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Title of the Study : “A STUDY OF NEED BASED CURRICULAR INPUT IN
ELEMENTARY TEACHER EDUCATION FOR
PROMOTING INCLUSION OF CHILDREN WITH
SENSORIAL IMPAIRMENT IN MAINSTREAM
EDUCATION”

The study attempted to identify issues of Teacher Training and Research on Inclusive Education. Lack of training input to Teachers in disability is a challenge for Inclusion. The study aimed an attempt that proceeds from understanding the needs of Sensorially Impaired children to identify curricular inputs in Elementary Teacher Education in context. In accordance with the nature of study, descriptive research method was used. Keeping in mind the enrolment of Sensorial Impaired children in elementary classes, Sensorial Impaired Students and Teachers were selected as sample for the study. Special Teacher Educators were also selected, purposively keeping in mind the Specialization concerned. To achieve the Objectives - a Case study format, a Questionnaire, an Attitude scale and a Rating scale were prepared and used. Qualitative and Quantitative Analysis of the data was undertaken, and Mean, SD and Percentages were calculated. Major findings of the study showed that schools have lack of maintenance and use of basic amenities, no appointment / visit of Special Educator, no separate Resource room, no Equipment and material and students had difficulty in Teaching – Learning discourse except those who had been associated with NAB. It is concluded that Teachers had less Knowledge about Inclusion and were found to have Neutral Attitude towards the Inclusion of the Sensorially Impaired children in Mainstream Education. Almost all the Teachers agreed that the Existing Pre-service ETE course in Delhi are of no benefit for entrants to deal with the Sensorially Impaired children in Inclusive setting, so there is an urgent need of overhauling of the Elementary Teacher Education courses viz. Pre-service and In-service in context of the Needs of the Teachers. The Special Teacher Educators suggested the Need based Curricular Input in different components of Teacher Education curriculum viz. Foundation, Pedagogy, Practicum, Co-curricular

activities, School Experience programmes and other Enrichment activities. For example, understanding the Needs of children, Identification and Functional assessment, Learning styles, Classroom management, Content based TLM, use of ICT, Skill based Practical activities, visits, Teaching Sensorially Impaired children, Community work etc.