analyzed, and the results are shown in Table 1:

**Table 1:** Current status of children with sensory and locomotor impairment in elementary inclusive schools

Respondents	Sample	Grade	Children with sensory and locomotor impairment		
			Visual Impairment (VI)	Hearing Impairment (HI)	Locomotor Impairment (LI)
Physical Verification	30	I	17	19	22
		II	15	14	14
		III	12	18	17
		IV	10	17	12
		V	11	15	18
		VI	9	14	21
		VII	0	0	0
		VIII	0	0	0
Total			74 (26.9%)	97 (35.2%)	104 (37.8%)
Total children with sensory and locomotor impairment			275		



**Fig 2:** Current status of children with sensory and locomotor impairment in elementary inclusive schools

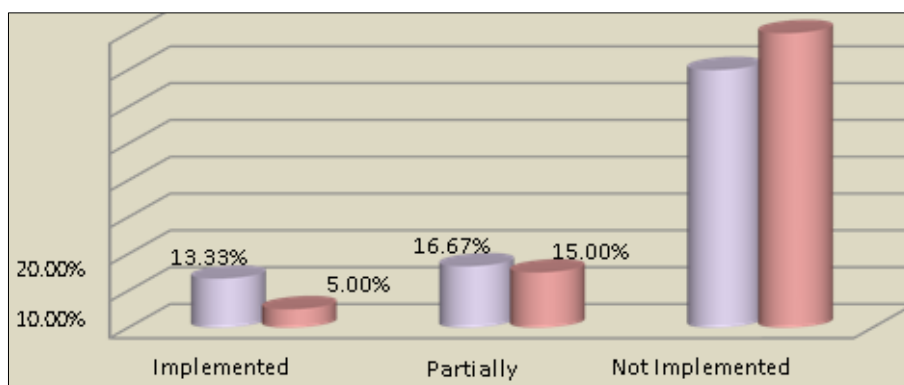
The number of children with sensory and locomotor impairments in inclusive schools surveyed by the researcher is shown in Table -1. There were 275 children with sensory and locomotor impairment in the 30 primary schools assessed. Visual impairment affected 26.9% of the youngsters, 35.2 percent had hearing impairment, and 37.8% had locomotor impairment. It is also clear that no children with sensory and locomotor impairment were detected in the elementary schools assessed above the sixth grade.

**Interpretation**

**Extent of implementation of policies and legal provisions relevant to education of children with sensory and loco motor impairment into practice in inclusive school**

**Table 2:** Extent of implementation of policies and legal provisions relevant to education of children with sensory and loco motor impairment into practice in inclusive school

Respondents	Sample	Implemented	Partially Implemented	Not Implemented
Principals	50	15	22	13
	%	30%	44%	26%
Teachers	200	5	177	28
	%	2.5%	44.25%	14%
Total	250	20	199	41



**Fig 3:** Extent of implementation of policies and legal provisions relevant to education of children with sensory and loco motor impairment into practice in inclusive school

The answer to the second sub question, "To what extent do principals and teachers in inclusive schools

put policies and legal provisions relevant to the education of children with sensory and locomotor

impairment into practice?" is examined here. To find the answer to this sub question, principals were asked to respond to Question No. 6 of the Interview Schedule for Principals (ISSIC) and teachers were asked to respond to Question No. 6 of the Questionnaire for Teachers (QSIC) to determine the extent to which policies and legal provisions for the education of children with sensory and locomotor impairment in inclusive schools have been put into practice. Their responses were analyzed, and the results are shown in Table -2:

**Interpretation**

According to Table -2, 13.33 percent of principals and 5% of teachers agreed that they put policies and legal provisions into practice for the education of children with sensory and locomotor impairment in the school, and 16.67 percent of principals and 15% of teachers partially implemented, but the majority of the 70 percent principals and 80 percent teachers did

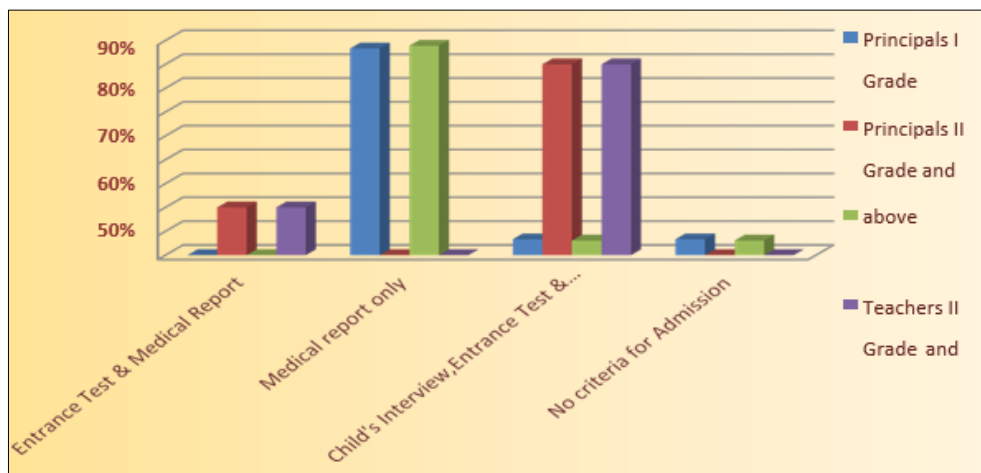
not implement because they did not know what policies and legal provisions were in place.

**Parameters considered for admission and class allotment of children with sensory and locomotor impairment in inclusive schools**

This section discusses the answer to the third sub question, "Which parameters are considered for admission and class allotment of children with sensory and locomotor impairment in inclusive schools?" To find out the parameters considered for admission and class allotment of children with sensory and locomotor impairment in inclusive schools, principals were asked to respond to Question No 7 of the Interview Schedule for Principals (ISSIC) and teachers were asked to respond to Question No 7 of the Questionnaire for Teachers (QSIC). Their responses were analyzed, and the results are shown in Table -3:

**Table 3:** Parameters considered for admission and class allotment for children with sensory and locomotor impairment

Respondents	Sample	Grade	Entrance Test & Medical Report	Medical report only	Child Interview, Entrance Test & Medical Report	No criteria
Principals	30	I	NIL	26(86.67%)	2(6.67%)	2(6.66%)
		II and above	6(20%)	NIL	24(80%)	NIL
Teachers	180	I	NIL	158(87.78%)	11(6.11%)	11(6.11%)
		II and above	36(20%)	NIL	144(80%)	NIL



**Fig 4:** Parameters considered for admission and class allotment for children with sensory and locomotor impairment

**Interpretation**

Table -3 shows that 86.67 percent of administrators and 87.78 percent of teachers believe that admission to first grade for children with sensory and locomotor impairment is contingent on a medical report. Only 6.66 percent of principals and 6.11 percent of teachers agreed that medical reports and children with sensory and locomotor impairment passing in interview and entrance tests are considered for admission to first grade, while 6.67 percent of principals and 6.11 percent of teachers agreed that they have no rejection policy and that if seats are available, no criteria is seen to give admission to

children with sensory and locomotor impairment to first grade. According to Table -3, 20% of principals and 20% of instructors believe that admittance to second grade and above for children with sensory and locomotor impairment is contingent on an entrance test and a medical report. Medical reports and children with sensory and locomotor impairment completing an interview and entrance test are considered for admittance to second grade and upwards, according to 80 percent of principals and instructors. For second grade and above, no child is chosen solely on the basis of a medical report and the completion of an interview and entrance test.

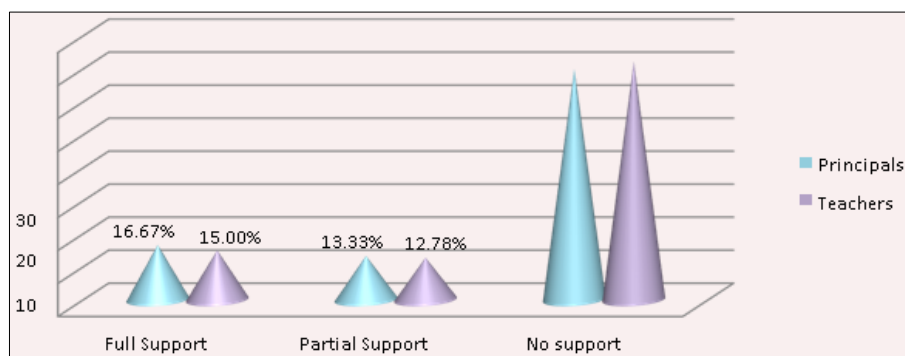
**School management support in providing in-service training to teachers in the field of inclusive education**

The answer to the fifth sub question, “What support does the school administration provide for in-service training of teachers in the field of inclusive education?” is examined here. To find the answer to

this sub question, principals were asked to respond to Question 9 of the Interview Schedule for Principals (ISSIC) and teachers were asked to respond to Question 9 of the Questionnaire for Teachers (QSIC) to learn about school administration support for providing in-service training to teachers in the field of inclusive education. Their responses were analyzed, and the results are shown in Table 4.

**Table 4:** School management support in providing in-service training to teachers in the field of inclusive education

Respondents	Sample	Full Support	Partial Support	No support
Principals	50	20	5	25
	%	40 %	10%	12.5%
Teachers	200	20	40	140
	%	10%	20%	70%
Total	250	40	45	165



**Fig 5:** School management support in providing in-service training to teachers in the field of inclusive education

**Interpretation**

According to Table 4, the majority of principals (70%) and teachers (72.22%) agree that they did not receive support for in-service training, while 16.66 percent of principals and 15% of teachers agree that they received full support, and 13.33 percent of principals and 12.78 percent of teachers received partial support from management for their in-service training.

Here is the discussion of the answer to the fifteenth sub question, "What facilities are offered by school to children with locomotor impairment in order to ensure a barrier-free physical environment?" The data was obtained by the researcher by delivering Part-C Question No 1 to 18 of the Checklist of amenities for children with special needs in the physical environment of school to discover the answer to this sub question (CACPE). Their responses were analyzed, and the results are shown in Table -5.

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

**Table 5:** Amenities provided by school to children with locomotor impairment for ensuring barrier free physical environment

S. No	Questions	Provided	Not Provided
1.	Path from gate to school building clear and levelled	24(80%)	6(20%)
2.	Path from gate to school playground clear and levelled	23(76.67%)	7(23.33%)
3.	Entrances, and doorways in the school buildings minimum 4’ to 5’ feet wide	22(73.33%)	8(26.67%)
4.	Spacious corridor	19(63.33%)	11(36.67%)
5.	wheel chair accessibility to classrooms	14(46.67%)	16(53.33%)
6.	wheel chair accessibility to toilets	10(33.33%)	20(66.67%)
7.	Disabled friendly toilets	5(16.67%)	25(83.33%)
8.	Adjustable furniture	7(23.33%)	23(76.67%)
9.	Accessible drinking water outlet	13(43.33%)	17(56.67%)
10.	Accessible Canteen	7(23.33%)	23(76.67%)
11.	Accessibility of transport place in school	8(26.67%)	22(73.33%)

12.	Disabled friendly buses(wide doors, place to strap the wheel chair, attachment available to mount the wheel chair/low floor buses, space in bus to accommodate wheel chair)	5(16.67%)	25(83.33%)
13.	Ramp with hand rails/lift	9(30%)	21(70%)
14.	Classes at ground floor	5(16.67%)	25(83.33%)
15.	Adequate space in between the rows for wheel chair to move	11(36.67%)	19(63.33%)
16.	Seating near the door with clear view of teacher and black board	8(26.67%)	22(73.33%)
17.	Sufficient space under the table/computer table to accommodate wheel chair	4(13.33%)	26(86.67%)
18.	Availability of Medical Room	6(20%)	24(80%)

### Interpretation

Table-5 reveals that the school route from gate to school building and playground was clear and leveled in (73 percent to 80 percent), and that doors and doorways in school buildings were minimum 4' to 5' feet wide to accommodate children with locomotor impairment. Wheelchair accessibility to classrooms, accessible drinking water outlets, and appropriate space in between the rows for wheel chairs to move were provided for students with locomotor impairment in (36.67 percent to 46.67 percent) of the schools. Only (13 percent to 33.33 percent) of elementary schools have wheel chair accessibility to transportation, disabled friendly buses, toilets, adjustable furniture, accessible canteen, ramp with hand rails/lift, classes on the ground floor and seating near the door with clear view of the teacher and black board, and sufficient space under the table/computer table to accommodate disabled students.

### Conclusion

Every educational study is designed to provide direction to all stakeholders. The goal of this study was to develop clear principles and guidelines for incorporating children with sensory and locomotor impairment based on empirical evidence. Physical and manpower needs, as well as proper acceptability of inclusive programs, are required for successful and effective implementation of educational programs and practices.

The current study revealed a poor state of inclusive education in Delhi and NCR schools, as well as a pathetic educational situation in the schools under investigation. As a result, the following recommendations were made to improve the status and, more importantly, to improve the very goal of inclusive education. The following are the results of this research.

Many facilities were not offered by the school in the current study to children with sensory and locomotor impairment in order to ensure a barrier-free physical environment. Sharma (2002) <sup>[16]</sup> discovered that the majority of teachers acknowledged the need for classroom infrastructure reform in his survey. According to Olson Marie Jennifer (2003), the special education room should only be used as a last resort when the general education teacher is unable to meet the needs of the disabled student in their classroom. According to Sandill Abha (2005),

schools implemented structural and organizational changes to minimize physical barriers and promote autonomous movement. Medical, designated staff for disabled, accommodations at various levels, libraries with large doors, computers with special screens, lifts, flashing beacons, vibrating pillows, disabled friendly websites, and access technology loan scheme by B schools for education and better opportunities for an inclusive learning environment were suggested by Mehta L Ketna Dr., Algotar Amit Dr. (2009). According to Singh Deepshikha (2009), socioeconomic restrictions, attitudes, curriculum, environment, language and communication, governance, and human resource development should all be addressed, and government employees should be taught to ensure that inclusive education is implemented properly. The considerable distance between home and the nearest school, as well as the state of the school physical environment, were determined to be substantial impediments to school attendance by Sagahutu, B. J., Tuyizere, M., and Patricia, S. (2013). According to Kipkosgeiin Joseph Kogei (2014), the poor condition of inclusive education is caused by a lack of structured physical facilities, insufficient teaching learning resources, a lack of skilled teachers, and a lack of management support. According to Kipkosgeiin Joseph Kogei (2014), the lack of structured physical infrastructure contributes to the poor status of inclusive education.

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