

PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE

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DECLARATION

I, **BABY SHIFA. U**, do hereby declare that this dissertation entitled, **PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE** has not been submitted by me for the award of any Degree Diploma, Title or Recognition before.

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CERTIFICATE

I, **Mrs. IRSHANA SHAHNAZ ULLADAN**, do hereby certify that the dissertation entitled, **PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE**, is a record of bonafide study and research carried out by **BABY SHIFA. U**, of M.Ed. Programme (2017-19), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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INTRODUCTION

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- ❖ *Need and Significance of the Study*
 - ❖ *Statement of the Problem*
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-

Education is an important investment that any country must make. Enhancing accessibility to education services is significant in the development of a nation (World Bank, 1993). This is because education positively affects socio-economic behaviour such as productivity, living standards, health and demographic characteristic of any population. It also opens many opportunities in the society such as better chance to lead healthy and productive lives, nurturing and building strong families, participating fully in civic affairs, moulding morals, creating culture and shaping history.

Education is the most powerful and effective instrument for inducing radical changes in the behavior of children .Education is an inherent human right, so the authority should include all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions to the frame work of free and compulsory education to meet their needs. It also catalyzes freedom and democracy within and beyond borders as an agent of international peace and security (UNICEF, 2000). Oketch (1993) observed that, it is a societal obligation to include everyone in their education system regardless of their needs and capacity.

In view of this perspective, special education was born in the two decades preceding the French Revolution. The earnest desire for equality, fraternity and liberty so loudly proclaimed at that time inspired many thinkers to take into consideration the needs of children with special needs. Most educators believed that children with physical, sensory or intellectual impairment were so different that they

could not participate in the activities of common school. Therefore education of children with special needs began in special schools.

In India special education began in 1880's. The special school tradition held away until about the 1960's when some international agencies assisted NGO's to experiment with integrated education. Education for All is the internationally accepted formula and almost all countries are adopting various modes to create "THE SCHOOL FOR ALL" where the children with special needs can study together with regular children.

The term 'Special education' includes all those aspects of education which are applied to special children such as Visually Impairment (VI), Hearing Impairment (HI), Mentally Redarded (MR), Other Health Impairment (OH) on the various levels as average, above average, and even gifted students. In other words we can say that special education refers to the instruction that is specifically designed to meet the needs of exceptional children. These students differ from one another in a variety of ways in learning the given concept. To make his teaching more effective a teacher should take all possible effort to accommodate his instruction to individual differences. In the special school concept, the special education component is 'APART' of the general education system, whereas in integrated approach, it is 'A PART' from the general education. Inclusive education goes one step further. In this approach, the special education is an integral part of the general education system (Mani, 2001)

Therefore, the transition from 'Special School' concept to that of 'Inclusive Education' can be treated as an evolutionary process in the service of children with

disabilities. The existing educational system must accommodate such students' needs, abilities and accordingly the physical, psychological and learning environments should be modified for the healthy development of these individuals.

Several studies have shown that when children are taken away from segregated environment to an integrated one, their performance have improved (Buysee and Bailey, 1993). In special school the expectation of teachers are guided by pre-determined notion of limited achievements and their expectation from students in their turn lack motivation and opportunities to develop their extraordinary abilities and hidden talents (Gurnalnick, 1994).

In the late 1970s, the concept of integration was developed to cater for interests of children with special needs (Andrews & Lupart 1993; Smith et al., 2005). The integrating of children with special needs in regular schools was to break the barrier of children with disabilities who have been segregated, which gave them more freedom and equal opportunity to interact with other children without disabilities (Forman, 2005; Inclusion International, 1998; Smith et al., 2005; Westwood, 2003). With integration, children who had disabilities were able to attend regular schools but very usually taught in a separate special unit or class. They might participate in certain lessons with other children without disabilities each day so that everyone could learn and interact socially together. This was to build academic and social confidence within every child.

However, the integration approach attracted some criticism. First, there was a concern that regular school teachers often lacked the confidence and preparation to teach children with disabilities in their classes. Often they considered that teaching

children with special needs was not their responsibility and only of special education teachers (Inclusion International, 1998; Stangevik, 1997). Second, regular class teachers also felt that there was extra work load and stress associated with having children with special needs in their class room (Stangvik, 1997; Westwood, 2003). Third teachers felt they lacked the knowledge and experiences in teaching children with special needs (Westwood, 2003). In addition the school administration sometimes tried to use this opportunity to request more funds for those with special needs in regular classes but used the money for other school purposes (Stangvik, 1997, 2004; Westwood, 2003). Therefore the integration approach did not meet all the needs of children with disabilities and a new approach was needed, hence the inclusive approach was introduced.

The concept of inclusive education started in the mid 1980s, and differed significantly from the integration method. The term inclusion replaced integration and is often contrasted with exclusion, thus having a welcome under significance frequently embarrassing social disadvantages as well as Special Education Need (SEN). While integration was largely a disability on SEN issue, inclusion is usually promoted from a wider principle and idealistic or even ideological perspective. This principle perspective is promoted by Thomas (1997) who suggests that inclusion must be the heart of any society which cherishes equity.

The Salamanca world conference on Special Need Education endorsed the idea of Inclusive Education (UNESCO, 1994) whose guiding principles should accommodate all learners regardless of their physical, intellectual, social, motional, linguistic or other conditions. In this case learners with special need and or

disabilities spend most of or all their time with other learners. This allows all children to participate in learning activities in one school without having separate special school or classroom for learners with special need or disabled. The debate about inclusive education is a topic of educational interest throughout the world.

Inclusive Education is a new approach towards educating children with disability and learning difficulties with that of normal ones within the same roof .It brings all students together in one classroom and community regardless of their strength or weakness in any area, and seeks to maximize the potential of all students. It has the potential to act as one of the most effective ways to promote an inclusive and tolerant society. Statistics reveal that, 8 million children are out of school in India, many of whom are marginalized by dimension such as poverty, gender, disability and caste (MHRD, 2009).

Individuals with Disability Education Improvement Act (IDEA 2004) support inclusive practices by requiring that “to the maximum extent appropriate ,children with disabilities, including children in public or private institutions or other case facilities , are educated with children who are nondisabled; and that special cases ,separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability of a child is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactory” (IDEA, 2004).

A classroom teacher plays an important role in the life of students. One of the many responsibilities of the classroom teacher is to promote a safe and welcoming classroom and school climate where individual differences are valued,

embraced and evident. Building on inclusive classroom community means implementing practices where all students, regardless of cognitive or academic level, have opportunities included in general education classroom, participating in standard-based curriculum.

The effectiveness of the implementation of the inclusive education theory in classrooms needs to be seriously looked into. Teachers struggle with the concept of inclusion for a variety of reasons. Teachers need to know how the inclusion process affects both students in general education as well as student with special need. The complications of the various pacing of the students in a single classroom, the need for more vivid learning experiences and the difficulties in getting through the curriculum on time are all challenges encountered as an aftereffect of trying to make our schools inclusive. Inclusive education is an effort to provide special services for exceptional children in the least restrictive environment (Ainscow and Ceaser, 2006).

Need and Significance

The right to education, which is a basic human right, includes the right to access to education. Access to education is usually a problem for disadvantaged students. The national objective “education for all” is possible only when children with special needs get equal opportunities for education. Children with Special need get equal opportunities for education. Children with special needs are those who deviate mentally, socially, educationally, physically or culturally from normal children. Such children need special education care and their learning problems are to be tackled in a special manner. Educating these differently abled children is a

challenging task in human resource development. Many national and international initiatives have been made in this regard during the last fifty years.

The National Policy on Education (1986) has given priority to an equity basis in the field of education and recommends equal opportunity to all not only for access but also for success. "Equalization of educational opportunity" includes the opening of school within walking distance, providing residential facilities to children, admission of children of all communities to school, reducing the dropout rate and increasing the retention rate of children through various measures.

Inclusion is a more precise and refined form of mainstreaming and integration. The basic idea behind inclusive education is that it enables all to participate together in a society from the very beginning. Provision of such a form of education inculcates a feeling of confidence in the mind of disabled children and offers them access to formal system of education. The ultimate success of disabled in the community depends on the attitude and reaction of the people who have had little or no contact with people with disabilities. Peoples are ignorant about the disabled and their needs which result in apprehension and resistance on their parts to initiate interaction with the disabled. Government's policies and their implementation are not sufficient to be an efficient education system. For the effective implementation of an inclusive education programme general teachers need to be trained in educational needs of the impaired children.

The success of any educational reforms depends largely on the teachers. Teachers play a major role in planning and implementing teaching and learning strategies in the classroom. The success of implementing inclusive education also

rests on how effectively teachers can cope with this change. Inclusion depends upon teachers attitudes toward pupils with special needs, on their capacity to enhance social relations, on their view on differences effectively. They need a repertoire of skills, expertise, knowledge, pedagogical approaches, adequate teaching methods and materials and time if they are to address diversity effectively within their classroom. Teachers need support from inside and outside the school. Leadership on the level of head teacher, school districts, communities and governments is crucial regional cooperation between agencies and parents is a prerequisite for effective inclusion

It is the teachers who alone can make sure that students with special need have the same right to the quality education as students without special need (Mitchell, 1999; Speeding, 2005).Masuku (2010) observed that Swaziland is not ready for inclusive education because of a number of barriers among which include:

- Insufficient teacher training programme
- Lack of time
- Lack of suitable material and human resources
- Lack of awareness programme
- Lack of fund
- Student disturbance
- Improper curriculum
- Poor Practical support

The foundation stone for the academic development of the child is laid at the primary stage and also the social and personal skills are developed during the early stages of education. The success of secondary, higher secondary and higher education surely depends upon the experience received by the child during his/her early years of education. Hence a study of the multifaceted problems faced by primary school teachers in inclusive educational practice is relevant in the present education scenario.

In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP). This programme laid special emphasis on the integration of children with mild to moderate of the time in terms of funding with 40,000 million rupees (approximately 740 million US dollars). Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalization of Elementary Education in 2001, is one such initiative. Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. National Curriculum Framework (NCF) 2005 has laid down a clear context of inclusive education. In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion in education of children and youth with disabilities. Furthermore, (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9th and 10th classes. This scheme now subsumed under Rashtriya Madhyamika Shiksha Abhiyan (RMSA) from 2013.

It is important to integrate these children into regular schools to help them socialize and build their confidence.

Inclusive education in India is generally presented as the mainstreaming (or universalization) of education of children belonging to marginalized groups or ‘out of school’. In other words, providing educational access to children who never been able to receive any kind of formal education was interpreted as inclusive in India.

Kerala is one of the south Indian states with Malayalam as the local language. UNICEF (2003) reported that the IEDC scheme has been implemented throughout Kerala since 1992. The IEDC component of the DPEP programme was initiated in 1994, and had been implemented in six districts. Now special education programmes are working under the SSA. UNICEF further reports that in the Malappuram district (the largest district) of Kerala, which has 22,000 teachers and 800,000 children in class1-12, there are 14,146 children with special needs who have been identified and enrolled in normal schools.

UNESCO (2009) elaborates that an ‘inclusive’ education system can only be created if ordinary school become more inclusive – in other words, if they become better at educating all children in their communities. The conference proclaimed that: ‘regular school with an inclusive orientation are the most effective means of combating discriminatory attitudes ,creating welcoming communities ,building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system’.

Hence, this study is an attempt to study qualitatively the many issues faced by primary school teachers in inclusive educational practice in certain districts of Kerala.

Statement of the Problem

“PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE”

Definition of Key Terms

Primary School Teachers

Primary school teacher is one who works as a teacher in the standard 1 to 4 of school.

Inclusive Educational Practice

Inclusive Educational Practice means full inclusion of children with diverse abilities in all aspects of schooling that the other children are able to access and enjoy. It involves regular school and classroom genuinely adapting and changing to meet the needs of all children, as well as celebrating and valuing differences (Loreman and Deppeler, 2001).

Variable of the Study

‘Problems faced by primary school teachers in inclusive educational practice’ is taken as the variable for the study.

Objectives

- To analyse inductively and construct categories the problems faced by primary school teachers in inclusive educational practice.
- To analyse inductively and construct categories the problems faced by head masters/mistress in inclusive educational practice.
- To find out suggestions of remedial measures for the problems faced by primary school teachers in inclusive educational practice.

Methodology

The method used for the study is analytic induction using constant comparison method. This method uses qualitative research paradigm rooted in grounded theory. Phenomenon is explained on the basis of interview and open-ended questionnaire. In this research data are collected in real life natural settings and they are rich, descriptive and extensive.

Qualitative data are verbal, subjective and rich and in depth descriptions are usually presented in the form of words. Analytic induction is a method of data analysis. It is research alogicused to collect data, develop analysis and to organize the presentation of research findings. This approach moves from the specific to general .Analytic induction is done by using constant comparison method.

Constant comparison method is a method for analyzing data in order to develop a grounded theory. Glauser and Strauss (1967) suggest that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size.

Method

In the present study survey method was used. Investigator collected data from teachers based on the Open Ended Questionnaire and from Headmasters based on the Interview Schedule from different primary schools of Calicut and Malappuram district. This is a qualitative study.

Sample

Using the randomized sampling, data was collected from 200 teachers and 25 Headmasters of primary schools at Calicut and Malappuram Districts of Kerala.

Tool

- Interview schedule on Problems of Inclusive Educational Practice for the Headmasters
- Open Ended Questionnaire on Problems faced by Primary School Teachers in Inclusive Educational Practice

Analytic Technique

Qualitative Analysis of data using Analytic Induction.

Data Collection Procedure

Investigator collected data from teachers based on the questionnaire and from Headmasters based on the interview schedule from different primary schools of Calicut and Malappuram district.

Scope and Limitations of the Study

The present study is a venture to find out the problems faced by primary school teachers of Malappuram & Kozhikode districts in Kerala in inclusive educational practice and to find and compare the problems faced by primary school teachers in a subsample based on the type of management. Also this study aims to suggest some remedial measures for the problems faced by primary school teachers in inclusive educational practice. The output of the study is hoped to be beneficial in implementing our National Educational Policies of Education for all with equity.

For this the investigator prepared Interview schedule for the Headmasters and Open Ended Questionnaire on Problems faced by Primary School Teachers in Inclusive Educational Practice with the help of supervising teacher.

The present study has certain limitations also. In spite of exerting maximum efforts to make the most objective and fruitful the investigator could not get rid of the following limitation.

1. The investigator could, due to some constrain, provide only a small number of sample and it is evident that if greater number of sample had been used, it could have revealed better result.
2. The sample of the study is not a state wide one, but confined to Kozhikode and Malappuram district only.
3. The study was confined to only primary school only.

Organization of the Report

Chapter 1: This chapter contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variable, objectives, methodology and scope and limitations of the study.

Chapter 2: This chapter gives a theoretical overview of inclusive education and the review of related studies related to them.

Chapter 3: In this chapter, the investigator discusses the methodology of the study in detail with description of variable, objectives, tools used for data collection, sample selected for the study, data collection procedure and data analysis.

Chapter 4: This chapter describes preliminary analysis, interpretation of data, discussion, comparison and suggestions.

Chapter 5: This chapter contains summary of the study, educational implication of the study and suggestion for further research area.

REVIEW OF RELATED LITERATURE

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- ❖ *Theoretical Aspects of Inclusive Education.*
 - ❖ *Review of Researches on Inclusive Education.*
 - ❖ *Conclusion*
-

REVIEW OF RELATED LITERATURE

Review of related literature is a significant step of every research study. Review of literature means analyzing, summarizing and interpreting the theoretical, conceptual and research based literature related to the topic. It is a continuous process which is required throughout the research project. At the beginning of any research project, a review of the related literature provides familiarity with fundamental research work related to the concerned area. Later, it provides an in-depth understanding of the area in which one wants to pursue research (Das, A. 2011).

Conducting a new research project is not possible without reviewing previous research works. A critical review of previous research work gives an opportunity to the researchers to plan his/her research in a systematic way. A new research project can never be done in segregation as previous literature will directly/indirectly influence the present research work (Koul, L., 2014).

Review of literature involves identifying, locating and analyzing the previous literature systematically rather haphazardly. The search of earlier literature of the concerned area is done prior to conducting the present study. It enables the researcher to define the current research problem, to spot research questions and to clarify the limitations in a meaningful manner (Fink, A., 2014).

To summarize, the purposes of Review of Literature can be listed as follows (Bryman, A., 2008):

- It gives us the information about work already been done in the concerned area.
- It gives the knowledge about relevant theories and concepts for the present research work.
- It provides awareness about different research methods and strategies used in the past.
- It gives an opportunity to the researcher to find out the inconsistencies and unanswered questions in the concerned area.

The review of related literature has been done under the following headings:

I. Theoretical Aspects of Inclusive Education

1. Introduction to inclusive education
2. History of inclusive education
 - a. History of inclusive education in the world
 - b. History of inclusive education in India
3. Inclusive Classroom Strategies
4. Common Misconceptions about inclusive education.

II. Review of Researches on Inclusive Education.

1. Studies on inclusive education on worldwide.
2. Studies on inclusive education in India.

I. Theoretical Aspects of Inclusive Education

1. Introduction to Inclusive Education

Inclusive education is a relatively controversial topic for many educators. The idea behind inclusive education is that students with special needs will be placed in the same classroom environment as other students their age who do not have special needs.(Michael Boll, 2013).It has been defined at various ways that addresses the learning needs of the differently abled children. The efforts of the Government of India over the last five decades have been towards providing comprehensive range of services towards education of children with disabilities. (Sing, JD.2016).

In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools and facilitate their retention. The government initiatives in the area of inclusive education can be traced back to National Educational Policy, 1986, which recommended, as a goal, to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'. The World Declaration on Education for All adopted in 1990 gave further boost to the various processes already set in the country. The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The National Policy for Persons with Disability, 2006, which attempts to clarify the framework under which the state, civil society and private sector must operate in

order to ensure a dignified life for persons with disability and support for their caretakers. Most recent advancement is the Right of Children for Free and Compulsory Education (2009) which guarantees right to free and compulsory education to all children between ages six to fourteen.

For education of a child with disability, the act has to be read in conjunction with Chapter V of the Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is entitled to a free education up to the age of 18 years. Keeping in view, Govt. of India had accelerated the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. Inclusion is an effort to make sure that diverse learner – those with different abilities, different languages and cultures, different homes and family lives, different interests and ways of learning, learn together. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. It is clear that education policy in India has gradually increased the focus on children and adults with special needs, and that inclusive education in regular schools has become a primary policy objective.

In almost every country, inclusive education has emerged as one of the most dominant issue in the education. With the release of the Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of Students with disabilities into mainstream schools. The researches show that teachers in inclusive settings collaborate more and spend more time planning, learn new techniques from one another, participate in more professional development activities, show a greater willingness to change, and

use a wider range of creative strategies to meet students' needs. All school going children, whether they are disabled or not, have the right to education as they are the future citizens of the country. Today it is widely accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and it is the preferred educational approach for the 21st century. (Sing, JD. (2016)).

2. History of Inclusive Education

The Inclusive education has been the latest trend in the field of Education during the last two decades is an undeniable fact. Though the term inclusive education has been in vogue for past few decades and though the education for children with special needs along with the general students has been spoken of strongly in recent times the attempts to educate the disabled goes back a few centuries. It would be worth looking at the history of educating the children with disabilities or as they are now called children with special needs.

a. History of Inclusive Education in the World

The earliest attempts and experiences towards trying to educate the disabled persons were witnessed in Europe. Pedro Ponce de León (1578) in Spain created the first documented experience about education of deaf 83 children. However these children with disabilities were from the nobility. Abbé Charles Michel de l'Épée (1760) in Paris created the “Institute pour sounds” (Institute for deaf) and began the education of the disabled who were previously not considered for education. Louis Braille invented “Braille script” (1829) which has come to play a vital role in the education of the blind persons since then. Jean Marc Gaspard Itard (1774-1838) who

was French physician and educator Jean Marc Gaspard another Frenchman have also been credited with pushing for the education of the disabled in France during the 19th century. It was Itard was one of the earliest teachers to argue that special teaching methods could be effective in educating disabled children. Between 1801 and 1805, Itard used systematic techniques to teach a disabled boy, named Victor, how to communicate with others and how to perform daily living skills, such as dressing himself.

Similarly, the 1848 French psychologist Edouard Séguin, who had studied with Itard, after his migration to the United States developed several useful and practical guidelines for educating children with special needs including for students suffering from Mental retardation. Seguin's education programs focused on the importance of developing independence and self-reliance in disabled students by training them in various physical and intellectual tasks. Edouard Seguin has been credited for developing the physiological method in which Sensory training , Focus on touch, Utilization of material, Motor training, Age appropriate activities, simple to complex functional activities, Work and play, etc.

Another French educationist, Ovide Decroly (1871-1932) has very aptly commented that "The school will be located wherever is the 84 nature, wherever life is, wherever the work is" Consequently Decroly founded a school for children with mild disabilities (behavioral disorders, learning disabilities, light mental retardation) in 1901. He subsequently invented and developed the pedagogy for the students with disabilities and in 1907 founded a school for "ordinary" children with the same pedagogy.

Originally in America the persons with severe disabilities were thought to be “un-teachable” and not worthy of any education and were therefore placed in institutions where they had little or no contact with people who had no disabilities. But gradually it is realized that the disabled needed a better deal and so gradually the persons with disabilities were moved into public schools though they had to attend classes in another building or in a separate classroom, with little or no contact with students without disabilities. The resistance of the parents often led to problems of teaching the disabled students in general schools and so it paved the way for the special schools for the disabled.

In the late 1700s the idea of educating people with disabilities was introduced it was only in 1817 the realistic programmes came to be started when the American Asylum for the Education and Instruction of the Deaf and Dumb was opened in Connecticut. This then led to the development of other programs for people with disabilities, such as the New England Asylum for the Education of the Blind and the Experiential School for Teaching and Training Idiotic Children.

The next level of realization came when compulsory school attendance laws were passed in the early 1900s, in which many students with disabilities were “exempted” from such mandatory attendance requirement because it was believed that their special needs would interfere with their education and the education of others. On account of several reasons and factors (such as the mere presence of children with disabilities being considered as a threat to “normal children.” and the belief that the students with disabilities were not welcome in regular classrooms) students with disabilities came to be isolated into special classrooms. Soon the idea

of special education for the disabled took firm roots and came to be reinforced over the years through policy formulation and educational legislation. This new bifurcation of education into a dual system of education led to the belief and even practice that “special” teachers who had “special training” were needed to teach these “special” students in “special classrooms.” And hence, the students with disabilities were considered to have no place in regular schools and hence were not accepted as a part of general education setup.

This situation continued during the 1950s and 1960s, and special classrooms and special schools became the norm for educating the students with disabilities. Educating the student with disabilities in regular schools was almost viewed as an aberration and not as a norm. However in 1954, in a case called *Brown v. The Board of Education*, the US Supreme Court ruled that black children could not be segregated because of their race. This Court verdict forced the parents of children with disabilities to think about the segregation of their own children in schools and soon this led to formation of advocacy groups by the parents to improve the opportunities for their children and to procure the rights of their disabled students to get education in the general schools. Many court cases were filed in order improve institutions and to assure that students with disabilities could receive a free public education just like any other child.

In the 1960s, American public schools were witnessing several new challenges. This was the time when the civil society had become proactive and debated the issues of social and economic inequality which led to national debate on issues of segregation. The landmark judgment off the US Supreme Court in 1954 in

the case *Brown vs. Board of Education of Topeka* decision had a direct impact on the issue of education. At this time US was led by its dynamic and young President John F. Kennedy who felt that greater involvement was necessary on the part of the government to stimulate action and ensure the enforcement of the promise of public schooling based on the principle of social justice and equality. This new awakening in the US affected not just the restructuring of schools but also the re-classification and re-categorization of students

During the 1960s USA witnessed on one hand a greater concern for the rights and education of the students with disabilities and helped further development and evolution of special education. This period saw rapid expansion in number of programs offered and students served, though the special educators held that very numbers of students with disabilities were served well.

This period also saw the emergence of learning disabilities as a recognized category of disability and caused efforts to identify children with disabilities and to link of disability with poverty, cultural deprivation, and minority status. Programmes, policies and laws for special education services came to be framed and implemented. The number of residential institutions for the people with disabilities also increased but there was also severe overcrowding in these special residential schools for the disabled and this in turn soon led to a new debate whether segregated schools and special settings were the best way for educating students with disabilities.

One of the most important laws termed as the “Education of All Handicapped Children Act: was passed in USA in 1975. This law then renamed as the “Individuals with Disabilities Education Act”, or IDEA. The last two laws in the

US held that no child with a disability can be denied a free and appropriate public education in the least restrictive environment. Thus by late 1970s and the early 1980s large number of students with milder disabilities were attending regular education classes in general schools at least for part of the day. This soon came to be termed as “mainstreaming.”

But some people soon began to question why students with severe disabilities were kept segregated in the public school building and not allowed to mingle with other students. This gave rise to the desire to explore ways in which all students could be kept together wherein the students with even severe disabilities could spent all their time with their peers without disabilities in regular classrooms. Thus this attempt is led towards “integrating” students with severe disabilities into the mainstream education

However at the end of 1980s came to close many schools began to question why students with disabilities were still primarily viewed as special education students and not just students of the school. The schools in the US over the years realized that it was possible to make the regular education and special education teachers to work together in the regular classrooms and effectively meet the educational needs of all students. The schools and educationists in the USA thus began to explore the ways to provide for a more enriching learning experience for all students, and thereby break down the artificial barriers between students with differing abilities. This movement to provide specialized services to students within the regular classroom while minimizing any separation of students based on different learning needs was then known as “inclusion” or “inclusive education”. It

is believed that the real impetus for the movement towards Inclusive education came after the enactment of the laws in Education for all Handicapped Children Act 1975 and particularly after it was termed as IDEA (Individuals with Disabilities Education Act) in 1990 and its subsequent amendment in the USA.

In Europe too such segregation of students with disabilities came to be considered both as artificial and counter-productive. Thus the European countries too began to transfer students with disabilities from the special education setting or institutions to the mainstream settings and attempted their integration into normal community settings. The process of inclusion came to be termed as “normalization” in the North European context but its intentions were similar to inclusion namely to make maximum use of the regular school system with a minimum resort to separate facilities for the students with disabilities. Thus European attempts at “normalization” gave rise to the concept of integration and subsequently to inclusion. Today in Europe under the aegis of European Union most of its member countries have moved towards integration and inclusion. The UK and France who had a long association with education for the disabled had been very active in providing special educational needs (SEN) of the students with disabilities particularly from the 1990s onwards. Germany too has been trying to bring about integrated education.

The strongest impetus to the model of education called as Inclusive came from the 1990 “World Declaration on Education for All: Meeting Basic Learning Needs”. This Declaration stated that: Basic education should be provided to all children... To this end, basic education services of quality should be expanded, and

consistent measures must be taken to reduce disparities (Article 3.1). UNESCO began to provide wide support to the development of Inclusive education across the world. For instance it prepared resource materials for teachers to achieve knowledge about children with disabilities. (UNESCO (1993) *Special Needs in the Classroom: Teacher Resource Pack*. Paris: UNESCO.) UNESCO also organized conferences and meets to push the agenda of Inclusion the world over (UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education Access and Quality, Salamanca, Spain, 7-10 June 1994*. Paris: UNESCO.) UNESCO also put the model of Inclusive Education on the world agenda. (UNESCO (1998) *Inclusive Education on the Agenda*. Paris: UNESCO.) In 2005 the UNESCO came out with *Guidelines for Inclusion*. The countries of the world have therefore been gradually adopting the guidelines of the UNESCO in implementing Inclusive Education in their countries. At present most of the countries of the world have acknowledged that Inclusive Education is a universal goal which must be implemented everywhere.

b. History of Inclusive Education in India

India as country has a rich past with education as a long tradition. The Rig Veda (the word Veda means” to know.”) Speak of education and the practices in learning that were appropriate. It was the Gurukuls (Abode of the Teachers or Master-Students Abode) or Rishikulas (Abodes of the Holy men) which were the seats of learning. In this system the students were required to live with their teacher and learn by practicing while also studying and debating. However in this ancient Indian system of education, popularly termed as the guru-shishyaparampara students

with different abilities were taught together. The problem was that not all the children could take the benefit of this system due to reasons like poverty or cast. (Angela, K. (2012))

The Vedic period was followed by the Brahmanical period which made education a privilege of the few but the subsequent Buddhist period saw the rise of education system through the Viharas or Maths which became the new centers of learning replacing the earlier Gurukuls. After the Arab invasion of India from the West in 712 A.D. by Mohamed Bin Kasim Muslim influence arrived in India and many Madrasas (schools) and Maktabas (schools attached to Mosques) began to provide religious and other education to the Muslims.

The age of colonialisation and the coming of the British to India in 1600 led to the gradual introduction of the British model of education in India. In the period after 1835 schools were started based on the English pattern of education often with English as the medium of education. Soon Indian children came to be educated in schools started by the British and the curriculum followed was heavily influenced by British and European systems of education.

However, despite the fact that no special education institutions were started by the British initially, in 1826, Raja Kali Shankar Ghosal started a learning facility for the visually handicapped in Varanasi. Soon thereafter a Special School for the visually handicapped was started in Ambala, Punjab, and the first institute for the deaf and blind in Mumbai began in India in 1886. In 1918 a special school for the mentally disabled was started in Kurseong, in the Darjeeling region of North Bengal and in 1931 another similar one was started in Travancore in Kerala (1931). The

Children's Act of 1941 influenced the starting of some schools for the disabled children. At the end of the World War II, the Educational Advisor to the British Government of India, Sir John Sargent prepared a Report called as the Sargent Report in 1944 in which he recommended that persons with handicaps must necessarily form an essential part of the national system of education (Sargent Report 1944). It is only after 1947 after India gained its independence that real efforts at educating the students with disabilities began at a wider level. The Constitution of India was instrumental in giving the necessary impetus to the education of the disabled. The Kothari Commission (1964-66) under the Chairmanship of Mr P.S.Kothari and appointed by the Government of India in 1964, apart from making several recommendations to improve educational system in India, also recommended that children with disabilities must be educated in mainstream schools.

Consequently, the first National Education Policy (NEP) came to be formulated and passed by the Parliament in 1968. However this national Education Policy, despite its great intention to improve education in India, could not be implemented due to serious lack of financial and organizational support.

But on the recommendation of the Kothari Commission, the Government in 1974 formulated the National Policy for Children as well as the National Children's Board. This gave a push to the efforts in the direction of the mainstreaming of the students with disabilities in India. The launch of the Integrated Child Development Program (ICDS) program in 1974, under the Fifth Five Year Plan, was a major milestone in pushing further the efforts towards the education of the disabled in

India. While the primary and initial objectives were to achieve decrease in infant mortality and training of women in health care and nutrition, in 1975 the scope of ICDS was broadened to include a psycho-social component on non-formal early childhood education. The subsequent District Primary Education Programme or DPEP focused on integration in the areas of teacher training, removing architectural barriers and in providing appropriate aids. According to Pandey and Advani (1995), despite these measures at improving education in general, a vast majority of children with disabilities were still not able to get into mainstream education. The realization by the Government that persons with disabilities have the same right to education as all others led to the focus shifting to the development of services for persons with disabilities. In the process of doing this the Government of India launched a comprehensive Integrated Education for the Disabled Child (IEDC) in 1974 to provide children with moderate disabilities with both, educational facilities and financial support.

Under the Integrated Education for the Disabled Child (IEDC) launched in 1974 over 15,000 schools in 26 states and union territories covering over 65,000 children with disabilities were enrolled in mainstream schools. To further strengthen the implementation of the IEDC project, the Government also launched Project Integrated Education Development (PIED), wherein teacher training, methodology for identification of children and school facilities and support services came to be provided. These developments in the period 1974 onwards marked a major shift in education for the children with disabilities.

The Central Government did make other efforts such as setting up of the National Institute for Mental Handicap at Hyderabad in 1984 with regional centers and the purpose of the NIMH was to assist in the education of the mentally handicapped/disabled/challenged through research, training of special teachers and many other ways. Consequently, in the next stage of thinking in the field of education and educational development, the notions of integration, mainstreaming and inclusion began to take strong roots.

The next stage began in 1986 with the Parliament of India adopting the National Policy on Education (NPE) in which it enunciated for the first time that equality of opportunity as the true goal of education. The National Policy on Education (NPE) was actually a reformulation of the previous National Education Policy (NEP) of 1968. In the NPE of 1986 the phrase “education for the handicapped” was explicitly used. The lacuna however was that the NPE supported the idea of the integration of only children with loco-motor and physical disabilities and students with mild disabilities in mainstream schools.

Under the NPE of 1986 the Government also set up a team of experts under the Chairmanship of Behrul Islam in 1987 in order to study the problems of disabled children. It was the recommendation of this BehrulIslam Committee which was later instrumental in helping to frame the first comprehensive legislation in the country in 1995 and which came to be termed as The Disability Act of 1995.

In 1990 India became a signatory to the United Nations World Declaration on “Education for All” (EFA) thereby reaffirming the rights of all children including

children with disabilities to have full and proper access to education in regular school settings.

Another major development as regards “education as right” occurred in 1992 when the Supreme Court of India in *Mohini Jain v/s State of Karnataka* held that “right to education’ is concomitant to fundamental rights enshrined under Part III of the Constitution’ and that “ every citizen has a right to education under the Constitution”. The Supreme Court again reconsidered the issue in 1993. Supreme Court has, in its judgment in *Unni Krishnan, J.P. vs. Andhra Pradesh, 1993*, again held that "The citizens of the country have a fundamental right to education. The said right flows from Article 21 of the Constitution. This right is, however, not an absolute right. Its Contents and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age 14 years. Thereafter his right to education is subject to the limits of economic capacity and development of the State.

India also had subscribed to the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities of 1993 and to the Salamanca Statement and Frame work For Action of 1994. The commitments made by India to the UN instruments also logically led to a major shift from integrated schools to ones which were more inclusive. Consequently, in December 1995 the Parliament of India passed a Bill called “The Equal Opportunities, Protection of Rights and Full Participation Bill for Persons with Disability” or The Disability Act for short. The Disability Act, in its Chapter V on Education mandates that every child with disability should have access to free and adequate education.

In 1999, the Government of India passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. This Act of 1999 coupled with the “The Equal Opportunities, Protection of Rights and Full Participation Bill for Persons with Disability” or The Disability or The Disability Act of 1995 have played a major role in bringing about a change in the attitude and perceptions of government, NGOs and others including persons with disabilities towards the rights and education of the persons with disabilities.

The Sarva Siksha Abhiyan (Hindi for Total Literacy Campaign or Education For All) popularly known as SSA was launched in 2001 to ensure that all children in the 6–14 year age-group attend school and complete eight years of schooling by 2010. Through this initiative the Government affirmed its commitment to Education for All (EFA). The preamble to the SSA clearly provides for inclusion of children with disabilities in the normal educational programmes. This programme was aimed at all children in the 6 to 14 age group being able to complete eight years of schooling by the year 2010. The SSA gives importance to education of “All” and clarifies that “ALL” includes children with disabilities. Evidently the inspiration and foundation for the SSA comes from the UN’s desire to provide “Education for All” which India has endorsed almost a decade earlier.

The Constitution of India originally did not explicitly include children with disabilities in the provisions made for education of the children. However, Article 41 in the Directive Principles of State Policy did mention persons with disabilities and required that “the State shall within the limits of its economic development make

effective provisions for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness, disablement and in other cases of undesired want". The constitution originally did not mandate the free and compulsory education as a fundamental right and the requirement was just a directive principle to guide state policy.

However, Article 45 stated that "free and compulsory education should be provided for all children until they completed the age of 14" The logical conclusion by linking these two articles would suggest that "ALL" also included "children with disabilities". However, the constitution did not explicitly and clearly say so. But the Supreme Court of India judgment of 1992 in *Mohini Jain v/s State of Karnataka* that "right to education' is concomitant to fundamental rights enshrined under Part III of the Constitution' and that "every citizen has a right to education under the Constitution" and its subsequent endorsement by the Supreme Court in *Unni Krishnan, J.P. Vs. Andhra Pradesh, 1993*, that "The citizens of the country have a fundamental right to education. The said right flows from Article 21 of the Constitution. This right is, however, not an absolute right. Its Contents and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age 14 years. Thereafter his right to education is subject to the limits of economic capacity and development of the State" had compelled the Government to seriously think of giving this matter a constitutional sanction. Therefore in December 2002, through the 86th Amendment Act, Article 21(A) was incorporated, which made the

right to primary education part of the right to freedom, stating that the State would provide free and compulsory education to children from six to fourteen years of age.

A first draft of the legislation providing for Free and Compulsory Education for Children Bill, 2003, was prepared and posted on website in October, 2003 for public comments and suggestions. Subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004, was prepared and again posted on the website. In June 2005 the CABE (Central Advisory Board of Education) committee drafted the 'Right to Education' Bill and submitted it to the Ministry of HRD. MHRD sent it for approval to NAC (National Advisory Council) where Mrs. Sonia Gandhi is the Chairperson. NAC sent the Bill to PM for his observation. On 14th June 2006 the Finance Committee and Planning Commission rejected the Bill citing the lack of funds.

However a Model bill was sent to states for the making necessary arrangements. Meanwhile the National Council for the Protection of Child Rights, an autonomous body came to be set up in 2007 for ensuring the rights of children are protected. Thereafter at the end of many deliberations between the stakeholders, the Union Cabinet finally cleared the Right to Education Bill in 2008. The bill was formally approved by the Union Cabinet on 2 July 2009. Thereafter the Rajya Sabha first passed the bill on 20 July 2009^[9] and subsequently the Lok Sabha passed it on 4 August 2009. The Bill received Presidential assent and was notified as Act on 3rd Sept 2009 as "The Children's Right to Free and Compulsory Education Act" or "The Right to Education" Act. This latest Act came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010. The Model Rules and the

Guidelines under Section 35(1) of the RTE Act, 2009 have also come to be notified in 2009. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) 2009, provides for the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. After the coming into effect of the RTE Act, India has become one of 135 countries to make education a fundamental right of every child.

The RTE Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum requirements in government schools. It requires all private schools to reserve 25% of seats to children from poor families (which will be reimbursed by the state as part of the public-private partnership plan). The RTE Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age. The RTE Act requires monitoring of all neighborhoods, identifying of all children requiring education, and setting up facilities for providing education and educational facilities. According to Sam Carlson, the Education specialist of the World Bank, “The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrollment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the U.S. and other countries.” (Carlson S. Presentation at School Choice: A National Conference held in Delhi on 16th December 2009) The most outstanding aspect of this latest law is that under the RTE Act 2009 the Right to Education of persons with disabilities until 18 years of age has also been made a fundamental right.

Inclusive classroom strategies

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral or negative attitudes about inclusive education (de Boer, Pijl, & Minnaert, 2011). It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate SWD.

- Use a variety of instructional formats.
- Ensure access to academic curricular content.
- Apply universal design for learning.

According To Mercinah, R. (2017), the Role of School Teachers in Inclusive Education are:

- Curriculum Modification
- Communication
- Provide Safe Classroom Environment
- Managing Behavior

Means attending the age appropriate class of the child's local school, with individually tailored

- Professional Development
- Collaboration
- Problem solving around program planning, choice of instructional strategies, interpretation of assessment data to inform instruction.

- Participation on service delivery teams, program planning teams.
- Preparation and/or follow up regarding parent-teacher conferences.
- Sharing resources.
- Common planning such as grade level or department meetings.
- Co-Teaching
 - Working collaboratively in the same physical space
 - Collaborating on the delivery, assessment and evaluation of outcomes
 - Devoting time for planning, reflection and /or problem solving
 - Instructing a heterogeneous class.

According to Soodak, L, (2015). Every day, teachers are faced with the opportunity to meet the diverse learning and behavioral needs of students. Educating students with and without disabilities together in inclusive school environments provides many benefits. These benefits extend to students with and without disabilities, as well as their families and teachers.

Some among the benefits for students are:

- Children develop a positive understanding of themselves and others.
- Friendships develop.
- All children learn by being together
- Developing an appreciation and respect for the unique characteristics and abilities of each individual.
- Increasing abilities to help and support all classmates, with a sensitivity toward others differences.

- Providing opportunities to experience diversity of society in an educational environment.
- Enabling development of friendships and strengthening a positive self-image by engaging in activities with peers.
- Promoting opportunities to communicate, self-advocate, and be educated with same-age peers.

Benefits for Teachers

- Exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators
- Developing teamwork and collaborative problem-solving skills to creatively address challenges regarding student learning
- Promoting the recognition and appreciation that all students have strengths and are contributing members of the school community

Benefits for Families

- Feeling positive about themselves and their children by seeing their children accepted by others, successful in the inclusive setting, and belonging to the community where they live
- Feeling positive about themselves and their children by seeing their children appreciate the value of diversity in others
- Extending opportunities beyond the school community by fostering school friendships in neighborhood activities and social events

Common Misconceptions about Inclusive Education

According to Soodak .L, (2015) some opinions about inclusive education are based on unsound information. Three common myths about inclusion are:

1. Separate is better. Segregation doesn't work.

Whether children are separated based on race, ability, or any other characteristic, a separate education is not an equal education. Research shows that typical children and children with disabilities learn as much or more in inclusive classes.

2. Children must be “ready” to be included. All children have to the right to be with other children their own age. A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in general education.

3. Parents don't support inclusive education. Parents have been and continue to be the driving force for inclusive education.

The best outcomes occur when parents of children with disabilities and professionals work together. Effective partnerships happen when there is collaboration, communication and, most of all, trust between parents and professionals

The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca Statement, Spain 1994) and was restated at the education as a matter of policy.

The idea of inclusion is further supported by the United Nation". On an interpersonal level, inclusive education allows children to develop friendships with their peers and feel less social tension about their disabilities. Some people believe that children who are placed in standard classroom environments generally have higher self-esteem than children who are isolated to different classrooms simply because they have special needs.

II. Review of Researches on Inclusive Education.

1. Studies on inclusive education on worldwide.
2. Studies on inclusive education in India.

1. Studies on inclusive education in world

Sarkar, B. & Chaudhuri, S. R. (2017) did a research to know the secondary school teachers attitudes towards inclusive education. The main objectives of this research study were to explore the directions of school teachers' attitudes towards inclusive education, to see the difference between male and female teachers regarding their attitudes towards inclusive education and to check whether teaching experience has any effect on teachers attitudes towards inclusive education or not. The sample of the study consisted of 100 male and female teachers of secondary schools of different districts of West Bengal selected through purposive sampling technique. The researchers administered a self-prepared questionnaire on teachers to collect the data for the study. The findings of the study were: Teachers who had teaching experience of less than five years possessed positive as well negative

attitude towards inclusive education. Overall the study revealed that most of the secondary schools' teachers had the positive attitude towards inclusive education.

Suc, L., Bukovec, B., Zveglic, M., & Karpljuk, D. (2016) conducted a qualitative study to know the primary school teachers' attitudes towards inclusive education. The data was collected through qualitative method i.e. focus and individual interviews. Six focus groups which consisted of six teachers, twelve individuals and special educators were interviewed by the researchers. The researchers also collected supplementary data by observing the schools in which the teachers were teaching. The results of the study indicated that most of the teachers agreed that their formal education did not include anything about inclusion which resulted in lack of confidence among them for teaching Children with Special Needs, they were not trained to handle such children and needed cooperation from their colleagues and experts. The study also revealed that most of the teachers considered the inclusion programme as a burden.

Patil, S. P. (2015) investigated the management of inclusive education in primary schools of Kolhapur. The researcher selected six (6) tehsils randomly from the Kolhapur district and from each tehsil 20 percent of schools were selected by the researcher. Headmasters, general teachers, mobile teachers and administrative officers formed the sample of the study. The researcher developed different questionnaires for collection of the data from headmasters, general teachers and mobile teachers whereas interview was taken from administrative officers. The findings of the study unveiled that different types of Children with Special Needs were admitted in the primary schools like, autistic, partially blind, mentally retarded

etc., different types of support services were available for the Children with Special Needs, Primary Schools were supervised by the administrative officers regularly, teachers evaluated the Children with Special Needs with different assessment methods, general and mobile teachers possessed positive attitude for Children with Special Needs..

Barbra, M., & Joyline, N. (2014) studied perceptions of the teachers towards the inclusion of children with mental disabilities into the regular classroom. Fifty respondents from five schools were selected through stratified random sampling technique. The study revealed that though teachers had inadequate knowledge about the special needs of mentally challenged children but teachers were in favour of including the Children with Special Needs in the regular classrooms. The teachers highlighted that peers were not ready to accept the children with mental disabilities and lack of resources hampering their growth in inclusive schools. The teachers also emphasized that in-service training programmes, support from the experts and resources are needed to empower the children with mental disabilities in inclusive schools.

Gulcihan, H. (2014) investigate The Problems Faced by Primary School Teachers about Inclusive Education in the Teaching-Learning Process in Multigrade Classes. The qualitative research approach was used in this study. Also, the criterion sampling method, which is a purposive sampling method, was used in the study. According to the criterion for sample selection, the study enrolled teachers teaching at schools with multigrade classes offering inclusive education. The data was collected through semi-structured interviews and then analyzed by means of content

analysis. The study found that the participating teachers did not use materials prepared for students with special needs in the teaching-learning process, that they were not able to implement the group teaching method for students with special needs, that they used individualized teaching methods, and that made adaptations by simplifying learning content for these students. In addition, the study revealed that the participating teachers had problems with the teaching process in inclusion classes, which had a negative effect on the productivity of teaching-learning process. Finally, the study determined that the participating teachers were not able to create an effective collaboration with normally developing children, parents, and other specialized staff for a successful teaching-learning process.

Kabiaru, R. N. (2013) in their project, 'Analysis of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani District, Kenya' conducted simple random sampling to get the sample size of 175 teachers, 375 pupils and 125 school management committee members making a total of 675 respondents. Questionnaires for head teachers, teachers, pupils and interview schedule from school management committee members were used in data collection. Descriptive statistics were used to analyze data. The findings of the study were that the school management committee's role of procurement of teaching and learning resources was positively impacting on the implementation of inclusive education. The school management committee in Kenya is the legal trustee of the school. Majority of the head teachers stated that they had facilitated training for their schools' school management committee members which enabled them carry out their duties effectively and

efficiently. Majority of the school management committee members had been trained in the mobilization of school funds. School management committees' were mobilizing parents and community on sourcing for funds from project donors on the implementation of inclusive education. The sources of funds included; government free primary education grants, parents' contributions, NGOs and from well-wishers. The school management committees played its role of establishing proper communication channels to teachers and parents on implementation of inclusive education. Open communication channels enhanced free interaction among school management committee members, teachers, pupils and the community

Richmond, D. M., Irvine, A., Loreman, T., Cizman, J. L., & Lupart, J. (2013) studied perspectives of teachers for inclusive education. The study aimed to know the difference between the teacher's view on inclusive education with respect to grade level and special learning needs. The sample of the study consisted of 122 teachers who were teaching elementary to secondary classes in Rural Alberta, Canada. The researchers also took in-depth interviews from 14 teachers. The researchers used the Diversity, Individual Development, Differentiation survey (DIDDs), developed by Lupart, Whitley, Odishaw, and McDonald (2006) for the study. It was found that there was no significant difference among elementary and secondary teachers' perspective on inclusive education and teachers who were teaching elective courses possessed more positive attitude as compared to the teachers who were teaching the core subjects to the students with special needs.

Malinen, O. P. (2012) conducted a study to know the teachers' perspective on inclusive education. The focus of the study was to examine the perceived self-

efficacy and attitude towards the inclusive education of pre-service and in-service teachers. The data of the study was collected in three phases, first in 2007 from 522 students through the internet, second in 2010 from 554 Chinese students of normal and special education college students and third in 2010– 2011 from 451 Chinese, 855 Finnish, and 605 South African in-service teachers. For the collection of the data translated and adapted questionnaire on attitude towards inclusive education and Teachers Self-Efficacy for Inclusive Practices (TEIP) scale by Sharma et al., (2012) were used. The results of the study revealed that the pre-service and in-service teachers did not possess the positive attitude towards inclusive education, teachers who had strong self-efficacy possessed more positive attitude towards inclusive education than the teachers having weak self-efficacy and experience in teaching inclusive settings had potential to strengthen teacher's self-efficacy.

Olinger, B. L. (2012) investigated Teachers' Perspectives towards Inclusion in the Regular Education Classroom. Purposive sampling technique was used by the researcher for this study. The researcher collected qualitative data from eight (8) participants through semi structured in-depth interviews who were teaching at the elementary level. The teachers stated that inclusion should not be mandatory for all the Children with Special Needs and in their opinion, only those students who can attain academic achievement in general classroom with some special modifications should be included into the mainstream. The participants emphasized the need for more staff members in the schools, teamwork and support from resource teachers. The participants reported that lack of resources, time constraints and lack of teamwork was the main barriers in the path of success of inclusive education.

Flores, K. V. (2012) investigated Inclusive General Education Teachers' Perspectives on Inclusion. The participants of the study were selected from three schools having students with different kinds of disabilities. The sample of three participants was drawn through purposive sampling technique. In-depth interviews, observations and artifacts were used to collect the data for the study. The researcher found that all the general education teachers made efforts to make classroom atmosphere suitable for all learners, engaged all the learners in different activities and had high expectations from all the students. The study also revealed that general education teachers' collaboration with special educators and previous experience with children with disabilities had a positive impact on their perspective towards inclusion.

Ananti, M. Nisreenand, A. A. (2012) in their descriptive study entitled, 'including students with disabilities in UAE schools: A Descriptive Study' described the current practices that shape the nature of inclusive education in UAE schools from the teachers' perspective. A bilingual Arabic-English questionnaire was developed to target teachers in 26 public and private schools in the UAE. The results drawn from this questionnaire indicated that a variety of public and private organizations under the umbrella of the UAE ministry of education are committed to secure the complete participation of students having special needs in mainstream schools. Teachers' dissatisfaction was due to a lack of qualified special education professionals to deal with students with disabilities, a lack of proper training for teachers in mainstream classrooms, a lack of knowledge about inclusion among senior-level administrators, a lack of financial support for resources and services

specifically in private schools, and a lack of society awareness of the inclusion issues that students with and without disabilities may face in inclusive settings.

Hulgina, M. K. and Drake M. B. (2011) in their study entitled, 'Inclusive education and the no child left behind act: Resisting entrenchment' examined inclusive education in view of the current US policy climate. The no child left behind act provided the opportunity to examine dominant social forces and the underlying theories of mechanism and positivism that run counter to a constructivist approach to inclusive education. The incompatibility of these theories was explored in terms of four factors that influence efforts to implement change: images of teaching and learning, images of organization, approaches to policy and organizational characteristics. This framework provided a means of clarifying and working to restore the movement towards inclusive education within local schools and communities.

Glazzard, J. (2011) in his study entitled, 'Perceptions of the barriers to effective inclusion in one primary school: Voices of teachers and teaching assistants' examined the barriers to inclusion in one primary school in the north of England. Qualitative data was collected from teachers and teaching assistants through the use of a focus group interview. The evidence suggested that practices within the school were varied and ranged from highly inclusive to highly exclusive. Some teachers worked in good faith to develop effective inclusion for learners with special educational needs. Conversely, other teachers displayed negative attitudes towards these pupils and this impacted negatively on the school's commitment to inclusion. Attitudinal barriers, Lack of funding, resources and training were identified as key

barriers to inclusion. Parental resistance to inclusion was also evident within the context of this school and there was a strong feeling that the inclusion agenda was problematic in the context of the standards agenda. The study recommended that policy change is necessary to break down these barriers and practitioners on the ground need to be empowered to embrace alternative pedagogies.

Berhanu, G. (2011) in her paper entitled, 'Inclusive education in Sweden: Responses, challenges, and prospects' maps out the challenges and responses to inclusive education in Sweden from a cultural/historical point of view. Core concepts that have bearing on inclusive education practices were discussed. As the current Swedish political and educational discourses reflect contradictions and dilemmas among varied dimensions of the educational arena, the analysis had been conceptualized in terms of the assumption that policy and practice decisions involve dilemmas. Swedish social welfare/educational policy had traditionally been underpinned by a strong philosophy of universalism, equal entitlements of citizenship, comprehensiveness, and solidarity as an instrument to promote social inclusion and equality of resources. Within the past decades, however, Sweden had undergone a dramatic transformation. The changes were framed within neoliberal philosophies such as devolution, market solutions, competition, effectively, and standardization, coupled with a proliferation of individual/parent choices for independent schools, all of which potentially work against the valuing of diversity, equity and inclusion. Marginalization and segregation of socially disadvantaged and ethnic minority groups had increased. Result and resource differences have widened among schools and municipalities and among pupils. Those early educational

policies, included the macro political agenda focused on the social welfare model, had helped to diminish the effects of differential social, cultural, and economic background on outcomes. This had come under threat. The paper suggested that there is still some hope, however, of mitigating the situation through varied social and educational measures combined with an effective monitoring system and a stronger partnership and transparent working relationship between the central and local government systems.

Kilanowski, P. L., Foote, J., Chandra, R. and Vince, J. (2010) in their survey study entitled, 'Inclusion classrooms and teachers: A survey of current practices' investigated the current state of inclusion practices in general education classrooms via survey of 71 inclusion teachers currently serving as special educators across the state of New York. Specifically, small group instruction, co-teaching, one-to-one instruction, and planning support are explored in relationship to class size, number of students with disabilities, and severity of disability. Quantitative analysis of survey responses indicated great variability among the inclusion practices employed in general education classrooms. Findings highlighted the heterogeneity of current inclusion practices, and bear implications in terms of future research examining the qualifications of support staff assisting students with special needs, such as volunteers, and the overall efficacy of inclusion practices in general.

Gal, E., Schreur, N. and Yeger, E. B. (2010) in their descriptive study entitled, 'Inclusion of children with disabilities: Teachers' attitudes and requirements for environmental accommodations' addressed: (1) The importance of preschool

teachers' attitudes as the human environment factor that may facilitate inclusion of children with disability; and (2) Teachers' major concerns about environmental accommodations that inclusion implies. Fifty-three preschool teachers from Northern Israel participated in the study. Three questionnaires served to investigate the teachers' attitudes and requirements for environmental accommodations. These questionnaires consisted of a demographic questionnaire, the attitudes toward disabled persons scale, and the environmental accommodations of school. Analyses were performed with SPSS 14. Independent t-tests were performed to examine the significance of differences in teachers' attitudes and perceptions of requirements for accommodations according to their personal characteristics and work conditions. Pearson test served to analyze correlations between independent variables such as teacher's characteristics and attitudes towards people with disabilities; and between these independent variables and teachers' perception of requirements for accommodations. MANOVA was used to distinguish teachers according to three different kinds of past experience with people with disabilities, and their various attitudes towards inclusion of children with disabilities. The results suggested that while inaccessible environments might limit children's participation, potential solutions are not always implemented due to negative attitudes and environmental factors. These, which may erect specific barriers to inclusion, included lack of direct support for the student and lack of indirect support for the teacher by the school and the general education system.

Andrews, A. A. and Frankel, E. (2010) in their qualitative study, 'Inclusive education in Guyana: A Call for change' examined children with special needs from

the perspectives of teachers, policy makers, and parents. Purposive sampling was used to collect data from a sample of twenty two participants. The study used grounded theory for the collection and analysis of data. From the study the four themes which surfaced as 76 the potential barriers which surfaced in four themes emerged from the data as potential barriers to implementing inclusive education in Guyana: attitudes and perceptions toward those with special needs, change agents, resources, and experiences with children with special needs. This study identified interrelating relationships between the core phenomenon (i.e., attitudes toward those with special needs), and the other conditions (i.e., change agents, resources, and experiences with children with special needs) necessary for successful inclusion stimulates strategies or actions. These lead to consequences, which prevent sustainable and successful inclusive education within Guyana. The study recommended that transformation among the societal beliefs and attitudes will support transformation among the educational system (e.g., policy development, accessibility and allocation of funds, securing of inclusion advocates, ensuring adequate special needs teacher training, proliferation of inclusion philosophies and shared commitments throughout schools.

UNESCO (2009) in their policy guidelines on inclusion in education, observed guidelines, explained the relevance of inclusive education and described the link of inclusion to 'Education for All'. They outlined the key elements in the shift towards inclusion with a particular focus on teaching for inclusion and the role of educators, teachers, non-teaching support staff, parents and communities. It also suggested some simple tools for policy-makers and education planners for analysis

of education plans in view of inclusive education. The guidelines aimed to assist countries in strengthening the focus on inclusion in their strategies and plans for education, to introduce the broadened concept of inclusive education and to highlight the areas that need particular attention to promote inclusive education and strengthen policy development. It also suggested the ways in which barriers to inclusion can be reduced which are as follows: mobilizing opinion of everybody on the right to support inclusive education in line with international, declarations conventions and recommendations support localized capacity-building to promote development towards inclusive education developing ways to assess the impact of inclusive and quality education developing mechanisms to identify children out of school and find ways to help them enter school and their retention helping teachers to comprehend their role in education and making them to realize that inclusion in the classroom is an opportunity, not a problem. 75 The paper identified the following as the major concerns and concrete areas of action: attitudinal changes and policy development – through clarifying inclusive education, regional and national advocacy and dialogue, making sustainable socioeconomic policies and the use of an integral multi-sectorial and collaborative approach ensuring inclusion through early identification of disabilities and their care and promoting their education by early interventions making curricular changes for cohesive transition and articulation, making the curriculum less academic, developing opportunities for formal and informal education and encouraging multiple stakeholders to participate in curriculum design. ensuring quality teachers and teacher education – through better teacher-education programs, training of all education professionals, and improving the teachers welfare resources and legislation – incorporate notions of inclusive

education national legislation, sign, ratify and domesticate international conventions, and make equitable, transparent, accountable and efficient budgetary allocations for inclusive education. Implications suggested are providing required supports to the teachers which include professional training, assistance, reduction of workload, and ratio of adults per children in the classroom.

Ajuwon, M. P. (2008) in his study entitled, 'Inclusive education for students with disabilities in Nigeria: Benefits, challenges and policy implications' conferred that in the midst of a major reform in Nigerian education system, which propagated the policy to include students with special needs in regular classrooms. The study suggested that to ensure long-lasting success, there was a need to eradicate all forms of superstitious, beliefs about disabilities that have repressed the involvement with people with disabilities in education and the community. The paper emphasized on the need of proper documentation of children and youth with disabilities for effective programming, proper deployment of available trained special educators at primary and secondary school levels. The paper reinforced that it is not sufficient for government officials to merely endorse international protocols of special needs education that have not been adequately researched or tested in developing countries but recommended that for successful implementation of inclusive education developing positive attitudes toward disability, identify the scope of children and youth with challenges, Conducting comprehensive, methodologically-sound research into effects of inclusion, determine the efficacy of inclusion on general education students and their teachers, applying the principle of universal design to school building, curriculum and pedagogy, creating a culturally responsive school

environment and extending inclusion to the community is important. The bottom line for students with disabilities should be equitable access to opportunities that will guarantee successful outcomes in employment, education, and community integration.

Naicker, J. and Hed, .J. P. (2008) in their study entitled, 'Educators' preparedness for inclusive education' conducted an empirical survey to focus on educators who had the skills, knowledge, attitudes, training and access to support structures to ensure successful inclusion of learners with special education needs (LSEN) in mainstream classes. A structured questionnaire, constructed by the researcher, along with the literature study was used as a means to obtain a database from 120 educators. It was found that effective preparedness of educators was one of the determinants for the success of inclusive education. Educators need to be prepared: 73 to engage in a positive relationship with the LSEN to be positive in terms of their attitudes, opinions, beliefs, paradigms and perspectives towards learner with special needs and inclusive education In-service training was found to be lacking to empower teachers with the necessary knowledge, skills and competencies required to teach in an inclusive class. They need adequate support from principals, colleagues, remedial educators, special educators, school-based support teams and district support teams, to respond to the challenges that present themselves in an inclusive class. Educators need to be emotionally prepared to alleviate anxiety, fears and concerns associated with including learner with special needs in the mainstream class.

Gojkovic, D., Kalyva, E. and Tsakiris, V. (2007) in their study entitled, 'Serbian teachers' attitudes towards inclusion' investigated the attitudes of 72 Serbian teachers towards the inclusion of children with special educational needs (SEN) in mainstream schools in relation to the effectiveness of changes that were implemented recently in Serbia regarding the educational rights and needs of children with SEN. 71 'My thinking about inclusion questionnaire' was used as a tool to collect data .The study reported that Serbian teachers with experience in teaching children with special education needs held more positive attitudes towards inclusion as compared to teachers without such experience who held slightly negative attitudes towards the inclusion of children with special education needs. Teaching experience did not affect the teachers' attitudes towards inclusion

Forlin, C., Sharma, U., Loreman, T. and Earle, C. (2006) in their study entitled, 'preserve teachers' attitudes, concerns and sentiments about inclusive education: An international comparison of the novice pre-service teachers' investigated the nature of concerns and attitudes held by pre-service teachers regarding inclusive education and their degree of comfort on interaction with people with disabilities. Purposeful sample of pre-service teachers (N=1060) enrolled in an undergraduate teacher preparation program at a teacher training institution in one of four international jurisdictions, namely, Western Australia; Victoria, Australia; Alberta, Canada; Hong Kong and Singapore was undertaken. Survey instrument was employed to collect data. Results indicated that majority of participants having average, poor or nil knowledge of disability acts or 70 polices that may impact on the education of such children in their jurisdiction. A significant difference was

found in attitudes towards students with disabilities between the students in the eastern countries of Singapore and Hong Kong, and those in the western countries of Canada and Australia. The study also suggested that in most instances pre-service teachers have more positive attitudes towards people with disabilities and inclusion, and more confidence in implementing inclusive practice when they have had additional training and or experience with people with disabilities.

2. Studies on inclusive education in India

Sneh, B. (2018) in this study entitled, *Understanding Teachers' Perspective of Inclusive Education for Children With Special Needs (CWSN)*. The aim of the present study was to explore teachers' opinions towards inclusive education in Chandigarh and to gain more knowledge about the factors that may influence the implementation of inclusive practices in a school system. Data has been collected from 65 primary teachers selected randomly from 10 government primary schools of Chandigarh. It was found that many of the teachers had opined that Children with severe disabilities should be educated in special or separate settings and special education teachers are trained to use different teaching methods to teach students with disabilities more effectively but at the same time most of them also agreed that Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities. Qualitative analysis of the open ended questionnaire along with Focus group Interview with teachers regarding the education of children with special needs revealed that they are quite ready for educating CWSN in regular classrooms but they face various barriers and challenges that impact the teaching and learning of these children in general classrooms.

Sarkar, B. & Chaudhuri, S. R. (2017) did a research to know the secondary school teachers attitudes towards inclusive education. The main objectives of this research study were to explore the directions of school teachers' attitudes towards inclusive education, to see the difference between male and female teachers regarding their attitudes towards inclusive education and to check whether teaching experience has any effect on teachers attitudes towards inclusive education or not. The sample of the study consisted of 100 male and female teachers of secondary schools of different districts of West Bengal selected through purposive sampling technique. The researchers administered a self-prepared questionnaire on teachers to collect the data for the study. Overall the study revealed that most of the secondary schools' teachers had the positive attitude towards inclusive education.

Ramu, K. (2016) investigated Teachers' Perspective towards Inclusive Education of Children with Special Needs. The study was carried out in North Coastal Andhra Region. 500 mainstreamed teachers working in Government/ Government aided and Private schools were selected as a sample for the study through purposive sampling technique. Self-prepared Attitude Assessment tool was used to know the perspective of teachers towards inclusive education and demographic data sheet was used to collect the information about mainstreamed teachers. The data of the study was analyzed through Pearson's Correlation and ANOVA. The findings of the study showed that female mainstreamed teachers possessed the positive attitude towards Children with Special Needs as compared to their male counterparts; teachers agreed that 46 programmes on inclusive education had changed their perspective towards inclusive education. Teachers highlighted that basic skills training to Children with Special Needs is necessary. Findings also

revealed that mainstreamed teachers asked to organize regular training and orientations programmes for them to enhance their knowledge about Children with Special Needs.

Kaul, P. (2015) investigated study of Status of Inclusion of Children with Special Needs at the Elementary School Level The present study was undertaken to know the level and extent of awareness of principal and teachers towards inclusive education, review the extent of implementation of inclusive education in elementary inclusive schools and identify the barriers in the implementation of inclusive education. The data was collected using non sampling method from principals, teachers and students of thirty inclusive schools of Delhi and NCR. The data was analyzed using both qualitative and quantitative techniques. The study found that most of principals and teachers were not aware about the legal provisions, policies and guidelines for implementation of inclusive education in school. The teachers were unaware about the methodologies, aids and equipment s, evaluation procedures to be used for children with special needs. Educational, social, psychological and financial barriers were also found in the successful implementation of inclusive education.

Rajani, A. (2012) conducted a study on the significance of the execution of inclusive education at the primary and secondary level of education. The study was focused on teachers care and response for Children with Special Needs, facilities provided to Children with Special Needs, motivational factors of Children with Special Needs, psychological differences and barriers for Children with Special Needs in primary and secondary schools of Vishakhapatnam. A self-constructed

questionnaire was used to collect the data from 284 teachers. The teachers revealed that there were students of diverse disabilities in their schools and were provided education 49 without any discrimination; equal attention was given to all the students, non-disabled students showed sympathy for disabled students, disabled students felt motivated while learning in inclusive classrooms but needed special attention. Teachers also revealed that they were unaware about different instructional strategies used for students with the disability; society needed to accept inclusive education and they suggested that students with special needs should have the option to choose their own subjects.

Bhatnagar, N., & Das. A. K. (2012) studied Attitudes of secondary school teachers towards inclusive education in New Delhi, India. The sample of the study consisted of 470 teachers who had completed and returned the questionnaires to the researcher. The researchers divided the survey into two parts, in the first part basic information about the sample was collected and in the second part, Attitudes towards Inclusive Education Scale (ATIES) developed by Wilczenski, (1995) was used for the collection of the data. The results of the study indicated that there was a slightly positive attitude of teachers towards inclusive education, male teachers possessed more positive attitude than female teachers. Further, it was revealed that teachers who were less than 40 years and had less than 10 years of teaching experience had more positive attitudes towards inclusive education as compared to the other teachers.

Conclusion

The review of related literature helped the investigator to know about various studies conducted the studies on inclusive education. It help the investigator to know various tools and techniques used in the preparation of tools. The number of studies was conducted to find the problems of teachers in inclusive education. The procedure adopted for the present study is explained in chapter III.

METHODOLOGY

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- ❖ *Variable of the Study*
 - ❖ *Objectives of the Study*
 - ❖ *Method Used*
 - ❖ *Tool Used for Data Collection*
 - ❖ *Sample Selected for the Study*
 - ❖ *Data Collection Procedure*
 - ❖ *Induction Analysis and Category Construction*
-

METHODOLOGY

Methodology is the most important procedure of a research process. According to Kothari (2004) research methodology is a method to analytically explain the research problem. Research is done systematically. Methodology investigates the various stages that are generally implemented by a scholar in studying his problem of research in conjunction with the reason behind them.

The success of any research work depends upon the suitability of the method, tool and techniques. To obtain the objectives of this study, analytic induction using constant comparison method is used. This method uses qualitative research paradigm rooted in grounded theory. Phenomenon is explained on the basis of interview and open-ended questionnaire. In these type of researches, data is usually collected in real life natural settings and they are rich, descriptive and extensive.

Qualitative data are verbal, subjective, uses smother symbolic material and rich and are in depth descriptions usually presented in the form of words. Analytic induction is a method of data analysis. It is research logic used to collect data, develop analysis and to organize the presentation of research findings. This approach moves from the specific to general. Analytic Induction was done by using constant comparison method.

Constant comparison method is a method for analyzing data in order to develop a grounded theory. Glauser and Strauss (1967) suggest that when used to

generate theory, the comparative analytical method they describe can be applied to social units of any size.

The present study entitled as “PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE” attempts to assess problem faced among primary school teachers. The methodology adopted for the study is described under the following headings.

- A. Variable
- B. Objectives
- C. Method Used
- D. Tool Used for Data Collection
- E. Sample used for the study
- F. Data collection Procedure
- G. Data Analysis

Variable

‘Problems faced by primary school teachers in inclusive educational practice’ is taken as the variable for the study.

Objectives

- To analyse inductively and construct categories on the problems faced by primary school teachers in inclusive educational practice
- To analyse inductively and construct categories on the problems faced by head masters/mistress in inclusive educational practice

- To find out suggestions for remedial measures for the problems faced by primary school teachers in inclusive educational practice.

Method Used

The method used for the study is analytic induction using constant comparison method. This method uses qualitative research paradigm rooted in grounded theory.

Qualitative research

Qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon. According to Mc Millan and Schumacher (1993, p.479) qualitative research is defined as "primarily an inductive process of organizing data into categories and identifying patterns (relation) among categories". Qualitative research is worked out under a combination of observations, interview and document reviews. It gives the important of looking at variables in the natural setting in which they are found. Detailed data is gathered through the open ended questions that provide direct questions. The interview is an integral part of the investigation.

In qualitative research the researcher is the primary instrument for the data collection and analysis. It uses an inductive research strategy. This type of research builds abstraction, concepts, theories rather than test existing theory. In this research all aspects of the study are carefully designed before data are collected. Researcher is independent from what is being researched.

Analytic induction

Analytic induction is a method of data analysis described by Florian Znaniecki (1934) who named the method and systematized many of the associated ideas. Analytic induction can be contrasted with defining and using terms in advance of research. Inductive approach is the analysis of data and examination of practice problems within their own contexts rather than from a pre-determined theoretical basis. This approach moves from specific to general. In this process we engage in the evaluation and comparison of the obtained facts to reach a conclusion. Analytic induction was done by using constant comparison method.

Constant comparison method

The constant comparison method is a method for analyzing data in order to develop a grounded theory, constant comparison method is used by the researcher to develop concept from the data by coding and analyzing at the same time (Taylor and Bogden, 1998) it “combines systematic data collection, coding and analysis with theoretical sampling in order to generate a theory that is integrated, close to the data, and expressed in a form clear enough for further testing” (Conrad, Neumaan, Haworath and Solt, 1993, p 280)

Constant comparison method combines inductive category coding with a simultaneous comparison of all social incident observed. Comparison is also the dominant principle of the inductive analysis process as in other tradition of qualitative research. The art of comparison has to do with creative process when gathering and analyzing data (Strauss and Corbin, 1998) in Constant comparison

method each pieces of data must be compared with every other piece of relevant data (Morse and Field, 1998).

Grounded theory

Glaster and Strauss developed grounded theory procedure, written in their book *The Discovery of Grounded Theory* (1967). It is a type of qualitative research method that allows theory/ theories to emerge from the data that is collected. Grounded theory research follows a systematic yet flexible process to collect data, code the data, make connection and see what theory/ theories are generated or are built from the data. The main feature of grounded theory research is the development of new theory through the collection and analysis of data about a phenomenon. It goes because phenomenology became the explanation that emerge are generally new knowledge and are used to develop new theories about a phenomenon.

Tool Used for Data Collection

For each and every type of research we need certain instruments to gather new facts or to explain new field. The instrument theory employed as means are called tools. The researcher must be careful in developing the instrument for the sturdy in order to enhance its quality and purpose.

The investigator developed interview schedule and open-ended questioners for assessing the problem faced by primary school teachers in inclusive education practices.

Interview schedule

The interview schedule is an important data gathering tool. Interview gives the information through face to face encounter. Interviewer must have clear idea of what information they need. So they must clearly outline the best sequence of questions and stimulating comments, so as to bring about the desired response.

A schedule is a set of questions with structured answers to guide an observer interviewer, researcher or investigator. It is a plan or guide line for investigation. According to, Thomas Carson, the schedule is nothing but a list of questions which is necessary to test the hypothesis. In simple words schedule is a set of questions formulated and presented with specific purpose for testing an assumption or hypothesis.

In the present study the investigator conducted an interview with head master for identifying the problems in inclusive educational practice. The interview in a sense is an oral questionnaire. In the present study the tool used by the investigator is a structured open ended interview schedule. An open form of questions, in which the subject is encouraged to answer in his own words, is likely to provide greater depth of response.

The format of interview is as follows. The first step is identifying the learning objective; it is recognizing the areas that comprise the format of an interview. Next is the opening which clearly identifies our subject and the topic. The opening can give location to establish a local tie or to explain the background of the study. Then comes the body which is the interview itself – the actual questions and

answers. At this point the interview takes shape and became a reality and the final step of the interview is the closing. The closing is an abbreviated form of the opening. During this step the researcher can summarize briefly.

The opening and closing are the important part the programme, since the opening grabs the audience attention and closing provides a conclusion to the story being told. After the focus of the interview has been determined, format questions and then write and record the opening and closing.

Description of the interview schedule

In the present study investigator conducted an interview on the basis of an interview schedule with the headmasters who handled administration at the primary schools to find out the problem faced by the primary school teachers in inclusive education practice. This interview facilitated to know the conditions of inclusive educational practice in primary schools. The schedule contains only five items and the investigator interviewed the headmaster/ mistress within the framework of these items. After listing the items, it was verified by experts in the field and necessary modification were made.

Stages of interview investigation

There are different stages of interview investigation. Firstly schematizing; the interviewer should already know about the subject, so that they can tell if the interview is discovering something new. The purpose of the study should be revealed to the subject. The objective of the study as well as the mode of analyzing should be considered during this step. The second is designing; it is thinking about

the number of subject and the time involved and the resources available through the ethical dimension of the report.

The third stage of the interview investigation is interviewing; the research interview is an interpersonal situation, a conversation between two partners about a theme of mutual interest. It is a specific form of human interaction in which knowledge evolves through a dialogue. It evolves translating from an oral language, with its own set of rules to a written language with another set of rules.

The final stage of interview investigation is analyzing and reporting; the finding of the study is based on the interaction conducted. Structured form of questions is provided in order to get important and relevant responses. The response should be noted. The interview in a sense is an oral questionnaire. Here open-ended interview schedule is used as it help the subject to answer in his own words. It provides deep responses.

The researcher designed and used an interview schedule to find out the problem faced by primary school teachers in inclusive educational practice.

Five items were included in the schedule. The investigator ensures the active participation of the interviewee in answering to the question. Five questions of interviewees are discussed below.

First question focused on the details about the activities, infrastructures development and government aids for the implementation of inclusive education in primary schools. The second question is intended to know about the participation of differently abled children in different activities.

The investigator enquired through the third question on the creative ways for the bringing out the increased efficiency of differently abled children. The fourth question aims at collecting suggestions for the effectiveness of curriculum and administration and the fifth question is what are the difficulties faced at the time of implementation of inclusive education.

Open ended questionnaire for teachers

Questionnaire (open ended questions) was used because they gave desired factual information (Best and Khan, 1993). They are simple to use compared to observation and experiments (Kothari, 2004). He maintains that the technique doesn't exert much pressure on respondents. Consequently, questionnaire was distributed to primary school teachers. The technique enabled the collection of more information on perception of primary teachers on inclusive education from the respondents with great freedom.

Description of open ended questionnaire

The questionnaire contains 7 questions. The first item is intended to get description about the experience of teachers who are enrolled when inclusive education was introduced. The second question is whether for the completion of inclusive education any changes are required in curriculum and text book. The third and fourth questions is focused on whether they get any special exercise and what schools want for the implementation of inclusive education.

By the implementation of inclusive education to what extent it affected the normal children was the fifth question. The sixth question is intended to the

awareness of inclusive education among the common people and parents. Seventh questions was aimed at collecting suggestions and remedial measures for reducing the problems of teachers in educational practice.

Sample Used for the Study

According to Kothari (2004), a sample is a set of respondent from a large population for the purpose of collecting information. That means sample is a small group of respondent drawn from a population about which a researcher is interested in getting information so as to arrive into conclusions in this study.

A good sample of population is the one which will produce the characteristic of the population with a great accuracy (Cornell, 1960).

The investigator collected data from 25 Head teachers from the primary schools and 200 primary school teachers drawn from group of primary schools in Calicut and Malappuram district.

The investigator used Head teachers because they are in administration so we will be easy to get some information because they are the ones who know how they administrate those differently abled children and will be able to explain the difficulties and strategies

The primary school teachers are included since they spend a lot of time in teaching and learning process and can share the challenges which they face when they teach in inclusive classroom.

The participants for this study consist of (170) respondent, including Head teacher (20) and teachers (150).The investigator decide to choose such number of respondents to extract in depth and qualitative information from them. In this study randomized sampling techniques is used

Data Collection Procedure

After the selection of the sample the investigator visited the concerned institution and sought permission from the head of the institution to provide the interview to the head masters and questionnaire to the teachers for collecting data.

The investigator met Head teachers of each school. After making an official conversation the investigator took an interview with head master for knowing inclusive education in the school.

The investigator also collected data from teachers. After making a rapport with teachers, investigator gave an open ended questionnaire for knowing the problems of teachers in inclusive educational practice. The investigator assured that response given by them will be kept confidential and sufficient time for response given to the teacher, to answer all the items, in the questionnaire.

The head of the institution and teachers extended full co-operation and help. After the data collection the investigator collected the data based on district wise grouping (Calicut and Malappuram).

Induction Analysis and Category Construction

Inductive approach is the analysis of data and examination of practice problem within their own context rather than from a predetermined theoretical basis. The approach moves from specific to general. It is also known as a “bottom up” approach.

Step included in the process of inductive analysis are the following:

1. Begin collecting data
2. Look for key issue, recurrent events, or activities in the data that become categories for focus
3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories.
4. Write about the description of the categories.
5. Work with the data and discover social process and relationship.
6. Engage in sampling, coding and writing as the analysis focuses on the core categories.

In the present study, the investigator went through the responses for the questionnaire and interview schedule provided to the participants in detail. In order to identify the problems faced by the teachers of primary teachers of primary schools, the investigator goes to the detailed analysis of data which is presented under the following 2 parts .Part 1: list of problems faced by the teachers and Head Masters of primary schools. Part 2: Deals with the suggestions made by the Head Masters and Teachers. The present study was to analyze inductively the problems

faced by primary school teachers in inclusive educational practice. The major categories identified to categories. The investigator coded each of these in connection to the list of problems obtained through data collection. Based on the above coding the list of observation can be categorized by attaching code. Based on this coding we can inductively analyze the observations under headings.

The participants for this study consist of (170) respondent, including Head teacher (20) and teachers (150).The investigator decide to choose such number of respondents to extract in depth and qualitative information from them. In this study randomized sampling techniques is used.

ANALYSIS AND INTERPRETATION

-
- ❖ *Inductive Analysis and Category Construction of Problems of Inclusive Education in Primary Schools*
 - ❖ *Suggestions on Solutions to Problems of Inclusive Education in Primary Schools*
-

ANALYSIS AND INTERPRETATION

Analysis of the data is the heart of the research report (Best, 1983). Data analysis embraces a whole range of activities of both the qualitative and quantitative type. It is an ongoing cyclical process integrated into all phases of research. Analysis is systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest (McMillion & Schumacher, 1993).

The present study was intended to find out the problems faced by primary school teachers in inclusive educational practice in Calicut and Malappuram districts. Constant comparison method was used to analyze the data. Constant comparisons method combines inductive category coding with a simultaneous comparisons of all social incidents deserved. The constant comparisons method constitutes theory i.e., the method of comparing and contrasting is used for practically all intellectual tasks during analysis. Categories are formed and the boundaries of categories are established. This chapter describes the details of analysis of the data collected by means of an interview schedule by head masters and open ended questionnaire by teachers.

In order to identify the problems faced by the teachers of primary teachers of primary schools, the investigator goes to the detailed analysis of data which is presented under the following 2 parts.

Part 1: Problems identified that are faced by the teachers and Head Masters of primary schools.

Part 2: The remedial suggestions provided by the Head Masters and Teachers

Part 1 : Problems identified that are faced by the teachers and Head Masters of primary schools.

The present study was to analyze inductively the problems faced by primary school teachers in inclusive educational practice.

Problem faced by primary school teachers in inclusive education in inclusive educational practice for total sample.

The problems faced by primary school teachers for the total sample of 150 teachers and 25 Headmasters was collected. A questionnaire was applied to the teachers and interview schedule to the Headmasters, and responses collected and analyzed inductively. Most of the teachers were facing many problems related to inclusive education.

Table 1

List of problems faced by primary teachers in inclusive educational practice

• Lack of accessible building.	• Lack of visual sign for hearing impaired students.
• Lack of class room.	• Lack of fund for appointing specially trained teachers.
• Lack of fund for renovating building.	• Difficulties in mingling with normal students.
• Indifferent attitude of teachers.	• Negative attitudes of parents.
• Lack of trained teachers.	• Student's disturbance.
• Lack of differentiated instruction.	• Size of class room.
• Lack of library.	• Arrangement of class room.
• Lack of special toilet.	• Lack of proper and planed curriculum.
• Lack of fund for purchasing teaching materials.	• Participation in co-curricular activities.
• Low self-esteems of students.	• Use of teaching aides.
• Lack of awareness program.	• Lack of safety and protection.
• Does not have enough time.	• Lack of proper transportation.
• Negative attitude of society.	• Lack of learning materials.
• In equipped playground.	
• Lack of ramp.	
• Insufficiency of library facilities.	
• Lack of specific sign and guide for blinded students	

The major categories identified to categorise the above list of observations are :

Table 2

List of categories of problems faced by primary teachers in inclusive educational practice

1.	Physical barriers in inclusive education.
2.	Financial barriers.
3.	Psychological barriers.
4.	Skill equipment related barriers.
5.	Design of class room.
6.	Reforms in curriculum.
7.	Teaching strategies.

The investigator coded each of these in connection to the list of problems obtained through data collection using the following codes.

Table 3

List of codes of the problems faced by primary teachers in inclusive educational practice

1.	Physical barriers in inclusive education (P.B)
2.	Financial barriers (F.B)
3.	Psychological barriers (PS.B)
4.	Skill equipment related barriers (S.E.B)
5.	Design of class room (D.C)
6.	Reforms in curriculum (R.C)
7.	Teaching strategies (T.S)

Based on the above coding the list of observation can be categorized by attaching code as;

Table 4

List of observations categorized by code-Physical barriers in inclusive education (P.B)

Lack of accessible building.
Lack of class room.
Lack of library.
Lack of special toilet.
Inequipped playground.
Insufficiency of library facilities.
Lack of specific sign and guide for blinded students.
Lack of visual sign for hearing impaired students.
Lack of safety and protection.
Lack of proper transportation.
Lack of learning materials

Table 5

List of observations categorized by code-Financial barriers (F.B)

Lack of fund for renovating building.
Lack of fund for purchasing teaching materials.
Lack of fund for appointing specially trained teachers

Table 6

List of observations categorized by code -Psychological barriers (PS.B)

Indifferent attitude of teachers.
Low self-esteems of students.
Negative attitude of society and parents.
Difficulties in mingling with normal students

Table 7

List of observations categorized by code -Skill Equipment related barriers (S.E.B)

Lack of trained teachers.
Lack of awareness program.

Table 8

List of observations categorized by code - Designof class room (D.C)

Shortage of time allocated to each period.
Student's disturbance.
Size of class room.
Arrangement of class room

Table 9

List of observations categorized by code - Reforms in curriculum (R.C)

Lack of proper and planned curriculum.
Participation in co-curricular activities.
Use of teaching aides.

Table 10

List of observations categorized by code - Teaching strategies (T.S)

Lack of differentiated instruction.

Discussion

The problems faced by teachers in inclusive education at primary schools as per the data obtained from school teachers and Head Mistress were categorized under 7 categories

Physical barriers in inclusive education (P.B)

Lack of accessible building:

The school building is supposed to ensure full access for learners in particular for children with disabilities. Many of the teachers were facing lack of accessible building in inclusive schools. The school building relates to the school administrative building (head teacher's room, staff room, library etc.), classrooms, school garden, and school canteen as well. Each must include all room aspects such as circulation space (for users of wheel chairs, walking aids and walking sticks), seating and work place design (furniture and fixtures, space requirement) along with possibility to provide orientation have to be taken in to account.

Children with disabilities need special retreat or therapy rooms, where they can have some time off to better cope with the requirement of the school day. These rooms, thus, have to be incorporated into the planning of school building as well.

Similarly, more than 140 teachers from various schools reported that the issue of the limited usability and accessibility of the school toilet, that specially abled children do not have special toilet.

Most of the school did not get financial assistance for the implementation of inclusive education. So they cannot provide essential infrastructures in inclusive school and are not able to accommodate (facilitate) student with special need.

Insufficient library facilities:

Many of the teachers reported that, students with disabilities do not have sufficient library facilities. The investigator revealed that there exists lack of equipment to support disabled access to library and information resources. Majority of the libraries do not offer specialized training and instruction session that cater for those with disabilities. Most notably, they do not have the necessary architectural structures and equipment to give access to student with disabilities. There is lack of an automatic door uses friendly door handle that would facilitate easy entry for disabled children.

Lack of play ground:

The teachers reported that many of the schools didn't have a playground, so the teachers can't provide mental relaxation for the students through physical exercise. The students with disabilities often faced problems at playgrounds, because of the play grounds are not enough to accommodate children with special need.

Lack of learning materials and resources:

Most of the school did not get financial assistance for the implementation of the inclusive education facilities from the govt. The investigator noted that most of the school do not have essential the requirement for the smooth arrangement of inclusive. None of the schools have multisensory approach. Teachers have a lot of problems because of the lack of learning materials and resource.

Due to lack of teaching-learning aid for inclusive education the teachers facing difficulty during their teaching and learning process. The teachers reported that blind children receive books in braille script. If the student get at any way the braille script book the teachers has not enough knowledge to handling the book. And he did not get any practical session how to use hearing aid.

Lack of specific sign and guide for blinded students:

Many teachers reported that ,the visually impaired children gets only a specs but they needed guide block and specific sign to indicate room and other facilities. Partially impaired children wants colourful textbook and other materials.

Lack of visual sign for hearing impaired students:

The investigator reported that some student with hearing impaired need some visual sign but they were apart from them. The teachers do not have an idea about communication with those student.

Lack of proper transportation.

The main issue facing that lack of transportation for disabled children. Many of the school do not get wheelchair for the student. Similarly all the school have only ramp at the entrance area. Some school are still in accessible to student in wheelchair or to those other mobility aid and need elevators, ramp, paved pathway and left to get in around building.

Lack of safety and protection.

Many teachers reported that many school facing lack of safety and protection. That many school do not have well-arranged fence. Some of the school were very near to main road, when the student try to run away from the classroom that make difficulties for the proper follow up of the class.

For the smooth conducting of inclusive education in a school environmental setup is very essential. But investigator found out that most of the school not enough environmental capabilities. The environmental facilities means the arrangement like door, passage way, stair, and recreational areas suitable for the specially needed children.

Lack of class room

The investigator noticed that the lack of proper furniture classroom for disabled children that include the seating arrangement, light, size of classroom etc.

Students with autism need well organized classroom but they were away from them. A student with cerebral palsy, for instant may not have the ability to

grasp and turn a traditional door knob. Class room must be able to accommodate a student assistant technology devises as well as other furniture to meet individual need.

Financial barriers (F.B)

Lack of fund for renewing the buildings:

Most of the schools don't get a continues fund from government, they get fund at beginning. Govt lack either the fund or resolve to produce financial help. Adequate funding is recessing for inclusion and yet it rare. The schools needs to provide facilities for differently abled children. The teachers says that the teacher and student want democratic and humanistic learning space but the lack of fund from govt the school can't renovate building, but provide an open and transparent environment for teaching learning process.

Lack of fund for the purchase of teaching materials.

The schools also need to provide teaching materials for teachers for the successful inclusion. Many teachers reported that many schools do not have suitable materials for the disabled children. So the teachers can not follow the disabled children. The investigator noted that many of the schools do not have essential requirement for the smooth arrangement of inclusive education. Due to the teaching materials the teachers facing difficulty during teaching learning process. The teachers says that this because of the govt lack either the fund or resolve to produce financial help. Coordination services and offering individual support to children requires additional financial commitment.

Lack of fund for appointing specially trained teachers.

The investigator found that most of the teachers have not enough idea about inclusive education, so the teachers not know how to deal with these students. School often lack adequate facilities, qualified and properly trained teachers, and other staff members, educational material and general support. The investigator reported that in a panchayat there is only one resource/ special teacher for 4 inclusive school. Funding is major constraint to the practice of inclusion. Even though govt should provide a special teacher for every school at least one.

Psychological barriers (PS.B)

In different attitude of teachers

Inclusive education is a wonderful idea to uplift the marginalized students to the normal level. The investigator reported that most of the teachers not give a positive attitude towards inclusive education. But by the lack of training programme the authorities cannot develop in teacher's mind the importance of inclusive education. So that the teacher didn't take this effort seriously.

Some teachers have a positive attitude towards the children, others have a negative attitude. Some teachers have are much aware about inclusion theoretically but they were not used in practical, that is the negative attitude of teachers.

Low of self-esteem of a student.

The teachers reported that many students with disabled have low self-esteem. There is a sense of inferiority in their mind so they have a negative approach they

did not come in front of the authority. Some of the students were introvert in nature. They were thought that they were isolated and segregated.

Difficulties in mingling with normal students.

Teachers say that the student with disability were facing a big problem in mingling with normal student. They thought that they were isolate and segregated. Many of the normal students have a negative approach against them. They are teased and isolated so they cannot mingle with normal students.

Negative attitude of society and parents.

The investigator noted that society and parents did not give much importance for the upliftment of marginalized student to normal level. Many of the parents and society have negative attitude against them. So that they did not take much more effort for the same by lack of operation behalf of parent and society.

Skill equipment related barriers (S.E.B)

Lack of trained teachers.

Most teachers' gets training which often falls short of real effectiveness, and instruction already starting under large work load may resent the approaches for the same lesson.

Teacher who are not trained about working with differently abled children are a drawback to successful inclusion. They were unwilling or unenthusiastic to successful inclusion. The teacher reported that they do not get any proper training for the inclusive education. The investigator found out that most of the teachers have

not enough idea about inclusive education. Because inclusive education is introduced recently in teacher training curriculum. So the teachers not know how to deal with these student and they cannot manage these student in the class room.

If the authorities ready to provide training programme about inclusive education they usually gives only half day programme, then the teachers did not get enough time to resolve their problems and interact with the expert. So their problem persists. Many teachers wonder how they will teach the student according to his/her needs.

Lack of awareness program.

Many of the teachers are unaware about inclusion. Teachers do not consider the differently abled children, they focus only normal students. They have a negative attitude against them. The teachers reported that many of parents and society have negative approach against them. And they ask these children be send to special school. They were bothered always their children.

Some teachers have are much aware about inclusion theoretically but they were not used in practical, that is the negative attitude of teachers. If the teachers gets an experiential training /awareness class they can understand their feelings/attitude etc.

Design of class room (D.C)

Shortage of time allocated to each period

At the time of curriculum designing the experts of curriculum committee did

not considering inclusive students in the classroom. At the time of teaching learning process, if one of the differently abled children admitted in the classroom the teacher cannot get enough time to teach the module considering these children.

Student's disturbance

At the time of inclusive implementation in a classroom the teacher face different types of problem from the differently abled children their gestures, manners and activities caused for the provocation of least student in the classroom. They make noise and issues in classroom so that a teacher has to spend more efforts to manage such kind of classroom behavior.

Size of class room.

Many teachers reported that at the time dealing with differently abled children in a inclusive classroom a teacher give more concentration for them. If the number of student ina classroom is very huge number, the teacher does not have enough time for the differently abled children. So the concerned authority should take much care to reduce the size of class to a limited numbers

Arrangement of class room.

Differently abled children's are in need for spacious and comfortable classroom for their activities. When we trying to include them in a normal classroom they are expressing their irritation and dislike towards teachers. That badly effect for the normal way of teaching learning process. The institution management should take enough care for the arrangement of proper lighting and seating system in the institution suitable for the inclusive system.

The lack of arrangement in a classroom is problem for teachers. That makes inclusive education more complicated.

Reforms in curriculum (R.C)

Lack of proper and planed curriculum.

At the time of implementation of inclusive education in a classroom the teacher facing a big problem by the lack of proper and planned curriculum. The education department cannot give a proper curriculum on the basis of inclusive education. So that the teacher suffers during their teaching period on how to include specially needed children to the frame of normal classroom and make a good result considering both categories of student.

Participation in co-curricular activities.

Co-curricular activities have a major role in the progression of student capacities. Many teachers mentioned that there is not a proper and clear instruction for the inclusion of differently abled children for co-curricular activities by considering their mental and physical capacities. At the same time most of the teachers are trying to include these type students also to the co-curricular activities. At the time of inclusion they were facing a bundle of problem. The teachers told that it is by the lack of planned curriculum and instruction.

Use of teaching aides.

The teachers use teaching aids to attract student to the classroom and try to make easy the concept delivered by the teachers. At the time of usage of teaching

aid ,by considering the normal students, sometime it is very much difficult to understand for a specially needed children. So that they are sitting in classroom without any interest that make difficult for the smooth going of classroom.

Teaching strategies (T.S)

Lack of differentiated instruction

Teachers often find it difficult to provide the kind of activities that each children is given. Most teachers do not even know which category to include, which student differently abled.

In a teaching learning process the teacher should know his student individually especially in inclusive education. But by the lack of proper training programme the teacher cannot identify and classify students by their own capacities. If the authorities make a wonderful training programme the teacher can classify every student and give them instruction and guidance by their own capacities that make wonders in children's growth.

Problems faced by Head Masters in Inclusive educational practice.

This study discusses to establish the challenges the head teachers face in administrating inclusive education in relation to various issues. As regards training of head teachers and other teachers, majority of the head teachers mentioned that the training of teachers in special education was inadequate to able to effectively handle the situation.

The head teachers also commented that they experienced challenges as regards resources and facilities. Majority of the head teachers reported that the funds were inadequate to be able to run the program that support children with specialized needs in their schools. Most of the resource channeled to school is meant for the normal students. Differently abled children are not much considering when the funds are released to the school.

In terms of curriculum content, the head teachers reported that the challenges they faced were the fact the curriculum does not have content that is specific to children with special needs. The syllabus was cited not being all – inclusive.

The head teachers also reported that there was an issue with the attitude of teachers, parents and administrators as regards children with special needs.

The head teachers indicated that all stake holders in the education sector need to be sensitized on the issues revolving around differently abled children.

Part 2: The remedial suggestions provided by the Head Masters and Teachers

- The education department of state govt. should consider increasing the availability of training programmes, like workshops and conferences for inclusive education for teachers in primary schools. The training programme should be made available at various intervals during the school year so that they are easily accessible to the teachers. The training programme really help in enhancing the teacher's skill in handling inclusive education. Through the training programme teachers getting more aware of inclusive and how to cater for differently abled children.

- The govt should consider providing more education funds to increase the number of recourses in the classroom both for teaching and learning for creative inclusion. Teachers should be equipped withadequate resources teach a certain concept so that the students are able to grasp it easily. In addition to that, the students should also have access to varied teaching and learning aids that help to enhance their understanding of a topic.
- The education department should consider making the current primary school curriculum more flexible so that they are able to accommodate all kinds of learners.
- The curriculum committee should consider to include vocational subject, that give a better chance in a future life
- The govt should consider improving the structures of the building in schools by improving the physical facilitate like the washroom, the playground, compound wall and ramp so that they are more accessible to students with differently abled who might also be physically challenged. This would enable the physically challenged to move around the school campus more freely ,hence making their environment more conductive .the govtalsoshould consider decreasing the classroom size in order to avoid overcrowding that leads to lack of space ,poor ventilation and excess noise levels in a classroom.
- The authority can give awareness to society about inclusive education through campaigning programmes like social media, media, campaigning, street play etc.

- The authorities take much care to reduce the size of class to a limited numbers.
- At the time of curriculum designing the curriculum committee should include a practical session about inclusive education in teacher training education.
- The institution should give an awareness program about inclusive education to parents and society to aware them the basic education is right to all children without any discrimination.

SUMMARY, CONCLUSION AND SUGGESTIONS

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- ❖ *Study in Retrospect*
 - ❖ *Variables of the study*
 - ❖ *Objectives of the study*
 - ❖ *Methodology*
 - ❖ *Inductive Analysis and Category Construction of Problems of Inclusive Education in Primary Schools*
 - ❖ *Suggestions on Solutions to Problems of Inclusive Education in Primary Schools*
 - ❖ *Educational implications for the Study*
 - ❖ *Suggestions for further Research*
-

SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter is the concluding part of the research report which explains briefly the entire process of the present research work. This chapter provides major findings, educational implications and suggestions for further research in this area.

Study in Retrospect

The present study entitled as “PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE”.

Variable of the Study

Problems faced by primary school teachers in inclusive educational practice’ is taken as the variable for the study.

Objectives

The objectives set forth the study are the following:

- To analyses inductively and construct categories the problems faced by primary school teachers in inclusive educational practice
- To analyses inductively and construct categories the problems faced by head masters/mistress in inclusive educational practice.
- To find out suggestions of remedial measures for the problems faced by primary school teachers in inclusive educational practice

Methodology

The method used for the study is analytic induction using constant comparison method. This method uses qualitative research paradigm rooted in grounded theory. Phenomenon is explained on the basis of interview and open-ended questionnaire.

Sample

Using the randomized sampling, data was collected from 200 teachers and 25 Headmasters of primary schools at Calicut and Malappuram Districts of Kerala.

Tool Used

In the present study survey method was used. Investigator collected data from teachers based on the Open Ended Questionnaire and from Headmasters based on the Interview Schedule from different primary schools of Calicut and Malappuram district. This is a qualitative study

- Interview schedule on for the Headmasters
- Open Ended Questionnaire on Problems faced by Primary School Teachers in Inclusive Educational Practice

Analytic Technique

Qualitative Analysis of data using Analytic Induction.

Inductive Analysis and Category Construction of Problems of teachers

Inductive analysis or constant comparison method was carried out with the number responses of the participants for the total sample and analyzed inductively and category construction was made for problems faced by primary school teachers.

With the aim of assessing the problems of primary school teachers and head masters an open ended questionnaire and interview schedule were used and responses collected from a total sample of 150 primary teachers and 20 head masters. In order to identify the problems faced by the teachers of primary schools, the investigator goes to the detailed analysis of data which is presented under the following 2 parts.

Part 1: Problems identified that are faced by the teachers and Head Masters of primary school.

Part 2: Suggestions made by the Head Masters and Teachers.

Part 1 : Problems identified that are faced by the teachers and Head Masters of primary school.

The present study was to analyze inductively the problems faced by primary school teachers in inclusive educational practice. Problem faced by primary school teachers in inclusive education in inclusive educational practice for total sample. The problem of primary school teachers for the total sample of 150 teachers. When a questionnaire was applied to them and responses were collected and analyzed inductively. Most of the teachers were facing many problems related to inclusive education.

The responses were categorized with regards to physical barriers in inclusive education, financial barriers, psychological barriers, skill equipment related barriers, design of class room, reforms in curriculum, teaching strategies. Then the data were analyzed inductively when it was revealed that there are certain causes for the emergence of inclusive education. These causes of emergence of inclusive education were distinguished as teachers of problems and a category construction was made and shown in Table 11.

Table 11

List of problems and a category construction

Physical barriers in inclusive education (P.B)

Lack of specific sign and guide for blinded students.

Lack of visual sign for hearing impaired students

Insufficiency of library facilities.

Lack of safety and protection.

Lack of proper transportation.

Lack of learning materials

Lack of accessible building.

In equipped playground

Lack of special toilet.

Lack of class room.

Lack of library.

Financial barriers (F.B)

Lack of fund for appointing specially trained teachers

Lack of fund for purchasing teaching materials.

Lack of fund for renovating building.

Psychological barriers (PS.B)

Difficulties in mingling with normal students

Negative attitude of society and parents.

Indifferent attitude of teachers.

Low self-esteems of students.

Skill Equipment related barriers (S.E.B)

Lack of awareness program

Lack of trained teachers.

Design of class room (D.C)

Shortage of time allocated to each period.

Arrangement of class room.

Student's disturbance.

Size of class room.

Reforms in curriculum (R.C)

Lack of proper and planned curriculum.

Participation in co-curricular activities.

Use of teaching aides.

Teaching strategies (T.S)

Lack of differentiated instruction.

Discussion

The investigator coded each of these in connection to the list of problems obtained through data collection. Based on this coding the investigator observed the responses are inductively analyzed. From these analysis to reveal the many issues faced by primary school teachers in inclusive educational practice which includes; Physical barriers in inclusive education (P.B), Financial barriers (F.B), Psychological barriers (PS.B), Skill equipment related barriers (S.E.B), Design of class room (D.C), Reforms in curriculum (R.C), Teaching strategies (T.S).

Problems faced by Head Masters in Inclusive educational practice.

This study discusses to establish the challenges the head teachers face in administrating inclusive education in relation to various issues. As regards training of head teachers and other teachers, majority of the head teachers mentioned that the training of teachers in special education was inadequate to able to effectively handle the situation. The head teachers also commented that they experienced challenges as regards resources and facilities. Majority of the head teachers reported that the funds were inadequate to be able to run the program that support children with specialized needs in their schools. Most of the resource channeled to school is meant for the normal students. Differently abled children are not much considering when the funds are released to the school. In terms of curriculum content, the head teachers reported that the challenges they faced were the fact the curriculum does not have content that is specific to children with special needs. The syllabus was cited not being all – inclusive. The head teachers also reported that there was an issue with the attitude of teachers, parents and administrators as regards children with special needs. The head

teachers indicated that all stake holders in the education sector need to be sensitized on the issues revolving around differently abled children.

Part 2: Suggestions made by the Head Masters and Teachers.

The education department of state govt should consider increasing the availability of training programmes. The govt should consider providing more education funds to increase the number of recourses in the classroom both for teaching and learning for creative inclusion. The education department should consider making the current primary school curriculum more flexible so that they are able to accommodate all kinds of learners. The curriculum committee should consider to include vocational subject that give a better chance in a future life. The govt should consider improving the structures of the building in schools by improving the physical facilitate. The authority can give awareness to society about inclusive education .The authorities take much care to reduce the size of class to a limited numbers. At the time of curriculum designing the curriculum committee should include a practical session about inclusive education in teacher training education. The institution should give an awareness program about inclusive education to parents and society to aware them the basic education is right to all children without any discrimination.

Educational Implications

The purpose of any educational research is for the development and progress of education. Education reforms the society and human being while it is the pivot of any reformation of the society and the human beings. As such the present study has

important and genuine implication in the field of education, both teaching and learning. The study has relevant implications for the development of the quality of human life.

- The investigator tries to give a clear cut picture to common people on inclusive education system.
- This study reveals the problems faced by primary school teachers and the head teachers in inclusive education system.
- By this study the investigator can awareness for parents and community about the necessity of inclusiveness in education system.
- The investigator highlights the strategies of teaching and the proper use of teaching aids for the upliftment of students in inclusive system.
- This study mainly focuses the issues faced by teachers in inclusive education and gives the suggestion for resolving the issues. By adopting these suggestions the authority can manage inclusive system in right mode.

Suggestions for Further Study

Review and related studies and findings of the present study lead the investigator to suggest the following for further study

- There is a scope for study about the problems faced by different abled student in inclusive education system.
- The present study gives scopes for another research about the benefits and chances for differently abled children through inclusive education.

- This study create chances for comparative study between inclusive and special education system.
- Another scope of study is about the reasons of proper training for the teacher in inclusive education.
- This study gives chances to research the involvements of parents and society towards inclusive education.

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APPENDICES

APPENDIX I

**LIST OF SCHOOLS SELECTED
FOR DATA COLLECTION**

SL.NO.	NAME OF SCHOOLS
1	G.U.P.S MOORKANAD
2	G.L.P.S PANNICODE
3	G.M.U.P.S AREACODE
4	G.L.P.S KUNIYIL SOUTH
5	G.M.U.P SCHOOL MUNDAMBRA
6	G.L.P.S ANAKKAMPOYIL
7	G.U.P.S PUTHOOR
8	G.U.P.S MUTHERI
9	G.H.S.S CHERUVADI
10	G.M.L.P MANASSERI
11	G.M.L.P.S MAMPAD
12	M.A.L.P.S VALILLAPUZHA
13	D.R.S NIIT
14	M.M.O.L.P.S MUKKAM
15	G.L.P.S ANYAMKUNNU
16	G.L.P.S TAYAKODE MUKKAM
17	G.H.S.S NEELASHARAM
18	G.M.L.P.S VENNAKODE
19	GDT ISLAM L.P.S VELLIMADUKUNNU
20	A.U.P.S MALAYAMMA
21	H.S.S CHAKALAKKAL
22	ST GOSEP L.P.S PULLORAMPARA
23	AZAD MEMORIAL U.P.S KUMARANALLOR
24	FAROOK A.L.P.S FAROOK COLLEGE
25	J.M.H.S.S PARANNEKKAD
26	D.U.A.L.P KOODARANCHI

SL.NO.	NAME OF SCHOOLS
27	S.O.H.S.S AREECKODE
28	MKKHMA.U.P.S PATHANAPURAM
30	A.U.P.S KOYAKOTOOR
31	D.G.H.S.S THANOOR
32	C.V.N.M.A.M.L.P.S WEST CHATHALLOOR
33	S.V.A.U.P.S PULLIPARAMBU
34	A.M.L.P.S MUNDAKULAM
35	AL ANWAR L.P.S KUNIYIL

APPENDIX II

FAROOK TRAINING COLLEGE

INTERVIEW SCHEDULE ON PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE

Irshasna Shahnaz Ulladan
Assistant Professor
Farook Training College

Baby Shifa U.
M.Ed Student
Farook Training College

Preliminary Details

Name of the Teacher :

Name of Institution :

1. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം നടപ്പിലാക്കുന്നതിനുവേണ്ടി താങ്കൾ വിദ്യാലയ തലത്തിൽകൊണ്ടുവന്ന പ്രവർത്തനങ്ങൾ, ഭൗതികസാഹചര്യങ്ങൾ, സർക്കാർ സഹായങ്ങൾ എന്തെല്ലാം?
2. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കുട്ടികളെ ഏതെല്ലാം പ്രവർത്തനങ്ങളിൽ പങ്കെടുപ്പിക്കാറുണ്ട്?
3. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കുട്ടികളുടെ കാര്യക്ഷമത വർദ്ധിപ്പിക്കാൻ നിങ്ങൾ നിർദ്ദേശിക്കുന്ന ക്രിയാത്മകമായ മാർഗ്ഗങ്ങൾ എന്തെല്ലാം?
4. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം കൂടുതൽ ഫലപ്രദമാക്കാൻ പാഠ്യപദ്ധതി, ഭരണനിർവ്വഹണം എന്നിവയിൽ എന്തെല്ലാം മാറ്റങ്ങൾ വരുത്തണമെന്നാണ് നിങ്ങൾ നിർദ്ദേശിക്കുന്നത്?
5. പാഠ്യപദ്ധതി വിനിമയത്തിൽ ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം കൊണ്ടുവന്നപ്പോൾ നിങ്ങൾക്ക് അനുഭവിക്കേണ്ടി വന്ന ബുദ്ധിമുട്ടുകൾ എന്തെല്ലാം?

APPENDIX III

FAROOK TRAINING COLLEGE

FAROOK COLLEGE 673632

INTERVIEW SCHEDULE ON PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE

Irshana Shahnaz Ulladan

Assistant Professor

Farook Training College

Baby Shifa.U

M.Ed. Student

Farook Training College

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Preliminary details

Name of teacher:

Name of institution:

"Problems faced by primary school teachers in inclusive educational practice"

Interview schedule with Headmasters

- i. What are the activities, physical facilities, help from government you have brought in the school for implementing the inclusive education.
- ii. What are the activities intended for differently abled children.
- iii. What are creative way to increase the potential of differently abled children?
- iv. What are changes you intent to make syllabus, administration?
- v. What are the challenges you faced when you bring the style of education that are involved in the education system.

APPENDIX IV

FAROOK TRAINING COLLEGE

OPEN-ENDED QUESTIONNAIRE ON PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE

Irshasna Shahnaz Ulladan
Assistant Professor
Farook Training College

Baby Shifa U.
M.Ed Student
Farook Training College

Preliminary Details

Name of the Teacher :

Name of Institution :

1. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം നിലവിൽ വന്നപ്പോൾ നിങ്ങൾക്കുണ്ടായ അനുഭവങ്ങൾ പങ്കുവെയ്ക്കുക?
2. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം പൂർണ്ണമാവണമെങ്കിൽ പാഠ്യപദ്ധതിയിലും പാഠ്യ പുസ്തകത്തിലും ഏതെങ്കിലും തരത്തിലുള്ള മാറ്റങ്ങൾ വരുത്തേണ്ടതുണ്ടോ?
3. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസത്തിന്റെ പരിപൂർണ്ണതയ്ക്കായി പ്രത്യേക പരിശീലനങ്ങൾ ലഭിക്കാറുണ്ടോ? ഉണ്ടെങ്കിൽ ഏതെല്ലാം തരത്തിലുള്ള പരിശീലനങ്ങളാണ് ലഭിക്കാറുള്ളത്?
4. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കുട്ടികളെ കൈകാര്യം (റലമഹ) ചെയ്യുന്നതിന് ഏതു തരത്തിലുള്ള പരിശീലനങ്ങൾ വേണമെന്നാണ് നിങ്ങൾ നിർദ്ദേശിക്കുന്നത്?
5. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം നടപ്പിലാക്കിയപ്പോൾ സാധാരണ കുട്ടികളുടെ പഠനത്തെ ബാധിക്കുന്നുണ്ടോ?
6. സമൂഹത്തിനും രക്ഷിതാക്കൾക്കും ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസത്തിന്റെ ആവശ്യകതയെക്കുറിച്ച് മതിയായ പരിജ്ഞാനം ഉണ്ടെന്ന് താങ്കൾക്ക് തോന്നുന്നുണ്ടോ?
7. ഉൾപ്പെടുത്തിയിട്ടുള്ള വിദ്യാഭ്യാസം കൂടുതൽ ഫലപ്രദമാക്കാൻ ഏതൊക്കെ തരത്തിലുള്ള നിർദ്ദേശങ്ങളാണ് താങ്കൾക്ക് നൽകാനുള്ളത്?

APPENDIX V
FAROOK TRAINING COLLEGE
FAROOK COLLEGE 673632

**OPEN ENDED QUESTIONNAIRE ON PROBLEMS FACED BY PRIMARY
SCHOOL TEACHERS IN INCLUSIVE EDUCATIONAL PRACTICE**

Irshana Shahnaz Ulladan
Assistant Professor
Farook Training College

Baby Shifa.U
M.Ed. Student
Farook Training College

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Preliminary details

Name of teacher:

Name of institution:

Open ended questionnaire

- I. Share your experiences when you implement the inclusive education?
- II. We have to make any changes in curriculum and textbook to complete inclusive education?
- III. You got any training to implement the inclusive education? Then what are the trainings you got?
- IV. What are the training programs you suggest for handling differently abled children?
- V. Does inclusive education affect education of other students?
- VI. Are the society and parents aware of inclusive education system? Do they want awareness program?
- VII. What are your suggestion for more success of the inclusive education?