In a nutshell, this book carries an important message of inclusive education and its relevance for the present scenario. The study recommends that the inclusive school must build comprehensive inclusive cultures and must enable access to equal opportunities to all learners by installing support mechanisms, overcoming challenges and building competencies of regular teachers. An emergent model of inclusive education is also presented and discussed in this book.

The author clarifies concepts related to inclusive education, elucidates contextual realities, and builds a working model for inclusive education in India. The book brings to the audience the experiences of children with disabilities within inclusive school settings and how the school responds to their varied needs. With its structures, rules, and objectives, a school is like a microcosm of the world. Thus, the schools must model the behavior and attitudes which are transferred to the posterity. The book surfaces myriad of issues which affect the culture, policy and practice of schools and recommends a way forward.

This is a qualitative study that describes and analyzes disabilities in mainstream educational. Inclusive schools in Mumbai. The objectives of the research were to explore the process of inclusive education, identify barriers and facilitators and suggest a contextual working model. Data was collected through in-depth interviewers and focus group discussions with stakeholder groups, and observations in classrooms. The findings were under the four main themes of support systems, challenges, process and outcomes for children with disabilities in inclusive schools. The major support systems were identified as academic, physical, psychological and parental. Within 'academic support,' schools offered remedial teaching to children, gave them concessions and favoured and practiced supportive classroom strategies.

The major challenges which emerged from the findings were the negative attitudes of the teachers and peers, shortage of resources and lack of training for handling diversity within classrooms. The 'process' of inclusive education was analysed by the looking at three dimensions of culture, policy and practices. While the former two were more static components of the processes, the practice part was designed to suit individual needs and hence, was more dynamic. The outcomes of educating children with disabilities in inclusive schools were mixed. The outcomes were dependent of the nature/severity of the disability, the support mechanisms in school and environment and culture of the schools. The most common outcome for the children was fulfillment of aspiration of leading 'normal' lives as their non-disabled peers.