



SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE

Young Scholars' Enrichment Programme

Experiences of Special Educators in Elementary Schools of Malappuram District

Abeer P.K.

Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

Dr. Jayaprakash R. K.

Director,

SCERT, Kerala

CERTIFICATE

I, **Dr. Jayaprakash K.**, do hereby certify that this study report entitled **EXPERIENCES OF SPECIAL EDUCATORS IN ELEMENTARY SCHOOLS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Abeer P.K.** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Aseel Abdul Wahid**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Trivandrum

.07.2024

Dr. Jayaprakash, K.

(SCERT, Director)

Prof (Dr.) T. Mohammed Saleem
Principal,
Farook Training College, Kozhikkode

CERTIFICATE

I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **EXPERIENCES OF SPECIAL EDUCATORS IN ELEMENTARY SCHOOLS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Abeer P.K..** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Mrs. Rajitha K V.**, Assistant Professor, Farook Training College, Kozhikkode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikkode*

Trivandrum

.07.2024

Prof (Dr.) T. Mohammed Saleem

(Principal)

Dr. ASEEL ABDUL WAHID

Assistant Professor of Education FAROOK TRAINING COLLEGE

Kozhikode

CERTIFICATE

I, **Dr. Aseel Abdul Wahid**, do hereby certify that this study report entitled **EXPERIENCE OF SPECIAL EDUCATORS IN ELEMENTARY SCHOOLS OF MALAPPURAM DISTRICT** is a record of original research work carried out by **ABEER PK** of M.Ed. Programme (2022-2024) under my supervision and guidance, and has not been submitted by her for the award of any degree, diploma, title or recognition before.

Farook College

Date:

Dr. ASEEL ABDUL WAHID

(Research supervisor)

Panel of Expert

SCERT, Kerala, and Farook Training College extend their heartfelt gratitude and sincere appreciation to the distinguished experts whose invaluable expertise and guidance significantly contributed to the success of this study. Their dedication and commitment at various stages of the project have been instrumental in achieving its objectives effectively.

- 1. Prof. (Dr.) M. A. Sudhir**
*UGC Emeritus Professor,
Gandhigram Rural Institute*
- 2. Prof. (Dr.) Abdul Gafoor K**
*Department of Education,
University of Calicut*
- 3. Prof. (Dr.) Noushad P.P**
*School of Gandhian Thoughts and Developmental Studies,
Mahatma Gandhi University*
- 4. Prof. (Dr.) Rajeswari K**
*NVKSD College of Education,
Attur*
- 5. Dr. Anju I**
*Associate Professor,
Government College of Teacher Education,
Trivandrum*
- 6. Dr. Biju K**
*Assistant Professor,
Central University of Tamil Nadu*
- 7. Dr. Shobha Jacob**
*Academic Coordinator,
SCERT*

DECLARATION

I, **ABEER PK**, do hereby declare that this study report entitled, **“EXPERIENCES OF SPECIAL EDUCATORS IN ELEMENTARY SCHOOLS OF MALAPPURAM DISTRICT”** is a record of original research work done by me under the supervision and guidance of **Dr. Aseel Abdul Wahid**, Assistant Professor of Education, Farook Training College Kozhikode and has not been submitted by me in this university or anyother university for the award of any Degree/Fellowship or recognition before.

Farook College

Date:

ABEER PK

Acknowledgment

At the very outset, I am greatly indebted to my supervising teacher Dr. Aseel Abdul Wahid, Assistant Professor, Farook Training College, for his support, generous help, valuable suggestions and guidance.

I would like to express my heartfelt thanks to Dr. Nowfal. C, our beloved coordinator for providing constant support and for coordinating the two-year M.Ed. programme effectively and for being there with us in all stages of our research.

I express my sincere thanks to Prof. (Dr.) T. Mohammed Saleem, Principal, Farook Training College, for his whole hearted cooperation in extending the facilities and for the encouragement he provided to conduct this study.

I am deeply indebted to the Director of SCERT, the Principal of DIET Malappuram, and all the 17 BRCs in Malappuram district for their invaluable support in carrying out a study on the educational problems of Malappuram district. The guidance and support of Prof. (Dr.) JM.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute, Prof. (Dr.) Abdul Gafoor K., Department of Education, University of Calicut, Prof. (Dr.) Noushad P.P. SGTDS, MG University, Prof. (Dr.) Rajeswari K, NVKSD College of Education Attoor, Tamilnadu, Dr. Anju L, Associate Professor, Govt college of Teacher Education, Trivandrum, Dr. Biju K, Assistant Professor, Central University of Tamilnadu and Dr. Shobha Jacob, SCERT are also gratefully acknowledged.

The inspiring and enthusiastic support extended by my family members was really appreciable, especially to my beloved husband, Anjad, my parents, my sisters and my children. Mere acknowledgement cannot redeem the commitment I owe to them who walked along with me in each and every step during the whole course of research work.

I also extend my heartfelt thanks for all those who had helped me for the completion of the study.

Farook College

Date:

Abeer PK

CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Chapter	Title	Page No.
I	INTRODUCTION	1 – 9
II	REVIEW OF RELATED LITERATURE	10 – 31
III	METHODOLOGY	32 – 42
IV	ANALYSIS AND INTERPRETATION	43 – 105
V	SUMMARY, FINDINGS AND SUGGESTIONS	106 – 122
	BIBLIOGRAPHY	123 – 128
	APPENDICES	

LIST OF TABLES

Table No.	Title	Page No.
1.	Table Illustrating Question Numbers belong to each Dimension	36
2.	Illustrating the number of sample elements selected from different BlockResource Centre (BRC) in Malappuram district	41
3.	Job Satisfaction of Special Educators	45
4.	Job Satisfaction of Special Educators in Various Areas	46
5.	Overburden among Special Educators	48
6.	Special Educators' Response on Different Types of Burden	49
7.	Experience of Special Educators in In-service Training Program	52
8.	Regularity of Training Programs for Special Educators	53
9.	Situations Where Superiors or Other Teachers Do Not Intervene When CWSN FaceDifficulties	54
10.	Special Educators' Ability to Fulfil Responsibilities	60
11.	Special educators' ability to handle the character defects of CWSN	64
12.	Strategies Used by Special Educators in Managing Character Defects of CWSN	65
13.	Feasibility of Implementing Individualized Education Programs (IEP) for CWSN	68
14.	Challenges of Special Educators Based on IEP implementation	69
15.	Special Educators' Ability to Engage CWSN Participation in Classroom Activities	71
16.	Challenges of Special Educators in Engaging CWSN in Classroom Activities.	72
17.	Learning Materials Provided by BRC	75

Table No.	Title	Page No.
18.	List of Study Materials Prepared Individually by Special Educators for CWSN	77
19.	Availability of Sufficient Financial Support for Preparing Learning Materials Required for CWSN	78
20.	Achievement of Learning Outcomes of CWSN while special educators work in more than one School	82

LIST OF APPENDICES

Appendix No.	Title
I	Questionnaire on experiences of special educators(Draft)
II	Questionnaire on experiences of special educators (Final Malayalam)
III	Questionnaire on experiences of special educators (Final English)
IV	Focus group discussion interview schedule (Malayalam)
V	Focus group discussion interview schedule (English)

CHAPTER I

INTRODUCTION

- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Objectives of the Study*
- *Research Questions*
- *Methodology of the Study*
- *Scope of the Study*
- *Delimitations of the Study*
- *Organization of the Report*

INTRODUCTION

Education is a transformative force that shapes individuals and societies. It nurtures personality, thought, and behavior while equipping individuals with essential life skills. Gandhi (1937) defined education as a holistic process of bringing out the best in a person—body, mind, and spirit. Beyond imparting knowledge, education fosters personal growth and prepares individuals to actively contribute to their communities and live meaningful lives.

At the societal level, education serves as a bridge for transmitting values and knowledge across generations. It drives economic progress by developing skilled human resources, enhancing job opportunities, and promoting economic stability. Education also builds social cohesion by fostering inclusivity, tolerance, and respect for diversity, making societies more harmonious and equitable.

One of education's most impactful roles is breaking the cycle of poverty. It empowers marginalized groups to improve their circumstances and climb the social ladder. Additionally, education strengthens a nation's global competitiveness by equipping citizens with critical thinking, creativity, and problem-solving skills to navigate a rapidly evolving world. A well-educated population contributes to sustainable development, fair governance, and innovative solutions to global challenges, fostering collective well-being.

Special education focuses on providing tailored support to children with unique needs, including learning disabilities, physical challenges, and developmental disorders like autism. Its goal is to create an inclusive environment that enables

these children to overcome obstacles and thrive. The evolution of special education is grounded in human rights and inclusive policies. The Universal Declaration of Human Rights (1948) laid the foundation by declaring education a universal right, irrespective of abilities. This commitment has driven global efforts to ensure equitable education for children with special needs through curriculum adaptation, teacher training, and resource allocation.

Historically, children with disabilities faced exclusion and marginalization. Over time, inclusive education emerged as a transformative approach, shifting focus from individual limitations to creating supportive environments that celebrate diversity. International frameworks like the Salamanca Statement (1994) and Dakar Framework for Action (2000) emphasize quality education for all, including children with special needs.

Special educators are the cornerstone of inclusive education. They design personalized lesson plans, adapt teaching strategies, and collaborate with regular educators to address the diverse needs of students. By fostering skills and behaviors, they enable children with special needs to integrate socially and academically.

Resource teachers provide additional support to students with mild to moderate challenges. Working closely with parents and general educators, they set realistic goals, track progress, and ensure that each student receives the guidance needed to succeed. Their collaborative approach ensures a nurturing environment where every child can flourish. The experiences of special educators, particularly in the Malappuram district, remain underexplored. This study aims to uncover their challenges, strategies, and contributions to fostering inclusive education in

elementary schools. Using focused group interviews, the research seeks to highlight their pivotal role in creating equitable learning environments. By understanding their experiences, this study contributes to the broader dialogue on inclusive education and the vital role special educators play in ensuring that every child, regardless of ability, has the opportunity to learn and grow.

Need and Significance of the Study

"Inclusion demands high levels of teaching competence and organizational changes to promote effective learning. Improving educational practices should be a primary aim for every teacher and school" (Loreman & Deppeler, 2001). Special educators play a pivotal role in fostering inclusive learning environments, ensuring students with diverse needs receive appropriate support and opportunities to succeed. Understanding their experiences is essential to enhancing the effectiveness of inclusive education, particularly in the socio-cultural context of Malappuram district, Kerala.

Research emphasizes the significance of relational support, such as collaboration with peers and administrators, in retaining special educators, as highlighted by Henderson (2014). Additionally, studies like Mathew's (2005) on occupational stress among special educators in Kerala reveal critical challenges, including work overload, low salaries, and high teacher-student ratios. These insights underscore the necessity for targeted policies, improved training, and robust support systems to address the unique challenges faced by special educators.

This study is crucial as it seeks to understand the experiences, challenges, and practices of special educators in elementary schools within Malappuram district. By delving into their perspectives, the research identifies areas for improvement in tools, resources, and professional development, fostering better working conditions and enhanced effectiveness. The findings aim to inform policymakers and educational authorities, helping shape inclusive education programs that ensure equitable learning opportunities for all students.

Moreover, the study advocates for inclusive teaching methods that create a supportive school climate, benefiting students with special needs and promoting their academic and social development. It emphasizes the importance of community and parental collaboration in supporting these students, thereby contributing to a more inclusive and harmonious educational environment. Ultimately, this research provides a comprehensive understanding of the experiences of special educators in elementary schools of Malappuram district, offering valuable insights to improve inclusive education practices in Kerala.

Statement of the Problem

There is limited research that focuses on the experiences of special educators, particularly within the context of Malappuram district. The unique challenges they face, the strategies they employ, and their perspective on necessary changes required in inclusive education remain largely unexplored. This study aims to address this gap by digging into the experiences of special educators, identifying challenges, and uncovering their strategies to support students with diverse learning needs.

The present study entitled as “EXPERIENCE OF SPECIAL EDUCATORS IN ELEMENTARY SCHOOLS OF MALAPPURAM DISTRICT”

Definition of Key Terms

Experiences

Experience is knowledge or skill in a particular job or activity, which you have gained because you have done that job or activity for a long time. (Collins dictionary).

For the present study the term experience refers to observable occurrences, interactions, and events encountered by special educators during their time working in elementary schools. This includes both positive and negative encounters, emotional responses, challenges faced, successes achieved, and any significant incidents or situations that influence their professional journey.

Special Educators

Special educators are highly skilled teachers trained to work with students who have special needs or disabilities. They possess the expertise to adapt curricula and instructional methods to address the unique requirements of students with various challenges, including learning disabilities, intellectual disabilities, physical impairments, emotional or behavioral disorders, and sensory impairments.

In the context of this study, special educators refer to qualified professionals employed in government or aided elementary schools in Kerala. These educators are dedicated to providing specialized instruction and support tailored to the diverse

learning needs of their students. Their responsibilities include designing and implementing Individualized Education Plans (IEPs), employing innovative teaching strategies, and fostering the academic, social, and personal development of students with special needs. Additionally, they play a vital role in supporting general education teachers to create inclusive and effective learning environments.

Elementary Schools

Elementary schools are educational institutions that provide primary education to children typically between the ages of 5 and 11, corresponding to grades Kindergarten through 5th grade (K-5) or 6th grade (K-6) in some cases. These schools focus on introducing young students to basic subjects and skills, laying the foundation for future learning.

In this study elementary school refers to educational institutions under Government of Kerala that cater to students in the early stages of formal education, usually encompassing grades from one to eight grade.

Variable

The variable involved in the study is experiences of special educators in elementary schools.

Objectives of the Study

1. To analyze the positive and negative experiences of special educators working in elementary schools of Malappuram district.
2. To identify the key challenges special educators face in providing quality

education and support to students with special needs.

3. To find effective strategies from special educators to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools.

Research Question

1. What are the positive and negative experiences of special educators working in elementary schools of Malappuram district?
2. What are the main challenges special educators face in providing quality education and support to students with special needs in Malappuram district's elementary schools?
3. What effective strategies do special educators recommend to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools?

Methodology of the Study

This study adopts a qualitative research design. Qualitative methods are appropriate for delving into complex experiences and gaining an in-depth understanding of the participants' perspectives.

Sample of the Study

The sample for the present study consist of 80 special educators currently working in elementary schools of Malappuram District of Kerala.

Tools Used for the Study

For the present study two tool is used . the tool used for the study are Open ended Questionnaire which consist of 18 questions and Focused group interview schedule consist of 6 themes.

Scope of the Study

This study explores the experiences of special educators in elementary schools in Malappuram district, investigating the challenges faced by special educators and identifying areas for improvement. The findings will inform special education policies, improve conditions for students with special needs, and provide recommendations for policy makers to enhance special education. Additionally, the study will help the Block Resource Centre (BRC) identify areas where resource support is necessary, support special education initiatives and inclusive practices, explore ways to enhance teacher training and support for special educators, examine the impact of special education on student outcomes and academic achievement, and investigate the role of parental involvement and community support in special education

Delimitations of the Study

The scope of this study is defined by several delimitations. It is confined to elementary schools in Malappuram district, Kerala, focusing exclusively on the experiences of special educators. The perspectives of other stakeholders, such as students, parents, and general educators, are not included. Additionally, the study does not evaluate the effectiveness of specific special education programs or

interventions, nor does it explore the long-term impact of special education on student outcomes beyond the elementary level. Furthermore, demographic characteristics of special educators, such as age, gender, locality, qualifications, and professional experience, are not considered in the analysis. These delimitations help maintain the study's focus on understanding the professional experiences of special educators within the specified context.

Organisation of the Report

The report of the present study has been presented in five chapters.

Chapter I: Introductory chapter gives a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, methodology and scope and limitation of the study. These things are included in the first chapter.

Chapter II: Review of literature gives a brief conceptual framework along with the review of related studies.

Chapter III: Methodology chapter presents the design of the study, detailed description of the tool used for the data collection, sample for the study, data collection procedure, scoring and consolidation of data, and statistical techniques used for the analysis.

Chapter IV: Analysis chapter deals with analysis of data; interpretation of the data and discussion and conclusion are described.

Chapter V: The last chapter presents the summary of the findings, and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

- *Theoretical Overview*
- *Review of Related Literature*

REVIEW OF RELATED LITERATURE

A review of related literature is an extensive examination of previous studies and publications that are relevant to a specific topic. It includes looking at earlier research, theories, and findings that provide a context for the current research. This procedure aids in identifying knowledge gaps, comprehending the progression of the research problem, and placing the new study in the context of the larger academic discussion. Researchers can improve their study design and expand on previous work by evaluating relevant literature. In the context of the study on the experiences of special educators in elementary schools of the Malappuram district, a literature review is essential. It helps to understand the current state of special education, the challenges faced by special educators, and the effectiveness of various strategies. For this, the chapter includes two parts, they are conceptual overview and review of related studies.

Conceptual Overview

The Concept of Inclusive Education

The concept of welcoming and accommodating all children in ordinary classes and schools, regardless of their talents or disabilities, is known as inclusive education. It entails planning programs, classrooms, and educational institutions so that all students can engage in learning and participate in class. The intention is to guarantee that every student has access to high-quality education by creating a responsive, encouraging, and welcoming atmosphere. This entails taking down any barriers and hurdles that might prevent any child from fully engaging in school.

activities. The key component of inclusive education is a shared learning environment, where students with varying skills and experiences collaborate in classrooms, libraries, and playgrounds.

The guiding principle of inclusive education is giving every child an equal chance to progress and learn with other students. Even though inclusive education is guaranteed by the Indian constitution, few people are aware of it, and many schools are reluctant to include students with disabilities in regular classes. All children up to the age of 14 have the right to an education, as supported by the Indian Constitution's guarantees of equality and non-discrimination. This statutory framework guarantees that children with disabilities receive education in a setting that fits to their individual requirements, thereby promoting their inclusion in society. The objective is to offer high-quality instruction and fair treatment to all, encouraging students from all backgrounds to feel a sense belonging and common goal.

The best approach to guarantee that every child has the chance to attend school, study, and acquire the skills necessary to succeed is through inclusive education. It encourages meaningful educational opportunities for marginalized students, including minority language speakers and children with special needs. Teachers in general education and special education work together in inclusive classrooms to address the various needs of their pupils while fostering an atmosphere of equity and respect. This method not only helps students with special needs succeed academically, but it also encourages compassion, understanding, and

kindness in all of the students. Schools may foster a culture where all children are respected and have the chance to achieve by promoting inclusive practices.

History and Evolution of Inclusive Education

The history of efforts to provide children with special needs with adequate living arrangements, educational opportunities, and protection of their rights is extensive and intricate. In the past, children with impairments were sometimes treated harshly or abandoned because they were thought to be a divine retribution. But as time went on, viewpoints changed to acknowledge that every child has the right to survive and grow. One of the first records of disability adaptations is found in the Indian Rig Veda, which tells the tale of Queen Vishpala, who lost her actual legs in battle but was able to continue living and performing her duties with replacements. Comparably, the fables of Panchatantra, composed in the third century BC, were meant to teach children—including those with intellectual disabilities—and demonstrate the attempts to provide special regard to people with various needs.

Exclusion, segregation, integration, and inclusion have all been stages in the development of inclusive education. When people with disabilities were first excluded, it was because society did not view them as "normal," which resulted in their marginalization. Phrases like "invalid" or "disabled" caused this feeling of inferiority and exclusion from society and fundamental rights. The following stage, known as segregation, included physically removing those with disabilities from the general public and frequently placing them in specific programs or institutions. This

method prolonged the marginalization of these people and kept them out from normal society, even if it offered some degree of care.

Integration was a significant but unfinished progress. During this stage, people with disabilities were integrated into the general public and educational environments, but they were also required to adjust to prevailing social norms. The more a person with a disability could fit into these expectations, the more integrated they were seen to be. This strategy, however, did not completely address the requirement for an inclusive and comprehensive learning environment because it still upheld the idea of "normality" and made it necessary for individuals with disabilities to blend into the pre-existing frame.

The emergence of inclusive education marked a significant shift, focusing on the acceptance and accommodation of all individuals, regardless of their abilities. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful, and supportive. This model emphasizes creating responsive and supportive environments that remove barriers to participation and celebrate diversity, shifting the focus from individual limitations to systemic and societal barriers.

The significance of inclusive education has been reaffirmed by major international declarations. Education systems that are inclusive and meet the needs of all students have been promoted by documents including World Declaration on Education for All (1990), the Salamanca Statement (1994), and the Dakar Framework for Action (2000). These statements have sparked a worldwide shift

from the deficit-based or medical paradigm, towards an inclusive worldview that considers heterogeneity as a power and the norm rather than an issue that needs to be dealt with.

Nowadays, it's acknowledged that inclusive education is the best approach to guarantee that all students, including those with special needs, have a chance at high-quality instruction. It creates environments where children from different backgrounds can develop and learn with one another, in addition to real educational possibilities for groups that have historically been oppressed. This method fosters a climate of respect, compassion, and equity among all children in addition to assisting the academic growth of students with special needs. Education systems can help society evolve toward a more just and equitable world where everyone has the chance to realize their full potential by using inclusive approaches.

Types of Disabilities

The Right of Person with Disability Act (RPWD Act 2016) is a landmark of Indian legislation that aims to protect and promote the right of person with disabilities. As per RPWD Act 21 disability areas are mentioned. They are listed as follows.

Blindness (Visual Impairment): Blindness refers to the condition where a person experiences any of the following, even after the best correction: complete lack of sight, visual acuity less than 10/200 (Snellen) in the better eye, or a restricted field of vision subtending an angle of less than 10 degrees.

Low-vision (Visual Impairment): Low-vision is when a person has visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/100 (Snellen), or a field of vision limited to an angle of less than 40 degrees up to 10 degrees.

Leprosy Cured Persons: This includes individuals cured of leprosy but suffering from loss of sensation in hands or feet and paresis in the eye and eyelid without visible deformity, manifest deformity and paresis but enough mobility to engage in normal economic activity, or extreme physical deformity and advanced age preventing any gainful occupation.

Hearing Impairment (Deaf and Hard of Hearing): Deaf individuals have a 70 dB hearing loss in speech frequencies in both ears, while those who are hard of hearing have a 60 dB to 70 dB loss in speech frequencies in both ears.

Locomotor Disability: This refers to the inability to perform movements due to issues with the musculoskeletal or nervous system. It includes conditions like leprosy cured persons, cerebral palsy, dwarfism, muscular dystrophy, and acid attack victims.

Dwarfism: A medical or genetic condition resulting in an adult height of four feet ten inches (147 centimetres) or less.

Intellectual Disability: Characterized by significant limitations in intellectual functioning (reasoning, learning, problem-solving) and adaptive behavior, encompassing everyday social and practical skills. It includes specific learning disabilities and autism spectrum disorder.

Mental Illness: A substantial disorder affecting thinking, mood, perception, orientation, or memory that severely impairs judgment, behavior, capacity to recognize reality, or ability to meet the ordinary demands of life, excluding retardation.

Autism Spectrum Disorder: A neuro-developmental condition that appears typically within the first three years of life, significantly impacting communication, relationships, and behavior, often accompanied by unusual or stereotypical rituals.

Cerebral Palsy: A group of non-progressive neurological conditions affecting body movement and muscle coordination, caused by brain damage occurring before, during, or shortly after birth.

Muscular Dystrophy: A group of hereditary muscle diseases that weaken the muscles used for movement, characterized by progressive skeletal muscle weakness, defects in muscle proteins, and muscle cell and tissue death.

Chronic Neurological Conditions: Includes conditions like multiple sclerosis and Parkinson's disease.

Specific Learning Disabilities: A heterogeneous group of conditions with deficits in processing language, spoken or written, manifesting as difficulties in comprehending, speaking, reading, writing, spelling, or doing mathematical calculations. It includes perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia, and developmental aphasia.

Multiple Sclerosis: An inflammatory disease of the nervous system where the myelin sheaths around nerve cells in the brain and spinal cord are damaged, leading

to demyelination and impaired nerve cell communication.

Speech and Language Disability: A permanent disability arising from conditions like laryngectomy or aphasia, affecting components of speech and language due to organic or neurological causes.

Thalassemia: A group of inherited disorders characterized by reduced or absent amounts of hemoglobin.

Haemophilia: An inheritable disease, typically affecting males but transmitted by females, marked by impaired blood clotting, leading to potentially fatal bleeding from minor wounds.

Sickle Cell Disease: A hemolytic disorder marked by chronic anemia, painful events, and complications due to tissue and organ damage, caused by the destruction of red blood cell membranes.

Multiple Disabilities Including Deaf-blindness: The presence of more than one specified disability, including deaf-blindness, which combines hearing and visual impairments causing severe communication, developmental, and educational issues.

Acid Attack Victim: Individuals disfigured due to violent assaults involving the throwing of acid or similar corrosive substances.

Parkinson's Disease: A progressive nervous system disease marked by tremor, muscular rigidity, and slow, imprecise movements, primarily affecting middle-aged and elderly people due to degeneration of the brain's basal ganglia and dopamine deficiency.

Special Educator

In the classroom, special educators are an invaluable resource for general education teachers, especially when it comes to working with students who have special needs (CWSN). They contribute specific expertise and methods to help customize teaching approaches to each student's particular learning needs. Special educators work closely with classroom teachers to assess student development, implement individualized education plans (IEPs), and share best practices in teaching. Their roles go beyond simple instruction.

Special educators are trained to adapt teaching methods and communication strategies to meet the individual needs and skills of every student. The primary goal of special educators is to establish inclusive learning environments in which all students, with or without disabilities, can fully engage and experience both academic and personal progress. To provide complete assistance for their students, they work together with other educational professionals, parents, and caregivers. Special educators are dedicated to supporting educational equity, standing up for the rights of children with disabilities, and creating a supportive atmosphere in which each person can flourish both socially and academically.

Role of Special Educator

A special educator takes on a complex role that is essential to the academic progress of pupils with various learning challenges. They play a critical role in creating an inclusive classroom where all students, with or without disabilities, can succeed academically and socially. Special educators work closely with general

education teachers to customize instructional strategies that meet the unique learning styles and problems of each student, going above and beyond the duties of a typical teacher. This collaboration guarantees that all students can access and participate in classroom activities and materials. Individualized Education Plans (IEPs), which specify customized goals and interventions to assist each student's progress, are created and implemented primarily by special educators. They work one-on-one or in small groups to successfully address specific needs, utilizing specialized instructional strategies to boost skills in reading, writing, math, language development, and socialization.

Additionally, special educators act as a voice for children with disabilities, making sure they get the support resources and accommodations they require. They communicate with families, offering advice on how to support educational techniques at home and keeping lines of communication open in order to monitor and improve students' progress. Special educators may co-teach in inclusive classroom environments, working alongside subject teachers to create adaptable lesson plans and evaluations that accommodate a range of learning styles. This collaborative approach fosters a supportive learning atmosphere where students feel empowered and appreciated in addition to enhancing the educational experience.

Apart from their pedagogical responsibilities, special educators also carry out administrative tasks such completing assessments, attending IEP meetings, and tracking students' progress over time. They are skilled in analyzing assessment data and suggesting changes to lesson plans when needed to guarantee ongoing development and compliance with students' changing requirements. Special

educators demonstrate a commitment to improving educational equity and supporting the comprehensive development of children with disabilities in the classroom by exhibiting empathy, patience, and adaptability.

Additionally, by informing students with disabilities about their rights, resources, and opportunities like scholarships, special educators are crucial in empowering students with disabilities. They make certain that pupils are knowledgeable and capable of standing up for themselves both during and after their academic careers. Furthermore, special educators regularly communicate with parents and guardians, giving them thorough information on community projects, support services, and educational resources. By working together, parents are better able to comprehend their child's educational needs and are encouraged to take an active role in fostering their growth and success. Special educators make a substantial contribution to the development of an inclusive environment where each student can flourish and realize their full potential by encouraging a supportive collaboration between the family and the school.

Challenges of Special Educator

Addressing Diverse Needs

Educating children with a range of exceptional needs presents special education teachers with several problems. Every student needs a different approach, which means that customized education plans are needed to fulfill their specific needs. Because of this personalization, teachers must modify their teachings to meet

the needs of each individual student, which makes their work especially complex and varied.

Parental Participation

Getting parents involved is another big challenge. Some parents may show little interest in engaging themselves and instead assign the teacher complete responsibility for the education of their child. On the other hand, overly protective parents might impede their child's growth by lowering their motivation and sense of self. For a student to succeed, fostering a good relationship between home and school is essential.

Extensive Paperwork

Teachers in special education frequently deal with an excessive amount of paperwork. Significantly more paperwork than that needed for general education pupils is needed for the creation and upkeep of Individualized Education Plans, or IEPs. This administrative load may cause tension and a lot of time.

Shortages in Employment

Professionals with expertise in special education are in limited supply worldwide. The difficulty of finding and keeping skilled instructors has an ongoing effect on the standard of education that pupils get.

Management of an Inclusive Classroom

There are particular difficulties in managing an inclusive classroom when children with special needs and normal students are taught together. It is difficult to

meet every student's demands while maintaining a productive learning environment.

Data Collection and Collaboration

In special education, data gathering is essential, and in order to meet IEP criteria, teachers must carefully record every facet of their instruction. The workload and complexity of the work are increased when paraprofessionals and general education instructors collaborate. Despite these difficulties, providing special education children with a happy and engaging learning environment is crucial to their success.

Review of Related Studies

One of the crucial stages of any research project is a thorough examination of books, research journals, theses, dissertations, and other sources of data on the issue under investigation. Here, the researcher presents an overview of earlier research on the variable under investigation.

Wisniewski and Gargiulo (1997) conducted a study on occupational stress and burnout among special educators : a review of the literature . In the study the researcher conducted a comprehensive review of occupational stress and burnout among special educators. This review underscores the significant challenges faced by special educators, emphasizing the potential negative impact of stress and burnout on their effectiveness and job satisfaction. Their work provides valuable insights into the hurdles special educators might encounter in their roles, thereby highlighting the need to understand their experiences more deeply.

Eichinger (2000) studied on "Job Stress and Satisfaction among Special

Education Teachers: Effects of gender and social role orientation'. Ninety-nine female and forty-three male special education teachers answered a series of questions about job satisfaction and stress as well as social roles. The Bem Sex Role

Inventory was used to ascertain each teacher's social role orientation (expressive, instrumental, balanced, and undifferentiated) both on and off the job. The results were then analyzed in relation to six indices of work-related stress and satisfaction. An undifferentiated social role orientation was linked to higher levels of stress and worse levels of satisfaction for special educators who are female. Conversely, a balanced social role orientation was linked to both higher and lower levels of stress

Stempien and Lob (2002) conducted a study entitled "Differences in Job Satisfaction between General Education and Special Education Teachers". The loss of highly qualified professionals has been vulnerable for the special education industry. It is expensive and time-consuming to prepare and train these teachers academically, and it is challenging to replace them. In this study, the satisfactions and dissatisfactions of educators working with children who are emotionally and behaviourally challenged in special education, general education teachers, and teachers overseeing both student groups were compared. The most unsatisfied teachers were found to be those of pupils in special education programs. Dissatisfaction was found to be related to specific strains and frustrations, both from inside and outside the classroom. The challenges were more prevalent among special education teachers who were younger and had less experience.

Billingsley et al. (2004) conducted a study entitled “The working conditions and induction support of early career special educators”. Using data from the Study of Personnel Needs in Special Education (SPeNSE), this paper presents an overview of the working environments, induction support, and career plans of newly hired special educators ($n = 1,153$). The majority of those interviewed are female and Caucasian, and 80% are certified for their primary assignments. Most participants claimed to have received informal support from other teachers, and they valued this form of support more than other forms. About 60% of the participants engaged in formal mentoring, though one-third did not find it helpful. Those who revealed higher levels of induction support disclosed greater job manageability and success in reaching out to challenging students. School climate was linked to teachers' intent to stay in special education.

Mathew (2005) explored occupational stress and coping strategies among special educators in South India. The study highlighted the neglect of special educators' needs despite policies enhancing education for children with disabilities. Focusing on two districts in Kerala, it involved 35 experienced educators, using both quantitative and qualitative methods. Stress sources included school structure, work-life balance, relationships, and job factors, leading to health issues and dissatisfaction. Interviews revealed additional stressors such as low salaries, job insecurity, and high teacher-student ratios. Coping strategies involved social support and task management. The study called for policies to support educators and improve the quality of education for children with disabilities.

Gehrke and Murri (2006) examined the experiences of newly licensed special education teachers through a mixed-methods study. Interviews with eight first- and second-year teachers and a workplace interaction survey revealed resilience and commitment to their profession despite frustrations with integrating students into general education. Findings emphasized the need for stronger support networks to retain new educators.

Platsidou (2010) investigated the relationship between burnout, job satisfaction, and emotional intelligence (EI) among Greek primary special education teachers. Using the Emotional Intelligence Scale (EIS), the study found that teachers with high EI experienced lower burnout and higher job satisfaction. Factors such as job satisfaction and emotional stability predicted reduced emotional exhaustion and depersonalization. Results underscored the importance of EI in enhancing teachers' performance and well-being.

Gökdere (2012) compared the attitudes, concerns, and interactions of pre-service and in-service elementary teachers toward inclusive education. Involving 68 in-service and 112 pre-service teachers from Amasya, Turkey, the study used a tailored assessment tool analyzed through SPSS. Findings revealed significant differences in attitudes and interactions, attributed to professional experience and readiness levels. The study recommended professional development workshops to enhance teachers' competencies and understanding of inclusive practices.

Das et al. (2013) examined the preparedness of regular primary and secondary school teachers in Delhi, India, for inclusive education through a two-part questionnaire administered to 223 primary and 130 secondary teachers. The study

revealed that nearly 70% of teachers lacked prior experience or training in special education, and 87% had no access to support services. Both primary and secondary teachers reported low perceived competence for teaching students with disabilities, emphasizing the need for improved teacher training models to support inclusive education.

Henderson (2014) investigated factors influencing special education teacher retention through surveys and interviews with 35 seasoned educators in Missouri. The study identified four key retention factors: positively impacting students, support from administrators, collaboration with peers, and job satisfaction. Relational support factors were found to have a greater impact on retention than organizational factors. The findings highlighted the role of administrators in fostering supportive environments to retain skilled special education teachers.

Adams et al. (2016) explored teacher-parent collaboration in inclusive classrooms in Malaysian schools. The study emphasized that effective cooperation between teachers and parents enhances inclusivity and student outcomes. It outlined qualities of successful collaborative models and provided insights into the shared roles of educators and parents in fostering inclusive education.

Elton-Chalcraft et al. (2016) conducted a case study in Bangalore, India, examining perspectives on inclusion for children with special educational needs (SEN). Most respondents preferred separate schooling over integration due to challenges such as inappropriate curricula, insufficient attention, and social interaction difficulties. While teachers demonstrated commitment to SEN students,

the study highlighted the need for professional training to implement inclusive practices effectively.

Parsons (2016) focused on the impact of special education training on general educators' efficacy in managing classrooms and using inclusive strategies for students with autism in Texas. The study found a positive correlation between specialized training and teachers' ability to manage inclusion classrooms effectively, emphasizing the importance of equipping educators with the necessary skills.

Conley and You (2017) analyzed workplace factors influencing special education teachers' intentions to leave, using data from 2060 U.S. secondary school teachers. The study found that administrative support and team efficacy significantly affected teachers' job satisfaction, commitment, and intent to stay. Experienced teachers were less likely to leave, while factors such as low autonomy, socioeconomic challenges, and student disengagement indirectly influenced attrition. The findings underscored the critical role of administrators in creating supportive work environments for special education teachers.

Boyle (2018) conducted a qualitative case study titled *Choosing to Stay: A Case Study on Experiences of Special Education Teachers*. The study explored the factors contributing to the tenure of experienced special education teachers in moderate-to-severe classrooms for over three years in the Southwestern United States. Using the Job Demand-Control-Support (JDCS) model as a framework, the research examined how teachers justified their tenure and the role of workplace policies and social supports. Data were collected from 12 special education teachers in Arizona through interviews, observations, and artifacts, analyzed using thematic

analysis. Key findings revealed that teachers stayed due to personal and positive reasons, commitment to students, and social supports. While job controls, such as scheduling and decision-making, had some influence, social supports, including help from aides, colleagues, and administration, played a more significant role. The findings affirmed the JDCS model, highlighting the importance of supportive networks in sustaining teachers despite job demands.

Garris (2019) investigated self-efficacy beliefs of elementary and special education pre-service teachers in teaching mathematics and science to students with autism in a study titled *Elementary and Special Education Pre-Service Teachers' Self-Efficacy Beliefs About Teaching Mathematics and Science to Students with Autism: A Preliminary Study*. The research highlighted the challenges posed by increased prevalence of autism spectrum disorder (ASD) and the integration of students with ASD into general classrooms for most of the school day. The study emphasized the need for both general and special educators to develop confidence and expertise in teaching advanced mathematics and science content to all students, including those with ASD.

Gruben (2019) conducted a study titled *Perceptions of Exemplary Special Education Teachers: Instructional and Management Strategies for Special Education Students*. This research identified best-practice strategies used by award-winning special education teachers recognized by the Council for Exceptional Children. Guided by Harry Wong's conceptual framework, data were collected through interviews using open-ended questions. Common themes included effective classroom management strategies such as student engagement, clear procedures,

supportive environments, and the use of incentives and discipline. The study underscored the strong link between effective teaching practices and positive student outcomes, highlighting the importance of classroom management in fostering both academic and behavioural success.

Billingsley et al. (2020) explored strategies to enhance the effectiveness of special educators in a study focused on improving working conditions. The research emphasized the importance of leadership-driven approaches to address challenges faced by special educators, advocating for improved workplace environments to support their longevity and professional success.

Valencia (2021) conducted a mixed-methods study titled *Special Education Teacher Perceptions and Retention in Elementary School Settings*. The research examined the perspectives of special education teachers in a northern California district serving socioeconomically disadvantaged families. Data from surveys and interviews revealed that factors such as effective professional development, strong administrative and peer support, and teacher satisfaction significantly influenced retention. Empathy and commitment to students also emerged as key motivators for staying in the profession.

Kashyap (2022) conducted a qualitative exploratory study titled *Exploring the Experiences of Special Educators: Conceptualising Occupational Stress and Coping Strategies*. The research examined the perspectives of special educators, focusing on their experiences with occupational stress and coping mechanisms. Participants, drawn from the non-profit organizations Ashadeep and Orkids, were selected through purposive and snowball sampling methods. Data was collected via

semi-structured interviews and analyzed thematically, revealing six key themes: macro-level developments influencing the profession, positive attitudes towards the job and workplace, effective coping techniques, a sense of accomplishment and self-efficacy, and personal factors alleviating stress. The findings indicated that the participants experienced low levels of occupational stress, attributed to their emotional engagement with work, high job satisfaction, and the availability of social support. Emotion-focused coping strategies and organizational flexibility further contributed to their well-being. The study proposed a person-environment fit model, suggesting that the alignment between the educators and their professional environment played a pivotal role in mitigating stress.

Mukherjee and Halder (2022) explored the challenges faced by special educators during the COVID-19 pandemic in their study titled *Students with Autism in an Alternative Classroom During COVID-19 Pandemic: Experiences Shared by Special Educators in India*. The study focused on the impact of the pandemic-driven transition to online classes on students with autism, their educators, and parents. Based on insights from 15 special educators in Kolkata, the study highlighted difficulties in adapting to remote teaching and learning. However, it also noted a positive increase in parental involvement in students' education. The researchers advocated for a blended teaching approach post-pandemic to address the diverse needs of students with autism. This study contributes to ongoing discussions on the evolving educational landscape and emphasizes the need for adaptable strategies to support students with special needs.

Zinter et al. (2023) conducted a study titled *A Comparison of General and Special Educators' Experiences with Teacher-Directed Aggression and Violence*. This research provided the first numerical comparison of violence and hostility experienced by general and special education teachers from students, parents, colleagues, and administrators. Using data from a nationwide U.S. survey of 2,363 teachers, analyzed through logistic regression, the study revealed significant findings. Special educators reported higher rates of aggression, particularly from students, while general educators experienced more incidents involving parents. Teacher demographics (age, gender, race/ethnicity, years of experience) and school settings (rural, urban, suburban) also influenced experiences of violence. The findings underscore the need for targeted training, support systems in special education settings, and comprehensive, school-wide interventions involving all stakeholders. The study calls for more extensive and mixed-methods research to address teacher-directed violence effectively.

CHAPTER III

METHODOLOGY

- *Variables of the Study*
- *Objectives of the Study*
- *Research Questions*
- *Tool used for the Study*
- *Sample used for the Study*
- *Data Collection Procedure*
- *Consolidation of Data*

METHODOLOGY

The research methodology section, which describes the strategy and design taken into consideration to solve the research topic, acts as an essential guide for the study. It is an attempt to explain the steps involved in data collecting and analysis as well as to justify the chosen study design. As the overall strategy for carrying out research, methodology specifies the techniques to be used, describing the ways in which data will be gathered and, sometimes how certain outcomes will be computed. Methodology emphasizes its position as the most crucial step in the research procedure and serves as the philosophical basis for the study.

As Kothari (2008) notes, methodology provides a methodical approach to analytically explain the research problem, ensuring that research is carried out systematically. It is, in essence, the science of researching how science does research, taking into account the several steps that researchers usually take to address their research challenges and the reasoning behind those processes.

This chapter includes a detailed account of methodology employed in the present research. it is described under the following titles

- a) Variable of the study
- b) Objectives of the study
- c) Tools used for collecting data
- d) Sample used for the study
- e) Data collection procedure
- f) Consolidation of data

Variable of the Study

The present study consists of only one variable that is experiences of special educators in elementary schools of Malappuram district. The intention of the present study is to analyse the experience of special educators in elementary schools.

Objectives of the Study

1. To analyze the positive and negative experiences of special educators working in elementary schools of Malappuram district.
2. To identify the key challenges special educators face in providing quality education and support to students with special needs.
3. To find effective strategies from special educators to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools.

Research Questions

1. What are the positive and negative experiences of special educators working in elementary schools of Malappuram district?
2. What are the main challenges special educators face in providing quality education and support to students with special needs in Malappuram district's elementary schools?
3. What effective strategies do special educators recommend to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools?

Tools Used for the Study

The tools used for the study include questionnaire and focus group interview schedule. The questionnaire and focused group interview schedule on the experience of special educator in elementary schools of Malappuram district were prepared by the investigator with help of supervising teacher. The detailed descriptions of tools used for collecting data are as follows

Questionnaire

Questionnaire is the most flexible of tools in collecting both quantitative and qualitative information (Best, John W., Kahn, James V., Jha, 2019) claim that it enables thorough coverage at a low time and resource cost. Open-ended and closed-ended questions are the two basic categories of questionnaires. Multiple-choice and declarative alternatives are used in closed-ended questions, giving respondents a predetermined set of answers. Conversely, open-ended questions provide respondents with the opportunity to freely articulate their ideas and opinions using their own words, allowing them to expand on their answers without any constraints.

The main instrument used for the present study is an open-ended questionnaire. This kind of survey works especially well at gathering in-depth information and thoughtful answers from respondents. Open-ended questions enable respondents to express their opinions without being constrained by predetermined answers, which leads to a deeper and more complex comprehension of the topic. This adaptability is crucial for revealing several viewpoints and getting a thorough understanding of the experiences and viewpoints of the participants. As a result, the

open-ended questionnaire is a crucial research instrument that allows for the gathering of qualitative data that can offer more in-depth understanding of the study's subject.

Preparation of the Tool

Preliminary draft

Planning of the tool is the crucial and initial step of tool construction. Before the construction of the tool, the investigator studied the available literatures in the inclusive education and roles and responsibilities of Special education teachers. After reviewing the literature, investigator contacted 5 Special educators and made a rapport with them. The discussion with these special educators regarding their experience and the visit to the nearby BRC helped the investigator to list out 6 areas for the experiences of Special educators, they are

- Personal factors and Professional factors
- Academic factors
- In-service training
- Stakeholders engagement and collaboration
- Supportive resources
- Other initiatives

Based on the above components, the investigator developed the ‘questionnaire on experience of special educators’. There were 21 items included in the draft. A copy of the draft tool is presented in Appendix I.

Finalisation of the Tool

Many corrections of constructed questionnaire have done before finalization. The investigator had contacted few Special educators in elementary schools of Malappuram district to ensure the feasibility of the study and validity of the constructed tool. Based on the interaction with Special educators and experts, investigator added necessary changes to the tools with help of supervisor. From the total 21 item, 18 items were selected for the final tool. A copy of final version of tool 'questionnaire on experience of special educators in elementary school' English version and Malayalam version are attached in the Appendix II and III respectively.

The details regarding the dimensions distribution of the items in the questionnaire are shown in Table 1.

Table 1

Table Illustrating Question Numbers belong to each Dimension

Dimension	Question No.
Personal and Professional factors	1, 2, 7, 8
Academic factors	9, 10, 14, 15, 16,17
In-service training	3, 4
Stakeholders' engagement andcollaboration	5, 6
Supportive resources	11, 12, 13
Other initiatives	18

1. The dimension Personal and Professional Factors is about how special educators feel about their job, what challenges they face, and how they manage their work. For example: Are you satisfied with your work as a special

educator?

2. Academic Factors looks at special educators' ability to implement effective teaching strategies and support students' learning. Example: Can the IEP (Individualized Education Program) be properly implemented to students with disabilities?
3. In-service Training is about the training and support special educators receive to help them do their job better. Example: What experiences have you had while participating in government or non-government training?
4. Stakeholders' Engagement and Collaboration is about how well parents, teachers, and others work together to support students with disabilities. Example: Are there situations where the superiors or other teachers do not intervene when students with disabilities in schools face difficulties?
5. Supportive Resources is about the resources and materials available to help students with disabilities learn and succeed. Example: What are the aids available at the BRC level to facilitate the learning of differently abled students?
6. Initiatives are about what else needs to be done to make sure students with disabilities get the best education possible. Example: What additional changes need to be made for inclusive education to be effective?

Reliability of the Tool

To ensure the reliability of the research tool, triangulation was employed, by cross-verifying data from numerous sources or methods it ensures the reliability of the research tool. Two qualitative techniques were utilized in the methodological triangulation process: focused group discussions (FGDs) and open-ended questionnaire. Special educators were able to respond in-depth to the open-ended questionnaires with detailed information based on their own experiences and perspectives. On the other hand, focus group discussions (FGDs) enabled members to engage in collective reflection and discussion on a variety of subjects. This combination made sure that the study topics were understood in a deeper and more complex way. Cross-validation of the data was made possible by the use of both FGDs and open-ended questionnaires, guaranteeing the study's findings were thorough and reliable.

Validity of the Tool

Face validity was employed to validate the tool. It refers to the extent to which a tool appears to measure what it is supposed to measure, based on superficial assessment.

For this study, the investigator consulted experts in the field of education. Their expertise helped in verifying questions which lead to capture the intended experiences and perceptions of special educators. This process validated the questionnaire to collect data properly.

Focused group discussion interview schedule

As a crucial research instrument, this study also uses focus group discussion in addition to the open-ended questionnaire. Focus group discussion is a method of qualitative study in which participants are escorted through discussions to elicit ideas and perspectives on particular subjects. This approach allows for lively interaction among members and is especially helpful for examining complicated actions, motivations, and attitudes in a social setting. A moderator leads focus group discussion, providing direction and guaranteeing that each participant gets a chance to voice their opinions. It is the moderator's responsibility to provide a welcoming atmosphere, promote open communication, and lead the conversation back to the research questions. Interaction among participants in a group context can lead to the formation of new ideas and views by encouraging participants to convey and improve their opinions in reply to others' comments.

Focus groups are used in the present study to get a greater understanding of the perspectives and experiences of special educators working in elementary schools. This approach enhances the open-ended questionnaire by giving participants a forum to talk about their experiences in a more lively and participatory manner.

Recognizing the common challenges and difficulties experienced by special educators as well as spotting common themes and trends that may not come up in individual comments alone are all made possible through these discussions. The essence of questions in the finalised questionnaire was extracted and formed a

focused group interview schedule. There were 6 items in the focus group interview schedule.

Sample used for the Study

In a research study, a sample is a subgroup of people chosen from the overall population in order to collect data and make inferences about the group as a whole. According to Kothari (2008), a sample "is a set of respondents from a large population for the purpose of collecting information. "Since time, money, and accessibility are frequently limited, it is not feasible for researchers to directly observe or research the entire population. Rather, they gather information from a smaller portion, the sample, in order to deduce traits or patterns that are relevant to the entire population. This method enables researchers to get valid and trustworthy insights while conducting investigations more quickly. Sampling is a crucial step since it establishes the validity and applicability of the study results. By ensuring that the sample fairly represents the greater population, effective sampling techniques allow researchers to draw valid conclusions and offer suggestions based on the information gathered from this subset.

The population for the present study was the Special educators of elementary schools in Malapuram district. The investigator collected data from 80 special educators of elementary schools of Malappuram district as a sample for the present study.

Table 2

Illustrating the number of sample elements selected from different Block Resource Centre (BRC) in Malappuram district

Sl. No.	District Educational Offices	BRC	No. of Samples
1	Malappuram	Kizhisseri Kondotty Malappuram Manjeri Mankada Perinthalmanna	25
2	Tirur	Edappal Kuttippuram Ponnani Tirur	23
3	Wandoor	Areekode Melattur Nilambur Wandoor	13
4	Tirurangadi	Parappanangadi Tanur Vengara	19
Total			80

Data Collection Procedure

Since there is usually only one special educator per school and each special educator works at a different school, the investigator found that gathering data from individual special educators was difficult and time-consuming. The investigator

made the decision to use Block Resource Centers (BRCs) to collect data in order to speed the procedure.

Initially, the investigator contacted the BRC coordinators using their contact information to find out if any special educator programs or meetings were planned under the BRCs. By using this method, the investigator could collect data in bulk instead of separately.

The investigator then made visits to each BRC in accordance with the times of each of the scheduled activities or meetings that were coordinated with them. The investigator visited 14 BRCs in all, spread over four distinct sub-districts, in order to gather data from the special educators. The investigator couldn't collect data from 17 BRC because that the investigator couldn't contact some BRC and in some BRC there weren't scheduled meeting for special educators.

The investigator also held a focus group discussion in order to collect more detailed qualitative data. These conversations enhanced the information insightful by displaying more viewpoints and experiences of special educators.

Consolidation of Data

The data collected using questionnaire and focus group discussion interview schedule was consolidated based on the selected objectives. The data was then organized, analysed and interpreted. For analysing the data, narrative analysis and percentage analysis is used in this present study.

CHAPTER IV

ANALYSIS AND INTERPRETATION

- *Objectives of the Study*
- *Hypothesis of the Study*
- *Variables of the Study*
- *Preliminary Analysis*
- *Descriptive Analysis*
- *Conclusion*

ANALYSIS AND INTERPRETATION

This chapter presents an in-depth analysis of the collected data, drawing meaningful inferences to address the study's objectives. The primary focus is to explore the experiences of special educators in elementary schools within the Malappuram district. Employing a qualitative methodology, the study utilized two tools: a questionnaire to identify challenges faced by special educators and an interview schedule for focused group discussions. The analysis begins with the questionnaire data and progresses to insights derived from the focused group discussions.

The study aims to analyze the experiences of special educators, encompassing both positive and negative aspects, while identifying the key challenges they encounter in fulfilling their roles. By examining their professional environment holistically, the study aspires to provide actionable insights for enhancing the efficiency and effectiveness of special education practices. The analysis is organized into four sections.

The first section investigates the multifaceted experiences of special educators, shedding light on their roles within the educational system. Key areas of focus include job satisfaction, workload challenges, in-service training programs, interventions for students with disabilities, and parental involvement. The second section delves into the challenges faced by special educators, such as managing behavioral issues, implementing Individualized Education Programs (IEPs), engaging students in classroom activities, preparing tailored learning materials,

handling high teacher-student ratios, and achieving learning outcomes despite contractual work conditions and multitasking across schools. This section also highlights their efforts to facilitate co-curricular participation for students with special needs, offering a comprehensive view of the obstacles hindering their efficiency.

The third section explores insights gained from focused group discussions with special educators, providing a deeper understanding of their experiences, challenges, and strategies for supporting Children with Special Needs (CWSN). Themes emerging from these discussions are analyzed in detail, offering valuable perspectives on systemic changes required to improve their professional environment. The final section presents recommendations to enhance inclusive education practices in elementary schools, aiming to create a more supportive and effective educational setting for special educators and the students they serve. This comprehensive analysis paves the way for targeted strategies to improve inclusive education and strengthen the role of special educators in elementary schools.

Investigation on the Experience of Special Educators

This section explores the diverse experiences of special educators, shedding light on their triumphs and tribulations. We are examining the factors that impact their job satisfaction, including workload, professional development opportunities, support from colleagues and administrators, and the involvement of parents, to gain a deeper understanding of their journeys as special educators.

Job satisfaction of Special Educators

The investigator employed a percentage analysis to assess the job satisfaction of special educators, and the results are displayed in Table 3, providing a revealing glimpse into their levels of satisfaction and engagement in their roles.

Table 2

Job Satisfaction of Special Educators

SL No	Job Satisfaction	Response in Percentage
1	Satisfied	56.25
2	Not satisfied	43.75

The data on job satisfaction among special educators reveals a significant divide in their levels of satisfaction. Out of the total respondents 56.25% of special educators reported being satisfied with their jobs and 43.75% of special educators indicated that they were not satisfied with their jobs. The job satisfaction data indicates that a slight majority of special educators feel content in their roles, but a considerable portion also experience dissatisfaction. This division highlights several potential factors influencing job satisfaction and areas that may require attention for improvement.

Deeper understanding of these numbers may only be attained by examining employee satisfaction in a variety of job-related domains. This in-depth examination will assist in pinpointing the specific areas of their jobs that influence their level of satisfaction. The information on satisfaction levels with respect to contract based wage, in-service special educator training, consideration in the workplace as a

special educator relationship with normal teachers, relationships between special educator(SE) and children with special needs (CWSN),classroom facilities and learning materials availability is displayed in the table 4. This detailed analysis will bring light on areas that require improvement and provide a greater understanding of the elements influencing their job satisfaction.

Table 4

Job Satisfaction of Special Educators in Various Areas

Sl. No.	Area	Response in Percentage	
		Satisfied	Not Satisfied
1	Contract Based Wage	5	95
2	In-Service Special Educator Training,	6.25	93.75
3	Consideration In The Workplace	30	70
4	Relationship with Normal Teachers	52.5	47.5
5	Relationship between SE and CWSN	77.5	22.5
6	Classroom Facilities	13.75	86.25
7	Learning Materials Availability	6.25	93.75

Table 4 highlights job satisfaction levels among special educators across various aspects of their work. Only 5% expressed satisfaction with their contract-based wages, revealing widespread dissatisfaction (95%) with financial compensation, which could negatively affect morale and retention. Similarly, just 6.25% reported satisfaction with in-service training opportunities, pointing to inadequate professional development support for special educators, as 93.75% felt

their needs were unmet, limiting their ability to tackle diverse challenges effectively.

Regarding workplace recognition, 30% of educators felt adequately considered, while 70% felt overlooked. This significant disparity underscores the need for improved support systems, recognition, and inclusive practices within educational institutions to enhance job satisfaction. Slightly more than half (52.5%) were satisfied with their relationships with mainstream teachers, suggesting moderate collaboration but room for improvement, as 47.5% expressed dissatisfaction. On a positive note, 77.5% of educators reported satisfaction in their relationships with children with special needs (CWSN), reflecting a strong bond and commitment to supporting these students' development. However, only 13.75% were satisfied with classroom facilities, leaving 86.25% dissatisfied and highlighting an urgent need for improved infrastructure to support diverse educational needs. Additionally, just 6.25% expressed satisfaction with the availability of learning materials, indicating that 93.75% face significant challenges in accessing essential resources for effective teaching and learning. These findings underscore the critical areas requiring attention to enhance the job satisfaction and effectiveness of special educators.

Overburden of Special Educators

To know the special educators' workload, the investigator conducted a percentage analysis, the findings of which are presented in Table 5, offering a visual representation of the data and showing the presence of overburden among the special educators

Table 5*Overburden among Special Educators*

Sl. No.	Overburden	Response in Percentage
1	Presence of overburden	91.25
2	Absence of overburden	8.75

Table 5 unveils a striking reality: 91.25% of special educators feel overburdened, while 8.75% enjoy a more manageable workload, highlighting a significant disparity. This data suggests systemic issues are eroding special educators' job satisfaction, well-being, and the quality of education for students with special needs. The subsequent tables dissect these challenges, exploring the interplay of workload, mental stress, responsibility, and other factors contributing to their difficulties.

Table 6 presents a detailed examination of special educators' experiences with various types of burdens, including workload, mental stress, responsibility, student-to-educator ratios, individualized education plan creation, and job security concerns. By analyzing these burdens, we can identify areas requiring intervention and improvement to create a more supportive and sustainable work environment, ultimately enhancing the educational experience for students with special needs.

Table 6*Special Educators' Response on Different Types of Burden*

Sl. No.	Types of Burden	Response in percentage	
		Present	Not Present
1	Workload	56.25	43.75
2	Mental Stress	65	35
3	Too Much Responsibility	42.5	57.5
4	CWSN to Special Educator Ratio	58.75	41.25
5	In making the IEP	12.5	87.5
6	Job Security	67.5	32.5

Special Educators' Experience on different types of burden is shown in the table 6. The majority of special educators (56.25%) report experiencing significant workload burdens and 43.75 % special educator don't experience workload burden.

This indicates that more than half of the educators feel overwhelmed by the amount of work they need to complete. With a majority of educators feeling burdened by their workload, it highlights an urgent need for workload management strategies. A significant majority of special educators (65%) report experiencing mental stress and a small percentage (35 %) don't have mental stress as a special educator. Approximately 42.5% of special educators feel they have too much responsibility, while 57.5% do not share this predicament.

The majority of special educators (58.75%) feel burdened by the ratio of children with special needs (CWSN) to special educators and with 41.25 % of

special educator don't feel burdened due to this. This indicates that the number of CWSN assigned to each special educator is too high, making it difficult for them to provide adequate attention to each student. Only 12.5% of special educators find the process of making Individualized Education Programs (IEPs) burdensome, while the vast majority (87.5%) do not. This suggests that most educators are comfortable and efficient in developing IEPs. A significant 67.5% of special educators are concerned about job security, indicating a major area of burden. The high percentage of educators worried about job security highlights the precarious nature of their employment.

The Table 6 provides a clear picture of the various burdens special educators face. Mental stress and job security are the most significant issues, affecting the majority of educators. Workload and responsibility also present challenges for a substantial number of educators. The high CWSN to educator ratio increases these burdens, making it difficult to provide quality education and support. While the process of making IEPs appears to be less of an issue, it is still important to ensure all educators feel confident and supported in this task. Addressing these burdens through targeted interventions can help create a more supportive and sustainable work environment for special educators, ultimately benefiting both the educators and the students they serve.

Discussion

The investigation of special educators' experiences offers a complicated picture of job satisfaction and burden. Although most instructors say they are

satisfied with their professions, a sizable portion is not. This implies that there are observable areas that require work despite some favourable qualities.

A more thorough analysis of job satisfaction across a range of domains reveals important problems. There is a significant lack of satisfaction among educators regarding their wages and in-service training, which suggests a serious discontent with financial rewards and possibilities for professional growth. Many special educators are not satisfied with the consideration they get from their workplace. Furthermore, almost half of educators are not satisfied with their interactions with mainstream teachers, and many feel that they are not given enough consideration at work. On the other hand, interactions with children who have special needs are highly satisfied, indicating a strong bond between educators and students. However, satisfaction with classroom facilities and learning materials is low, emphasizing resource inadequacies.

In terms of burden, the vast majority of educators state that they bear heavy workloads. To be more precise, a lot of them mention having a lot on their plate, experiencing mental stress, and feeling overburdened by work. Furthermore, a significant number of them are burdened by the high ratio of special needs students to teachers, which makes it difficult to provide each student the attention they require. Making Individualized Education Programs (IEPs) seem trouble to a small percentage of people, but given the unstable nature of their jobs, a sizable portion express concern about job security.

These results point to a number of underlying issues, including low pay, inadequate training, a lack of workplace support, excessive workloads, and job

insecurity, as contributing causes to the difficulties experienced by special educators. The job satisfaction and efficacy of special educators might be greatly increased by addressing these concerns through more pay, greater professional development, improved workplace support, and resource allocation, all of which would ultimately benefit the pupils they serve.

In-service training program for Special Educators

The investigator gathered data from numerous special educators to understand their experiences with in-service training programs, and the findings are presented in Table 7, offering a glimpse into the effectiveness and impact of these professional development opportunities.

Table 7

Experience of Special Educators in In-service Training Program

Sl. No	<i>Experience of In-service Training Program</i>	Response in Percentage
1	Positive experience	74
2	Challenges	26

Table 7 summarizes the experiences of special educators in training programs, revealing a mix of outcomes. A remarkable 74% of special educators reported positive experiences, emphasizing significant knowledge and skill gains. They also provided positive feedback, describing the experiences as reviving and refreshing, positively impacting their professional growth and practice. On the other hand, 26% special educators reported experiencing challenges during the programs, the main ones being related to content repetition, perceived low quality of training

materials, and the need for modifications in the training structure and delivery methods.

Despite this, special educators who participated in government or non-government training programs generally reported a blend of positive and negative experiences. While many found the training sessions helpful for acquiring new skills and information, others suggested improvements in program quality and content. All agreed that these programs are vital for professional development, but to cater to the diverse needs of special educators and their students, they require expansion and creativity. The investigator also examined the frequency of in-service teacher training, presented in Table 8, providing further insights into the ongoing professional development of special educators

Table 8

Regularity of Training Programs for Special Educators

Sl. No.	Regularity of Training Programs	Response in Percentage
1	Held regularly	45
2	Not held regularly	55

Table 8 highlights the regularity of training programs for special educators, revealing a concerning divide. While 45% of respondents reported that training programs are held regularly, providing opportunities for continuous skill enhancement and adaptation to evolving special education practices, a striking 55% indicated that these programs are not held regularly. This stark contrast underscores the need for more frequent training programs to support special educators in their

professional development. The irregularity of these opportunities may lead to knowledge and skill gaps, potentially hindering the effectiveness of special educators in their critical roles.

Teacher Intervention and Support for Students with Different Ability

Investigator checked whether there is any situation where superiors or other teachers do not intervene when CWSN face difficulties. It is shown in the table 9.

Table 9

Situations Where Superiors or Other Teachers Do Not Intervene When CWSN Face Difficulties

Sl. No.	Regularity of Training Programs	Response in Percentage
1	Such a situation is present	83.75
2	Such a situation is not present	16.25

The investigator explored whether superiors or other teachers fail to intervene when children with special needs (CWSN) encounter difficulties, and the findings are presented in Table 9. This table reveals the percentage of special educators' responses regarding the intervention of superiors or other teachers in such situations.

According to the data, 16.25% of special educators reported instances where superiors or other teachers did not intervene when CWSN faced difficulties, while 83.75% indicated that intervention did occur. This suggests that, in most cases,

superiors or other teachers take the initiative to address the challenges faced by CWSN. However, a significant number of cases still lack intervention, which could potentially hinder the support and progress of these students.

Special Educators Response on Parental Involvement.

Parental involvement is very crucial for the smoothening of special educators' duties on CWSN. For analysing it, the investigator asked a descriptive question about the impact of parental involvement on special educator's job. The special educators responded it in five ways, they are;

Some parents take active role in their children's education and those children have improvement in their studies. These parents give feedback to teachers about what's working and what's not, which helps everyone. Sometimes, it can be tricky. Some parents might expect instant results and put pressure on special educators, which will put pressure on them. Some parents might not be interested in any matters of their child it will impede the proper treatment they should get.

Another type of parents is that they don't disclose that their child is an exceptional child, which makes it difficult for teachers to plan the right assistance. Another challenge is that the parents are not ready to acknowledge or accept their child is different from other children. This will impede the necessary procedures mandated for them to receive early diagnosis. So special educators commented that, assisting CWSN is challenging, but it can make easier by parents and teachers work together well, it makes a big difference in how well children with special needs learn and grow in school.

Discussion

The findings highlight several key aspects of the experiences of special educators in training programs, professional interventions, and parental involvement in the education of children with special needs (CWSN). Most special educators report positive outcomes from in-service training programs, noting increased knowledge and skills that enhance their professional development. However, issues such as repetitive content and subpar training materials indicate a need for improvement in program delivery. While many educators benefit from regular training opportunities, a significant number receive such chances irregularly, underscoring the need for consistent professional support to adapt to evolving inclusive education practices.

The study also reveals that teachers and superiors often intervene to assist CWSN when challenges arise, which is crucial for addressing these students' needs. However, gaps in such interventions remain, potentially affecting the support and progress of some students. Parental involvement emerges as both vital and complex. While some parents actively support their children's education, others are less engaged, overly demanding, or struggle to accept their child's differences. These variations pose challenges for special educators, who believe that collaborative efforts between parents and teachers are essential for CWSN's learning and growth. When both parties work together, the impact on the child's development is significantly positive.

In conclusion, the support system for special educators and CWSN shows notable strengths but also areas requiring improvement to ensure comprehensive and effective inclusive education practices.

Investigation on the Challenges of Special Educators

This section examines the challenges faced by special educators in fulfilling their responsibilities and meeting the diverse needs of children with special needs (CWSN). Key difficulties include managing students' behavioral challenges, implementing Individualized Education Programs (IEPs), and engaging CWSN in classroom activities. Educators also struggle with preparing personalized learning materials, handling high teacher-student ratios, and achieving positive learning outcomes while working across multiple schools and on a contract basis. Additionally, they face obstacles in facilitating CWSN's participation in co-curricular activities.

To explore these issues in depth, the investigator posed descriptive questions addressing various areas, such as managing CWSN's behavioral challenges, IEP implementation, classroom engagement, individualized material preparation, maintaining appropriate CWSN-educator ratios, achieving learning outcomes, conducting examinations, and encouraging co-curricular participation. The analysis of these challenges, based on the responses from special educators, is detailed below.

Challenges of Special Educators based on fulfilling responsibilities

To know the challenges in fulfilling responsibilities of special educators, first they are asked to list out all the responsibilities they have as a special educator. They are listed as follows.

Identifying Students with Special Needs: Special educators play a vital role in identifying students with special needs by recognizing symptoms, providing orientation classes for teachers, and conducting special assessments. They also refer children with disabilities to relevant experts and ensure that the school environment is suitable for children with special needs.

Providing Parental and Community Support: Special educators provide parental and community support by assisting parents in obtaining medical board certificates, providing orientation on supporting their children, and conducting awareness classes for peer groups. They also act as community rehabilitators, helping children and families access necessary aids and assistance.

Educational Support and Adaptations: In terms of educational support, special educators help teachers create adapted teaching and learning materials (TLM), prepare Individualized Education Programs (IEP), and provide special assistance or remedial teaching to children who are far behind in their education.

They also identify students interested in co-curricular activities and arrange training with experts.

Promoting Skill Development and Self-Sufficiency: Special educators are responsible for promoting skill development and self-sufficiency among children with special needs, increasing self-advocacy, and conducting surveys to enhance programs. They also develop and implement early intervention plans, ensure the availability of necessary equipment, and promote holistic development.

Social and Emotional Support: Furthermore, special educators provide social and emotional support to children with special needs and their parents, identify and address their strengths and needs, and reduce fear, anxiety, and stress.

Administrative and Reporting Duties: Administratively, special educators conduct surveys to identify children with special needs, ensure accurate data verification and submission, participate in medical camps, and manage adaptation and exam processes.

Inclusive Activities and Collaborations: They also promote inclusive activities in school, facilitate social inclusion programs, and support children with special needs in reaching their full potential.

Professional Development and Collaboration: Special educators are responsible for providing ongoing support and training for teachers, helping in lesson plan preparation, and ensuring collaboration between special educators and general education teachers.

Advocacy and Upliftment: Additionally, they work to socially uplift differently-abled individuals, increase job opportunities, and advocate for the inclusion of children with special needs and other marginalized individuals in society.

Early Intervention and Progress Monitoring: Finally, special educators conduct early identification and intervention, perform case studies, set goals, implement adaptations, and analyze progress for each child.

To gain a deeper understanding of the challenges faced by special educators in fulfilling their responsibilities, the investigator conducted an analysis of their ability to meet their responsibilities. The resulting findings, presented in Table 10, provide valuable insights into the extent to which special educators feel equipped to meet the demands of their role.

Table 10

Special Educators' Ability to Fulfil Responsibilities

Sl No	Ability to Fulfil Responsibility	Response in Percentage
1	Able to fulfil responsibilities	22.5
2	Not able to fulfil responsibilities	77.5

Table 10 shows that, only 22.5% of special educators feel empowered to fulfill their responsibilities effectively, indicating a concerning minority of educators who possess the confidence and capability to manage their duties successfully. In contrast, a big portion 77.5% of special educators struggle to fulfill their responsibilities, revealing a significant majority of special educators have challenges in meeting their job requirements. It showed a large number of special educator have various challenges in meeting their responsibilities. So the investigator delved into the different challenges of special educators in fulfilling their responsibilities. For this the investigator asked special educator a descriptive question regarding their challenges in fulfilling responsibilities. The special educators mentioned a lot of challenges they are given below.

Challenges of Special Educators in Fulfilling Responsibilities

This section delves into the challenges that special educators encounter in fulfilling their responsibilities, shedding light on the factors that hinder their ability to provide effective support to students with special needs. This part, the investigator collected data through a descriptive question asking special educators to list out their challenges in fulfilling their responsibilities. From the response of special educators, the investigator identified that they face a multitude of obstacles, including time constraints and workload, lack of resources and support systems, limited interaction and continuity, administrative duties and other assignments, and parental awareness and involvement. These challenges not only impede their ability to provide individualized attention but also affect their overall effectiveness in supporting students with special needs. By understanding these challenges, we can begin to address the systemic issues and provide targeted support to enhance the effectiveness of special educators. The challenges mentioned by 80 special educators are given below.

Time Constraints and Workload

Special educators commented that time management as a major challenge due to the need to serve multiple schools, perform various duties, and handle an increasing number of children. These responses highlight the difficulty in providing consistent and effective support due to limited time and a high workload, affecting the quality of education and care provided to CWSN.

Lack of Resources and Support Systems

Special educators found it difficult to perform their responsibilities due to inadequate resources, lack of necessary materials, and insufficient support systems which hinder the proper execution of responsibilities. The absence of adequate resources and support infrastructure is a significant challenge for special educators to do their duties effectively.

Limited Interaction and Continuity

Special educator said that they have to frequent shifts between schools as working in two schools and they also have to visit home based children once in a week. As they are community rehabilitator they have to do other BRC works when they are assigned to do. So all these duties limit the time a special educator can spend with CWSN, reducing the effectiveness of their interventions. Since they have to visit 2 school and home based student one day in a week they don't get to give regular assistance to CWSN. They said that due to this they are getting limited and inconsistent interaction with CWSN which impedes the ability to provide continuous and impactful support, affecting the overall progress of the students.

Administrative Duties and Other Assignments

The burden of administrative tasks and other non-teaching duties takes away from the time and focus that could be spent directly with CWSN is another response of special educator. Their non-teaching responsibilities add to the workload, reducing the time available for direct educational support and engagement with CWSN.

Parental Awareness and Involvement

Another challenge which is expressed by special educator in fulfilling their responsibilities is the lack of awareness among parents about available services and misconceptions regarding social welfare benefits. Educating parents and involving them more effectively is crucial for the success of CWSN education. Special educators stated that misconceptions and lack of awareness can wear away the efforts of special educators.

Special educators have a broad range of responsibilities, from direct support and skill development to administrative tasks and advocacy. Major challenges include time constraints, workload, lack of resources, and inadequate parental involvement, which impede their ability to fulfil their responsibilities effectively. Enhancing support systems, providing necessary resources, and reducing administrative burdens can significantly improve the effectiveness of special educators. Increasing awareness and involvement of parents is crucial for maximizing the impact of special education programs.

Discussion

The investigation into the challenges faced by special educators indicates a complicated environment in which carrying out duties is impeded by a number of significant problems. Based on the replies provided, it was determined that the main challenges faced by special educators are related to time limits, severe workloads, and inadequate resources. These difficulties are made worse by their difficulties with administrative responsibilities and the irregularity of their interactions with pupils.

The answers show that in order to promote successful teaching and learning environments for children with special needs, there is a widespread need for improved support networks and sufficient resources. In addition, the lack of parental knowledge and participation highlights how crucial community involvement is to improving academic results.

The next focus is on how special educators handle the character defects of Children with Special Needs (CWSN). This section explores how special educators have to address the various needs of these children.

Challenges of Special Educators in Addressing Character Defects

Special educators play a vital role in supporting students with special needs, including those with character defects. However, addressing these defects can be a challenging task. Table 11 shows the percentage of special educators' ability to handle character defects in CWSN

Table 11

Special educators' ability to handle the character defects of CWSN

Sl No	Ability to Handle character defects of CWSN	Percentage (%)
1	Able to Deal	42.5%
2	Not Able to Deal	57.5%

Table 11 presents the capabilities of special educators in addressing the character defects of Children with Special Needs (CWSN). The data reveals a contrast, with 57.5% of educators struggling to manage these needs, while 42.5%

demonstrate efficient handling. Next focus will shift to exploring strategies for managing these challenges, with the ultimate goal of enhancing the capabilities and outcomes for both educators and CWSN. Table 12 showcases a range of strategies employed by special educators in managing character defects in CWSN, offering a valuable resource for future reference.

Table 12

Strategies Used by Special Educators in Managing Character Defects of CWSN

Sl. No.	Strategies Taken	Approach
1	Implementing positive reinforcement	Discouraging bad habits and encouraging behaviour showing empathy and closeness to overcome fears and anxieties
2.	Building trust	
3.	Tailoring activities to individual needs	Designing engaging experiences based on each child's nature
4.	Redirecting undesirable behaviour	Using alternative strategies to address habits like spitting
5.	Recognizing the need for on going training	Acknowledging the impact of lack of continuous training on habit management
6.	Collaborative problem-solving choices	Working with parents and teachers to address challenges through discussions
7.	Choices	Providing activities that cater to individual interests
8.	Building connections	Interacting with children to overcome stubbornness and unfamiliarity
9.	Implementing behaviour modification techniques	Utilizing counselling, sports and other methods
10.	Enhancing attention and memory	Designing activities that boost cognitive skills
11.	Providing behavioural therapy	Addressing specific disabilities through targeted interventions
12.	Encouraging engagement	Involving children in activities that foster interest and participation

Sl. No.	Strategies Taken	Approach
13.	Offering breaks and choices	Allowing children to pursue activities they enjoy after study sessions
14.	Channeling energy	Providing outlets for physical activity
15.	Emphasizing planning and training	Recognizing the importance of accurate planning and continuous training
16.	Developing individualized plans	Creating IEPs and activities tailored to each student's level
17.	Using positive reinforcement	Implementing simple exercises, reinforcement, and physical activities for hyperactive children
18.	Seeking support	Collaborating with parents, teachers, and peers to address challenges
19.	Minimizing frustration	Avoiding annoyance and providing activities that promote learning
20.	Harnessing the power of music	Utilizing music therapy and interest based activities
21.	Guiding parents	Offering reinforcement and support to parents
22.	Focusing on interests	Redirecting attention to areas of interest
23.	Providing individualized attention to areas of interest	Catering to unique needs and requirements
24.	Offering choices and autonomy	Allowing children to select toys and activities
25.	Recognizing individuality	Acknowledging that each child has distinct difficulties and behavioural disorders, and providing tailored solutions
26.	Fostering play-based learning	Providing facilities for play and socialization
27.	Enhancing school facilities	Identifying necessary improvement in school infrastructure
28.	Encouraging open communication	Discussion concerns peacefully with parents and children
29.	Aligning with interests	Designing activities that align with children's likes and interests
30.	Providing behaviour training	Addressing specific behavioural challenges through targeted interventions

The table 12 shows different approaches and strategies used by special educators to cater the diverse needs of CWSN. These data is collected from the response of special educators. Special educators revealed that each and every child is different and each child has different character. So variety of approach and strategies, like discouraging bad habits and encouraging good behaviour, providing outlets for physical activity and counselling, avoiding annoyance and providing activities that promote learning, designing activities that boost cognitive skills, creating IEPs and activities tailored to each student's level, identifying necessary improvement in school infrastructure, providing outlets for physical activity, etc.

Discussion

The responses of special educators highlight the significance of a personalized continuous approach to manage character defects in students with disabilities. A few special educators focused on using specific strategies, such as offering playtime, refocusing attention, and involving parents and peer groups. They also emphasized the need for ongoing training and precise planning to effectively address behavioural issues. These effective practices at enhance the educational experience and outcomes for CWSN, ultimately contributing to a more inclusive and supportive learning environment. It also shows that for different CWSN different strategies have to enhance. Working for more students in multiple school, Special educators face challenges in addressing the diverse character defects of different CWSN as they have to find different strategy for each student.

Another part which the investigator inquired to special educators is their challenges while implementing IEP. The response of special educator is noted below.

Challenges of Special Educators Based on IEP implementation

Implementing Individualized Education Programs (IEPs) is a vital task that significantly enhances the educational experience and outcomes of students with special needs. It is essential to evaluate the effectiveness of Special Educators (SEs) in executing these plans, ensuring each student receives personalized support to their unique needs, fostering optimal learning and growth in the educational setting. Table 13 presents an analysis of the feasibility of implementing IEPs for children with special needs.

Table 13

Feasibility of Implementing Individualized Education Programs (IEP) for CWSN

SL No	Feasibility of Implementing IEP	Response in Percentage
1	Feasible	37.5
2	Not Feasible	62.5

Table 13 reveals that, a significant proportion of special educators (37.5%) believe that implementing Individualized Education Programs (IEPs) for children with special needs is feasible. However, a larger percentage (62.5%) finds it challenging. Identifying these challenges is crucial to enhancing support for CWSN. To gain a deeper understanding, the investigator asked open-ended question and observed that the following obstacles hinder effective IEP implementation.

Table 14*Challenges of Special Educators Based on IEP implementation*

Sl. No.	Identified Challenges	Descriptions
1.	Limited Availability: Balancing Responsibilities	Special educators often face constraints due to additional responsibilities, such as BRC level work, which limits their availability for consistent IEP implementation, hindering the delivery of personalized support to students
2.	Inconsistent Support: The Challenge of Multiple School Assignments	Special educators who work across multiple schools struggle to allocate sufficient time to each student, leading to inconsistent IEP implementation, and ultimately affecting academic progress
3.	Disrupted Continuity: The Impact of Absences on IEP Implementation	Absences, both by teachers and students, disrupt the continuity essential for effective IEP execution, compromising academic progress and ruining the benefits of individualized support.
4.	Memory Gaps: Forgotten Assignments and Lessons	Often forget assignments and lessons between classes, making it challenging to maintain the continuous implementation required by IEPs, and necessitating additional support to ensure academic success.
5.	Resource Gaps: Insufficient School Conditions and Resources	Inadequate school conditions and resources further impede the effective implementation of IEPs, hindering the delivery of high-quality education and compromising student outcomes

Special educators who work across multiple schools struggle to allocate sufficient time to each student, leading to inconsistent IEP implementation, and ultimately affecting academic progress.

Absences, both by teachers and students, disrupt the continuity essential for effective IEP execution, compromising academic progress and ruining the benefits of individualized support.

Often forget assignments and lessons between classes, making it challenging to maintain the continuous implementation required by IEPs, and necessitating additional support to ensure academic success.

Inadequate school conditions and resources further impede the effective implementation of IEPs, hindering the delivery of high-quality education and compromising student outcomes.

Table 4.12 shows the challenges faced by special educators in implementing IEP to CWSN. Special educators listed many challenges on implementation of IEP like they are not able to attend each child regularly due to their multiple responsibilities, insufficient resources and facilities, irregular attendance of both special educator and CWSN, etc.

Discussion

Implementing Individualised Education Programmes (IEPs), which are essential for addressing the various requirements of children with special needs, presents special educators with a number of difficulties. The amount of time they can commit to IEP implementation is restricted by their limited time available as a result of other responsibilities including administrative activities. Because of time constraints and divided attention, teachers who work in numerous schools find it difficult to implement IEPs consistently. Student growth is impacted by

interruptions in continuity, such as teacher or student absences, which interfere with the smooth implementation of IEPs. More challenges include forgotten assignments which lead to hinder continuity and inadequate facilities and resources in schools, which make it more difficult to administer IEPs effectively and risk the quality of education special needs pupils receive.

Engaging CWSN in classroom activities is very difficult. Regarding this the investigator inquired special educator about their challenges while participating CWSN in classroom activities. Their response is detailed below.

Based on engaging CWSN in classroom activities

The percentage of special educators who successfully engage CWSN in classroom learning activities is analysed by the investigator based on the data collected from special educators. Table 15 explains the special educators' ability to engage CWSN in classroom activities.

Table 15

Special Educators' Ability to Engage CWSN Participation in Classroom Activities

Sl. No.	Engagement of CWSN in Classroom Activities	Response in Percentage
1.	Successful engagement	17.5
2.	Difficulty in engagement	82.5

The table 15 reveals that only 17.5% of special educators are successful in actively engaging children with special needs in classroom learning activities, while a significant majority, 82.5%, face challenges in achieving this. This indicates a

pronounced difficulty in effectively integrating CWSN into regular classroom settings.

To further understand this issue, the investigator examined the challenges that special educators encounter in engaging CWSN in classroom learning activities. The responses of special educators based on this are recorded by investigator. The challenges of special educators in engaging CWSN in classroom activities which is mentioned by them is given below.

The Challenges of Special Educators in Engaging CWSN in Classroom Activities

Table 16

Challenges of Special Educators in Engaging CWSN in Classroom Activities.

Sl. No.	Challenges in Engaging CWSN in Classroom Activities	Description
1.	Difficulty in providing individual attention	Special educators face the challenge of providing one-on-one interaction because of multiple responsibilities assigned for them which hinder engagement, communication, and personalised support for CWSN
2.	Increasing difficulty with increasing CWSN grade level	As special needs children move up grades the academic expectations rise. Some CWSN won't even have a proper basic knowledge. Special educators found it challenging to adapt instruction to meet their unique needs.
3.	Accommodating innate limitations	CWSN have innate limitations So to make them participate in all activities is challenging for the special educators. Special educators have to find ways to overcome natural barriers to make CWSN participate in all activities, requiring creative accommodations and modifications

Sl. No.	Challenges in Engaging CWSN in Classroom Activities	Description
4.	Issue of high CWSN-special educator ratio	High CWSN special educator ratios limit to give proper assistance to CWSN continuously. So all activities which happen in the absence of special educator can't be done by these student alone.
5.	Assisting general teachers	Special educator have to assist general teachers to find ways to make activities comprehensible and multisensory using strategies like visual aids, assistive technology, or modified instruction.
6.	Time constraints and poor classroom conditions	Inadequate time of special educator with CWSN and their inadequate learning environment hinder focus, and overall learning experiences for special educator to meet the needs of CWSN without these facilities.
7.	Use personalised strategies	Special educators should be properly trained to address specific disabilities, requiring individualised approaches to meet unique needs.
8.	Insufficient classroom resources	Special educators face the challenge of inadequate physical space, resources and materials for specialized instructions.
9.	Limited support from general teachers	Special educators encounter inconsistent support and accommodations due to insufficient collaboration and undertaking from general education teachers. It can be also due to insufficient time for them to do diverse activities

Table 16 shows the challenges faced by special educators in engaging CWSN in classroom activities. Special educators mentioned a lot of challenges including difficulty in providing individual attention, increasing difficulty with increasing CWSN grade level, accommodating innate limitations, limited support from general teachers.

Discussion

The table highlights the various challenges faced by special educators in engaging Children with Special Needs (CWSN) in classroom activities. These challenges underscore the difficulties special educators encounter in providing effective support and instruction to CWSN. One of the primary challenges is the difficulty in providing individual attention to CWSN due to multiple responsibilities and high CWSN-special educator ratios. This limits the special educator's ability to provide personalized support and assistance, hindering engagement and communication. Another significant challenge is adapting instruction to meet the unique needs of CWSN as they progress through grades. Special educators must find creative ways to overcome innate limitations and natural barriers to participate

CWSN in various activities. This requires individualized approaches, accommodations, and modifications. Special educators also face the challenge of assisting general teachers in making activities comprehensible and multisensory. This highlights the need for collaboration and training for general education teachers to support CWSN effectively. Time constraints and poor classroom conditions further worsen the difficulties special educators face. Inadequate time and resources limit the special educator's ability to meet the diverse needs of CWSN. The need for personalized strategies and training for special educators is emphasized by special educators so; special educators will be equipped to address specific disabilities and unique needs. However, insufficient classroom resources and limited support from general teachers hinder their ability to provide effective support.

In conclusion, the challenges faced by special educators in engaging CWSN in classroom activities are multifaceted. Addressing these challenges requires a collaborative effort to provide special educators with the necessary resources, training, and support to ensure inclusive and effective education for CWSN.

Based on learning materials prepared individually by special educators for CWSN

For the investigation on challenges of special educators on preparing learning materials, the investigator first asked the special educators to list out the learning materials provided by BRC. It is shown in the table 17.

Table 17

Learning Materials Provided by BRC

Sl. No.	Items
1	Study Kit,
2	Adapted TLM Kit
3	Home Based Education Kit
4	M R Kit
5	Large Print Material
6	Large Print Textbook
7	Attractive Study Material
8	Ganithavijayam Materials
9	Ullasaganithim Materials
10	Magnifying Glass
11	Chart like alphabet chart, fruit chart etc.
12	Colour
13	Colour Books Pencil,
14	Eraser
15	Pen

Sl. No.	Items
16	Marker
17	Puzzles
18	Shapes, Like geometric shapes,
19	Models like clay models , wooden models
20	Braille Lipi
21	Hearing Aids
22	Sensory materials (like sensory beads)
23	Embossed materials like embossed map
24	Flash cards
25	Worksheet
26	Laptop
27	White Board
28	Computer
29	Projector
30	Materials Necessary In Resource Room

Table 17 shows different learning materials provided by BRC. Then the investigator asked about the learning materials they have prepared or bought with their own expenses. The special educators commented that though there are a lot of learning materials provided by BRC, it is insufficient to teach CWSN. So most of the special educators are individually preparing learning material for smoothening teaching learning process.

Special educators also mentioned that sometimes due to delays in receiving learning materials, which can even take up to a year, special educators often purchase necessary resources with their own funds or create their own to ensure timely support for their students. They also commented that special educators often have to wait a long time for learning materials, sometimes up to a year. To address

this delay, the higher-ups ask them to use their own money to buy necessary items, with the promise of being paid back later. However, special educators often use their own money to buy necessary items as they are ordered. Sometimes, funds are received after a long time, but sometimes they are not received at all.

Investigator asked special educators to list out the learning materials they have individually prepared for CWSN. Table 18 shows the list of study material individually prepared by special educators to facilitate CWSN learning process.

Table 18

List of Study Materials Prepared Individually by Special Educators for CWSN

Sl No	Study materials prepared or bought by special educators
1	Flash cards of alphabets , numbers , pictures , words etc.
2	Sand trays
3.	Charts like number charts, alphabet charts, vegetable chart , fruit chart etc.
4	Worksheet like mathematical worksheets , English worksheets etc.
6	Geometrical shapes
7	Models like clay models, wooden models
8	Clocks
9	Books like alphabet books , colouring books etc.
10	Large print materials
11	IEP (Individualized Education Program) materials
12	Embossed materials like embossed map
13	Puzzles
14	Pens
15	Pencil
16	Eraser
17	Sensory materials (like sensory beads)
18	Reading materials

According to the response of special educator investigator made a list of learning materials prepared by them. They are shown in Table 4.16. These materials are designed to facilitate learning and cater to the specific educational needs of children with different ability. For making these study materials requires a lot of effort of special educators. It also required a financial support to buy necessary things. According to special educators response table 19 shows the availability of sufficient financial support for preparing these necessary learning materials.

Table 19

*Availability of Sufficient Financial Support for Preparing Learning Materials
Required for CWSN*

SL No	Sufficient Financial support	Percentage
1	Available	7.5%
2	Not available	92.5%

The table 19 reveals that a significant number of special educators reported that they do not receive sufficient financial support for creating learning materials. For instance, one special educator stated that they have to fund many resources out of their own pocket, saying that many things are funded out of the special educators' own expenses. Another special educator mentioned that they prepare learning materials without receiving any financial support, stating that many learning materials are being prepared but there is no financial support for it.

In contrast, a smaller proportion of special educators reported that the financial assistance they received is sufficient. For example, a teacher stated that the

government has provided some learning materials, but additional resources have been acquired through other means like staff help, PTA fund, provided by management etc. Another educator mentioned that they received learning materials from the Block Resource Centre (BRC).

The difference suggests that, although some help exists, it is inconsistent, and many special educators are still depending on their own resources in order to produce the learning materials that are required.

Discussion

Special educators face many challenges when preparing learning materials for children with special needs. Even though they get some materials from the Block Resource Centre (BRC), it's not enough. So, they have to make or buy more materials themselves, which can be expensive. Most special educators (92.5%) don't get enough money to make these materials. This means they have to use their own money, which can be a big problem. Sometimes, it takes a long time (up to a year) to get materials from BRC. This can cause problems for teaching and learning. Special educators might have to buy materials themselves, without knowing if they'll get paid back.

Special educators make many different materials, like flashcards and worksheets, to help children learn. But making these materials takes a lot of time and money. The findings suggest that there is a need for increased financial support and resource allocation to special educators to prepare learning materials for CWSN.

Additionally, there should be a more efficient system for providing learning materials, reducing delays and ensuring timely support for special educators and their students.

Based on CWSN – Special Educator Ratio

The ratio of children with special needs (CWSN) to special educators (SE) plays a crucial role in determining the effectiveness of educational interventions. An imbalanced ratio can significantly impact the quality of education and individual attention each child receives. Understanding the challenges that arise from an unfavourable CWSN-SE ratio is essential to address the gaps in providing adequate support to special needs students.

For analysing this, the investigator collected different CWSN – SE ratio from different special educators. It varies from one special educator to another special educator. The response of special educators reveals that every special educators get allotted more than 5 CWSN. Unlike the officially recorded ratio of 1:5, there is a large variation in the present ratio. The ratios mentioned by special educators is different from each other like 30:1, 20:1, 19:1, 15:1, 12:1, 11:1, 10:1, 8:1, 5 :1 etc 15:1 and 30:1 ratios show that there are situations in which a single special educator is in charge of a comparatively large number of students. These high ratios probably make it difficult to provide the kind of individualized attention and support that are essential to the successful education of CWSN. Conversely, there are a several situations where the student-teacher ratio is lower, like, 5:1 and 8:1. These reduced ratios point to a more manageable burden for special educators, enabling more individualized instruction and more effective meeting of each student' individual

requirements. Ratios like 5:1 and 8:1, which seem to be more common. The disparity in ratios also draws attention to the uneven distribution of resources and degrees of assistance in various contexts. While some instructors benefit from more favourable ratios that promote greater student achievements, others may experience burnout and decreased effectiveness as a result of leading bigger groups of students. This variation indicates that in order to guarantee that all CWSN receive the assistance they need, the ratio should be reduced.

Discussion

The findings on the CWSN-SE ratio highlight a significant concern in the education of children with special needs. The official ratio of 5:1 is not consistently applied, with some special educators facing an overwhelming student load of 15:1 or 30:1. This imbalance can lead to reduced individualized attention, decreased support, and ultimately, compromised educational outcomes for CWSN.

On the other hand, more manageable ratios like 5:1, and 8:1 enable special educators to provide more effective instruction and meet the unique needs of each student. The disparity in ratios across different contexts raises questions about the unequal distribution of resources and support.

The consequences of unfavourable ratios are twofold. While some special educators may experience burnout and decreased effectiveness due to heavy workloads, others may benefit from more favourable ratios that foster greater student achievements. This inconsistency underscores the need to reassess and

adjust the CWSN-SE ratio to ensure that all special needs students receive the support they require.

Reducing the ratio is crucial to guarantee individualized attention, adequate support, and improved educational outcomes for CWSN. By addressing this disparity, can create a more inclusive and effective education system that caters to the diverse needs of all students. For this more special educators have to be appointed.

Based on Achievement of Learning Outcomes of CWSN while special educators work in more than one School

The investigator looked into the achievement of learning outcome of CWSN while special educators work in more than one school. For this the investigator has done a percentage analysis based on the response of special educator. It is shown in table 20.

Table 20

Achievement of Learning Outcomes of CWSN while special educators work in more than one School

SL No.	Achievement of learning outcome	Percentage (%)
1	Able to achieve	18.75
2	Not able to achieve	81.25

The table 20 reveals that 18.75 % of special educators are able to attain learning outcomes even though they are working in several schools. They underlined that they can effectively serve students with special needs on days that they are in class, which will help to improve their academic achievement.

But most of the special educators (81.25 %) expressed challenges in meeting learning outcomes when working in many schools.

To know deeper the investigator looked into the challenges of special educators in meeting learning outcomes when working in more than one schools. The response of special educators is listed in following parts..

The Challenges Faced by Special Educators in Meeting Learning Outcomes when Working in more than one School

Special educators highlighted a number of obstacles to meet the learning outcome while working multiple schools. They mentioned their challenges to the investigator through the open ended question. The challenges are interruption in scheduled work and irregularities in learning and retention. Their response in detail is given below.

Interruption of Scheduled Work: Special educators said that there is interruption in scheduled work because of extra duties. So providing ongoing instruction and assistance can be challenging as they are only able to visit each school for one or two days a week.

Irregularities in Learning and Retention: Another challenge mentioned by special educator is irregularities in learning and retention. CWSN forget what they learned

in the previous week when teachers arrive back and the inconsistency affects the effectiveness of monitoring and assisting children's development.

Discussion

The challenges faced by special educators, who work in two schools, visit home-based students once a week, and perform other duties assigned by the BRC, greatly impacted their efficiency. The two primary obstacles highlighted are the interruption of scheduled work and irregularities in learning and retention. The interruption of scheduled work due to extra duties is a barrier to providing ongoing instruction and assistance. Special educators' limited availability at each school, only one or two days a week, break their teaching and support, making it difficult to maintain continuity and consistency. This disruption can lead to gaps in learning and hinder the progress of Children with Special Needs (CWSN). This is a challenge for special educators to make proper progress in CWSN.

Irregularities in learning and retention are another significant challenge. The inconsistency in teaching and support leads to CWSN to forget what was learned in previous weeks, causing them to regress. This inconsistency also affects the effectiveness of monitoring and assisting CWSN's development, making it challenging for special educators to track progress and identify areas that require additional support.

Based on examination of CWSN

Special educators explained the challenges faced due to the exams of CWSN when the investigator asked about it. They said that exam planning for students with

disabilities is very challenging. It demands considerable adjustments in order to maintain accessibility and fairness. Using the same exam as their classmates, with the appropriate adjustments made to meet the needs of the children, is one of the main adaptations. Nevertheless, there are drawbacks to this strategy, especially in institutions with big student bodies, which makes it challenging to implement these adjustments properly.

Another strategies used by special educators as they mentioned are, CWSN are granted an extra time for tests in comparison to their peers in order to support them. The CWSN will get extra time to finish their exam.

Special educators often provide a lot of materials which help CWSNs understand the question and to answer it, but the limited time and resources make organizing these materials difficult.

There is no separate question paper adapted specifically for differently abled students. For some students, additional small clues to the answers are provided, while for others, the questions are modified to match their level of understanding. They also argued that despite these efforts, the evaluation process remains one of the most challenging aspects of the program. Special educators also mentioned that separate question paper for CWSN is a must. Then many obstacles can be removed.

Special educators mentioned that another significant obstacle they face is the need for scribes for multiple students with diverse abilities. They also highlighted the challenge of providing adequate test support, particularly when these students take exams alongside their general education peers.

It is common practice to simplify questions to make them more accessible for students with different abilities; this only serves to reduce the difficulty in striking a balance between academic rigor and inclusivity. But within the time of examination making adaptation is very challenging.

Special educators noted that despite efforts to modify exams for students with diverse abilities, the barriers are present. For instance, the lack of individualised assessment questions and evaluation challenges make it difficult to accurately measure the knowledge and skills of students with diverse abilities.

Special educators said that a more supportive assessment system is essential to address these challenges. They emphasized that this system would acknowledge the diverse needs and abilities of CWSN and provide tailored support to help them showcase their knowledge and skills. Special educators noted that by doing so, they can ensure that these students receive a more inclusive and effective assessment process that values their contributions and potential.

Discussion

The analysis highlights the significant challenges faced by special educators in examining Children with Special Needs (CWSN). Despite efforts to adapt exams and provide support, special educators encounter numerous obstacles that hinder the inclusivity and effectiveness of the assessment process.

One major challenge is the lack of separate question papers for CWSN, forcing special educators to make adjustments to the same exam as their peers. This can be particularly difficult in large institutions, where implementing these

adjustments is a trouble. Providing extra time for tests is a good practice. They also have to give supportive materials which will lead to make understand the question easily; it is very difficult for special educators to organize these materials for each student within the time of examination.

Special educators also struggle with finding scribes for students with diverse abilities and providing adequate test support, especially when students take exams alongside their general education peers. Simplifying questions to make them more accessible can compromise academic rigor, making it challenging to strike a balance between inclusivity and academic standards.

The analysis reveals that despite efforts to modify exams, barriers exist, including the lack of individualized assessment questions and evaluation challenges. Special educators emphasize the need for a more supportive assessment system that acknowledges the diverse needs and abilities of CWSN and provides individualised support. It will also reduce special educators burden due to the examination of CWSN

The findings suggest that a more inclusive and effective assessment process is essential to value the contributions and potential of CWSN. Special educators require additional resources, support, and training to address these challenges and ensure that CWSN receive a fair and accurate assessment of their knowledge and skills.

Based on Facilitating Participation of Students with Diverse needs in Co-curricular Activities

Special educators said that they have to face a number of challenges in serving students with diverse needs in the arts and sports. Ensuring that children follow the correct steps during art festivals is a regular problem. In order to address this, special educators often demonstrate the steps from the front. The special educators emphasized the importance of knowing each child's physical condition in order to provide suitable instruction, especially in sports. Special educators mentioned that lack of specific guidelines or accommodations for children with disabilities participating in artistic competitions is another major obstacle. They opined that there is still more work to be done in order to provide complete rules, even with the recent introduction of an inclusive sport associated with the sports festival.

Some special educators responded that at first, they had doubts regarding the ability of children with disabilities to engage in these activities on their own. But after several chances, a lot of children started to show their abilities. They said that children with diverse needs participate actively in artistic competitions, with their assistance by emphasizing the significance of a supporting environment.

Discussion

Students with disabilities might not be able to attend every event, no matter how enthusiastic they are. Usually, participation is restricted to activities that fit their cognitive and physical abilities. Making sure that children can regularly attend practice sessions is one of the challenges that special educators have. The special

educators also commented on the challenges they have to face during games as they require modifications on game rules to meet the special requirements of these students. There are more challenges in organizing and coordinating these tasks. It can be challenging for special educators to plan inclusive activities while making sure every student gets the assistance they require. Overall, despite major challenges, children with disabilities can successfully participate in sports and the arts with the right assistance and accommodations.

Analysis based on Focus Group Discussion

This section aims to explore the complexities of special education in Malappuram district's elementary schools through focused group discussions with special educators. This will delve into their experiences, challenges, and strategies in supporting Children with Special Needs (CWSN) students, including their tasks and responsibilities, the impact of Teacher-CWSN student ratio on learning outcomes, and the obstacles they face in the teaching-learning process. Additionally, the investigator examines the assessment and evaluation methods used for CWSN students and the level of involvement of parents in their children's education. By gathering insights from special educators, the investigator identified areas for improvement, amplify the impact of special education practices, cultivate supportive working environments, and ultimately, empower CWSN students to thrive. This research will contribute meaningfully to the enhancement of special education in Malappuram district, fostering a more inclusive and effective learning environment for all students. The first discussion was based on special educators' responsibilities. The response of special educators from discussion is given below

Responsibilities of Special Educators

To know the responsibilities of special educators, the investigator initiated the discussion with the same theme. The investigator recorded their discussion and pointed out their responsibilities as given below.

Special educators mentioned that they play a vital role in ensuring Children with Special Needs (CWSN) receive the necessary support and resources for their educational development. They stated that their duties begin with identifying students who require special education services, which involves recognizing signs and traits associated with various disabilities. To achieve this, they conduct orientation workshops for other educators, enabling them to identify and refer potential CWSN.

Special educators explained that they create lists of identified students and conduct specialized tests to determine their individual needs. They collaborate with clinical psychologists to administer IQ tests for students suspected of having intellectual disabilities, with results below 85 indicating intellectual impairment. For students with other disabilities, such as hearing or vision problems, special educators direct them to appropriate professionals.

Special educators emphasized that they not only diagnose problems in children but also assist parents in obtaining medical board certificates, which are essential for accessing certain supports and accommodations. They provide orientation and awareness workshops for peer groups and parents, fostering a more

inclusive school climate and helping parents understand their child's needs and available resources.

Special educators highlighted their role in managing school resources, helping teachers create modified Teaching Learning Materials (TLM) tailored to each child's needs and determining necessary supplies for the resource room. As community rehabilitators, they help children familiarize themselves with various aids and assistive devices, often organizing camps to facilitate this process.

Special educators stressed the importance of ensuring the school environment is accessible and supportive of learning for CWSN. They verify that school buildings, including restrooms and ramps, adhere to accessibility guidelines. They also assist in creating lesson plans, modifying them as needed to meet the specific requirements of their students.

Special educators emphasized that their duty centres on Individualized Education Programs (IEPs), outlining individualized support plans and setting clear academic objectives for each child. They provide remedial teaching to help students who are falling behind academically, adapting instructional strategies and activities to ensure every student can engage fully.

Special educators mentioned that they identify children interested in extracurricular activities and facilitate their participation by connecting them with professionals in those fields. They create customized lessons to foster a child's interests in areas like music or painting.

In summary, special educators play a critical role in recognizing, evaluating, and providing CWSN with a wide range of services. They create adapted educational plans, ensure accessible learning environments, provide instructors and parents with essential training and resources, and support students in participating in extracurricular and academic activities. Their comprehensive role is vital to the inclusive education of children with special needs and the successful operation of the educational system as a whole.

Special Educators' Opinion on the CWSN-Special Educator Ratio

The second theme for discussion was current CWSN-Special Educator ratio.

The response of special educator is as follows

Special educators mentioned that the current teacher-student ratio of 1:10 is inadequate to meet the needs of CWSN in the district. They explained that the actual ratio is often much higher, with one special educator serving multiple schools and visiting home-based children, leading to a lack of consistent and effective support.

Special educators pointed out that the high concentration of CWSN in certain schools, with ratios often exceeding 1:10, makes it difficult for them to meet the unique needs of each student. They emphasized that the current setup leads to overwork, with insufficient time to devote to each child, resulting in inconsistent and dispersed support.

Special educators noted that CWSN are spread across different classes within a school, making it challenging to provide direct support to all students. They mentioned that they can only work with one class at a time, resulting in some

students waiting for their next visit, leading to disrupted learning processes and forgotten lessons.

Special educators highlighted the difficulties in providing specialized attention and modifying teaching methods to meet individual demands. They emphasized that the existing ratio hinders the effective implementation of Individualized Education Programs (IEPs), reducing the likelihood of academic and developmental successes for CWSN.

Special educators stressed that the district's CWSN demands cannot be met with the current teacher-student ratio. They advocated for a significant increase in the number of special educators, ideally assigning one special educator to each school, to provide ongoing and thorough support.

Challenges in Teaching Students with Diverse Disabilities

Another theme for discussion was special educators' challenges in teaching students with diverse needs.

In order to guarantee that students with special needs receive the right kind of help in the classroom, special educators are essential. Their varied responsibilities are intended to support and improve these students' educational experiences.

First of all, when the general education teacher is teaching the class, special educators frequently sit next to pupils who want special assistance. This close proximity allows the special educator to provide immediate and personalized assistance to these students, ensuring they can keep up with the lesson and understand the material being taught. This support is necessary for helping students

with special needs to stay engaged and participate actively in the classroom activities.

In addition to assisting the students, special educators also provide support to the general education teacher. They provide insightful analysis and practical advice on how to change and adjust instructional practices to meet the various learning requirements of the class. The general education teacher will be able to present courses in a style that is inclusive and accessible to all pupils due to this collaborative approach.

Special educators complement the general education instructor in addition to helping the kids. They provide insightful analysis and practical advice on how to change and adjust instructional practices to meet the various learning requirements of the class. The general education teacher will be able to present courses in a style that is inclusive and accessible to all pupils due to this collaborative approach.

Additionally, remedial instruction and the implementation of Individualized Education Programs (IEPs) fall within the responsibility of special educators. They frequently combine children with special needs into a single classroom for this reason. With this configuration, the special educator can provide targeted, in-person instruction that targets the particular learning objectives listed in each student's IEP.

In order to guarantee that students with special needs can fulfill their academic potential, these individualized instruction sessions are crucial. Special educators assist in bridging the gap between students' present performance and their learning objectives by offering focused instruction and assistance. In addition to

improving children's academic performance, this method also increases their esteem and trust in themselves, allowing them to engage more completely in the general education classroom.

Special educators in the Malappuram area face great challenges when it comes to teaching pupils with a variety of disabilities. The range of disabilities affects students' perceptions of and interactions with academic material, ranging from minor to severe. Students with mild disabilities can frequently keep up with their classmates, albeit their comprehension may differ. However, understanding the content being taught can be extremely challenging for children with moderate to severe disabilities. Due to time and resource constraints, special educators find it difficult to offer appropriate support and training.

It is difficult for regular teachers to modify their lesson plans in the classroom to meet the needs of students with impairments. The teaching-learning process is complicated by the need to cover the material in the allotted time and the different rates at which students pick up information. Because of this, special educators are compelled to constantly modify their approaches in an effort to support children with disabilities in keeping up with their peers.

The behavioural difficulties of children with disabilities impede the dynamics in the classroom. In order to keep a positive learning environment, special educators must control disruptive behaviour. But this frequently results in complaints from parents who think these kinds of interventions are too harsh or punitive.

Students in upper primary levels who don't know the basics present another big problem. Particularly in areas like mathematics, which might be extremely difficult without the pupils' regular attendance, special educators must start from the beginning. This situation emphasizes the need for more dependable assistance and customized teaching methods in order to successfully close these educational gaps.

An additional level of complexity is introduced by the requirement for modifications in instructional strategies and learning activities. Every element of the educational process needs to be modified by special educators to meet the unique requirements of children with disabilities. To ensure inclusive and successful education, this approach requires innovation, flexibility, and specialized training across a range of disabilities.

In conclusion, tackling the difficulties associated with teaching and learning for students with a variety of disabilities necessitates extensive support networks, continual professional development for teachers, and teamwork within the educational community. Teachers can better meet the special needs of children with disabilities and promote their academic performance and overall development in inclusive classrooms by improving training programs, advocating inclusive teaching approaches, and offering constant assistance. Because they provide essential support to general education teachers as well as children with special needs, special educators play a critical role in the classroom teaching process. They make sure that every student feels comfortable and that learning is supported in the classroom. By putting Individualized Education Plans (IEPs) into place, special educators assist children with special needs in succeeding academically and gaining vital life skills.

They play a crucial role in fostering an inclusive learning environment where each and every student can succeed.

Assessment and evaluation of CWSN

To know the challenges faced by special educators in assessment and evaluation of CWSN, the investigator put forward the same theme for the discussion. The response from the discussion is noted below

Special educators mentioned that assessing students with various disabilities poses significant challenges, requiring careful adaptation and assistance. While some students, such as those with autism or learning difficulties, can adapt to regular exam requirements with accommodations like extra time or a scribe, others require more extensive support.

Special educators emphasized their crucial role in adapting the test procedure for students who cannot follow conventional exam formats. This involves selecting appropriate questions from practice exams or creating streamlined versions suitable for the students' skill levels. To ensure impartial evaluation, options like employing a scribe, interpreter, or opting out of specific questions are offered during open examinations.

Special educators noted that physically challenged students often require minimal accommodations, such as extra time or a scribe, to pass tests. In contrast, students with intellectual disabilities require more comprehensive assistance, focusing on answering simpler questions that align with their cognitive abilities.

Special educators highlighted their role in helping students with disabilities succeed to the best of their abilities on assessments, including teaching specific test-taking techniques and ensuring they comprehend and can correctly respond to questions.

Special educators stressed that the current system, where mainstream and special needs students use the same question papers, underscores the need for more adaptable testing procedures. Within the constraints of a time-constrained exam, special educators must carefully select and modify questions to meet individual student needs while maintaining the validity of the assessment process.

Special educators emphasized that both educators and examiners must continue to collaborate, provide training, and think creatively to improve exam accessibility for students with various disabilities. By implementing inclusive exam practices and providing customized support, educators can enable students with disabilities to effectively demonstrate their knowledge and abilities in exam environments.

Overall, special educators stressed the importance of investigating methods to improve test accessibility and promoting fair evaluation procedures for all students

Parental Involvement in Inclusive Education

Parental involvement plays a critical role in enhancing the education of Children with Special Needs (CWSN). To understand special educators' perspectives on this matter, the investigator initiated a discussion on the topic, and the responses

are outlined below. Special educators emphasized the vital importance of parental participation in the education and development of CWSN, acknowledging both the benefits and challenges it presents. They highlighted that engaged parents can greatly support their efforts by reinforcing classroom strategies at home, ensuring continuity in the child's learning process. Proactive parents, who actively monitor their child's progress, provide valuable feedback that allows educators to adjust their teaching methods and create a collaborative environment that benefits both students and teachers.

iHowever, special educators also noted that parental involvement can sometimes become overwhelming. Some parents, driven by concern, may pressure educators for immediate results, creating stress that does not align with the child's actual developmental pace. Conversely, there are instances where parents may demonstrate a lack of interest in or even denial about their child's condition, which can hinder the educator's ability to provide the necessary support and access to essential resources.

To address these challenges, special educators stressed the importance of fostering positive relationships with parents based on mutual respect and realistic expectations. This approach is key to optimizing the educational experience and outcomes for CWSN. They reiterated that while parental participation is indispensable for ensuring cooperation and continuity between home and school, it also comes with its own set of challenges. Ultimately, special educators believe that overcoming these obstacles and working collaboratively with parents is crucial for

delivering a comprehensive educational experience that meets the unique needs of each child, promoting their overall growth and development.

Suggestions from Special Educators to Enhance Inclusive Education Practices in Elementary Schools

To know the effective strategies that special educators recommend to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools, it is essential to explore their expert opinions and experiences. For this, the investigator enquired special educators about their recommendations regarding the betterment of special education practices in elementary schools. The special educators explained the necessary recommendations which are detailed below.

Special educators stated that a number of adjustments are required to enhance both their own experiences and the standard of instruction provided to children with different abilities. They underlined that it is crucial for every school to have an active special educator. This would create a stable and ongoing learning environment by enabling special educators to concentrate on instructing and assisting CWSN.

Additionally, they emphasized the necessity of schools setting up resource rooms and distinct classrooms furnished with the required teaching leaning materials and medical supplies. These specialized areas would offer a customized learning environment, which would greatly increase the efficacy of special education.

The significance of having a clearly defined special education curriculum was emphasized by special educators. It would be extremely beneficial to teach differently abled youngsters from a curriculum that highlights important areas. Additionally, they recommended adding an additional teacher to each class in order to give more individualized attention and support.

Special educators also recommended that awareness classes for headmasters, general teachers and students were essential. These educational workshops would foster inclusiveness and guarantee that all members of the school community are aware of the needs and potential of children with disabilities. To further promote an inclusive atmosphere, the special educators suggested that students participate in all school events and that inclusive activities be planned on a weekly basis.

One more crucial modification that special educators emphasized was personalizing academic programs and physical environments to meet the requirements of individual children. To better assist children with diverse needs, this involves making adjustments to treatment services and instructional materials.

In order to guarantee job security and stability, they also demanded that special educators be appointed permanently and receive tenure benefits directly from the Department of Public Education. They also opine that it will attract to get more special educators to work in this field.

To effectively use technology in their teaching approaches, special educators suggested to need IT sector training. They mentioned the difficulties of not having

much knowledge and experience in this field hinder the smooth functioning of special educators to cater the diverse needs.

To further support students with diverse needs, special educators suggested that general teachers to create a child-friendly learning atmosphere and make sure their lectures are clear and accessible for CWSN also. There should be variety of activities which help to grasp the attention of special need children.

Special educators stressed that inclusive education should be all-encompassing, covering peer support, parental engagement, and society attitudes in addition to physical infrastructure.

Finally, special educators pushed for a comprehensive revision of the inclusive education curriculum. They contend that in order to completely connect instructional strategies and curriculum with the values of inclusivity, this reform is essential and will eventually benefit all students.

Special educators outlined a number of adjustments that are required to enhance the educational opportunities for students with disabilities and to support their experiences. These include of hiring committed special educators, setting up resource rooms, creating specialized curricula, offering awareness programs, altering the physical and academic environment, obtaining tenure benefits, receiving IT training, and promoting an inclusive school culture.

Discussion

The challenges faced by special educators in the elementary schools of Malappuram district are diverse and highlight the urgent need for systemic

improvements to enhance both their working conditions and the quality of special education. Special educators emphasize the necessity of having dedicated personnel in every school. A full-time special educator would provide continuous support to children with special needs (CWSN), creating a stable learning environment and allowing educators to focus on their teaching roles rather than juggling multiple responsibilities.

Additionally, the lack of resource rooms and specialized classrooms equipped with the necessary teaching and medical supplies presents a significant obstacle. Special educators stress the importance of these dedicated spaces, as they offer individualized learning environments that can greatly enhance the effectiveness of special education. Without such resources, providing personalized attention and support to CWSN becomes increasingly difficult. They also advocate for the establishment of a well-defined special education curriculum that ensures structured, consistent instruction for all children with disabilities. The absence of such a curriculum forces educators to adapt general education materials, which may not always meet the specific needs of CWSN.

Special educators further highlight the need for awareness and training programs for headmasters, general teachers, and students to create an inclusive school environment. Without proper understanding, support from other staff and students may be lacking, which makes the role of special educators even more challenging. They also stress the importance of customizing academic programs and physical environments to meet the individual needs of CWSN, including adapting teaching materials, modifying classroom settings, and ensuring accessible

infrastructure. The absence of these accommodations hinders the effectiveness of special education and the overall development of CWSN.

Job security is another pressing concern. The lack of permanent positions and tenure benefits creates instability and discourages educators from pursuing long-term careers in special education. Special educators argue that providing job security through permanent appointments and benefits from the Department of Public Education would help attract more educators to the field and ensure the retention and motivation of current staff. Additionally, a gap in knowledge and experience in integrating technology into education is identified. Insufficient IT training limits their ability to effectively use technological tools to support diverse learning needs. Special educators suggest that IT training would significantly enhance their teaching methods and improve educational outcomes for CWSN.

Creating an inclusive school culture involves more than just physical adaptations; it requires a shift in societal attitudes and behaviors. Special educators stress the importance of a holistic approach that includes peer support, parental engagement, and societal awareness. This comprehensive strategy is vital for fostering an environment where all children, regardless of their abilities, can thrive. They also emphasize the importance of including all students in school events and organizing weekly inclusive activities to promote social integration and improved learning outcomes.

Finally, special educators advocate for a thorough revision of the inclusive education curriculum. Aligning instructional strategies and curriculum with the principles of inclusivity is crucial to ensuring educational practices reflect the diverse needs of all students. This reform would benefit both CWSN and their peers,

promoting an inclusive and supportive education system.

In conclusion, addressing these systemic issues is essential for improving the experiences of special educators and enhancing the quality of education for children with special needs. The key suggestions—hiring dedicated special educators, setting up resource rooms, creating specialized curricula, offering awareness programs, adapting environments, providing job security, integrating IT training, and fostering an inclusive culture—are crucial steps toward overcoming current challenges and creating a more inclusive and effective educational system.

CHAPTER V

SUMMARY, FINDINGS AND SUGGESTIONS

- *Study in Retrospect*
- *Major Finding*
- *Educational Implication*
- *Suggestion for Further Research*

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter offers a summary of the key findings from each stage of the investigation, the educational implications, and suggestions for further study.

Study in Retrospect

The study on the experiences of special educators in elementary schools of Malappuram district has provided valuable insights into the challenges and strategies of special educators in fostering inclusive education. The qualitative approach adopted in this study allowed for an in-depth understanding of the special educators' point of view, revealing both positive and negative experiences that shape their professional journey.

The study's focus on Malappuram district, a unique socio-cultural context, contributed to the richness of the data, revealing district-specific challenges and opportunities for improvement. The use of open-ended questionnaires and focused group interviews enabled the collection of detailed data, providing a comprehensive understanding of the experiences of special educators. The study's limitations, including the restricted sample size and geographic scope, were acknowledged, and efforts were made to ensure the findings still contributed meaningfully to the field of special education.

The experiences of special educators are crucial in shaping inclusive education. Despite their importance, the challenges and strategies of special

educators remain unexplored in Malappuram district. This study aims to understand the experiences of special educators in elementary schools, shedding light on their daily experiences, challenges, and effective practices.

Inclusive education demands high levels of teaching competence and organizational changes to promote effective learning. Special educators play a critical role in facilitating inclusive learning environments for students with diverse needs. However, their experiences and challenges remain relatively unexplored.

Previous studies highlight the importance of relational support factors, such as support from administrators and fellow special education teachers, in retaining special educators. Making a difference in students' lives is also a key retention factor. Another study found that occupational stress among special educators in India is caused by sources like school structure, home/work balance, and job factors, leading to health issues and dissatisfaction.

This study sheds light on the experiences of special educators, informing educational authorities and policymakers about the needs and opportunities for improvement in inclusive education. Enhancing tools, training, and support systems for special educators will improve their performance and job satisfaction, benefiting children with special needs. The study promotes inclusive teaching methods, shaping inclusive education policies, and encouraging community and parental involvement. It also directs professional development initiatives by identifying skill and resource gaps, advancing academic understanding, and providing a resource for future studies. Ultimately, this research aims to improve the social and academic

outcomes for students in Malappuram district by fostering a more inclusive and equitable learning environment.

Restatement of the Problem

The present study entitled as “EXPERIENCE OF SPECIAL EDUCATORS IN ELEMENTARY SCHOOLS OF MALAPPURAM DISTRICT”

Objectives of the Study

1. To analyze the positive and negative experiences of special educators working in elementary schools of Malappuram district.
2. To identify the key challenges special educators face in providing quality education and support to students with special needs
3. To find effective strategies from special educators to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools.

Research Question

1. What are the positive and negative experiences of special educators working in elementary schools of Malappuram district?
2. What are the main challenges special educators face in providing quality education and support to students with special needs in Malappuram district's elementary schools?

3. What effective strategies do special educators recommend to improve special education practices, support working conditions, and enhance student outcomes in Malappuram district's elementary schools?

Methodology of the Study

The procedure adopted for the research study is concisely described below

Sample

The sample for the present study consist of 80 special educators currently working in elementary schools of Malappuram District of Kerala. The method used for sampling is random sampling.

Tools used

For the present study two tools are used. The tool used for the study are Open ended Questionnaire which consist of 18 questions and Focused group interview schedule consist of 6 themes.

The investigator faced issues in collecting data from individual special educators due to their dispersed locations and busy schedules. To overcome this, the investigator utilized Block Resource Centers (BRCs) as a hub for data collection, contacting BRC coordinators to schedule visits during planned activities or meetings. This enabled the way to collect data, and the investigator visited 14 BRCs across four sub-districts. And also conducted, a focus group discussions to gather more in-depth qualitative data, providing a deeper understanding of special

educators' experiences and perspectives. This approach facilitated efficient and comprehensive data collection.

Statistical Techniques used

Percentage analysis was used for the study.

Major Findings

This qualitative study, analyzing major themes aligned with the objectives, reveals key findings on the experiences of special educators in elementary schools of Malappuram district. The major findings from the questionnaire and focus group discussion are summarised in following paragraphs.

The investigator found that, in various areas special educators are not satisfied and in some areas the special educators felt overburden. Those are listed below.

1. **Job Satisfaction:** Only 56.25% of special educators expressed satisfaction with their jobs, while 43.75% voiced dissatisfaction. Dissatisfaction was particularly high regarding contract-based wages (95%), in-service training opportunities (93.75%), workplace consideration (70%), and availability of learning materials (93.75%). Despite these challenges, special educators reported satisfaction with their relationships with children with special needs (77.5%) and mainstream teachers (52.5%).
2. **Workload and Stress:** A significant 91.25% of special educators reported feeling overburdened. Among them, 56.25% cited excessive workload, 65% experienced mental stress, and 67.5% expressed concerns about job security.

Additionally, 58.75% were overwhelmed by the ratio of children with special needs to special educators, and 42.5% felt they bore excessive responsibility. However, only 12.5% found making Individualized Education Programs (IEPs) to be burdensome. These findings highlight areas where improvements are needed to enhance job satisfaction, well-being, and the quality of education.

3. **In-Service Training:** While 74% of special educators had positive experiences with in-service training programs, issues such as repetitive content, inadequate training materials, and irregular scheduling were identified. Despite these challenges, training programs were viewed as beneficial, leading to increased knowledge and professional development.
4. **Support from Teachers and Superiors:** 83.75% of superiors and mainstream teachers intervene when children with special needs (CWSN) face challenges. However, there are still instances where some students do not receive the necessary support, highlighting the need for more consistent and widespread intervention.
5. **Parental Involvement:** Special educators reported mixed experiences with parental involvement. While some parents actively engage in their child's education, others show disinterest, exhibit overprotectiveness, or struggle to accept their child's differences. This variation in parental engagement significantly impacts the success of special education programs.

6. **Challenges in Fulfilling Responsibilities:** Special educators face multiple challenges, including time constraints, heavy workloads, a lack of resources and support systems, limited interaction and continuity, administrative duties, and insufficient parental involvement. These barriers hinder their ability to provide individualized attention and affect the overall effectiveness of special education.
7. **Addressing Behavioral Issues of CWSN:** Special educators struggle to address the diverse behavioral challenges of children with special needs. Due to the need for personalized strategies, special educators require ongoing training and effective planning. Adapting different approaches for each student, especially when working across multiple schools, is a significant challenge.
8. **Challenges in Implementing Individualized Education Plans (IEP):** A significant 62.5% of special educators reported difficulties in effectively implementing IEPs. These challenges stem from multiple factors, including the burden of additional responsibilities, such as Block Resource Centre (BRC) work, which limits their availability to focus on IEPs. Special educators working across multiple schools struggle to dedicate enough time to each student, leading to inconsistent IEP implementation and hampering academic progress. Further complicating the situation are student and educator absences, inadequate school conditions, and a lack of resources, all of which hinder the successful delivery of personalized support. The challenge of maintaining continuity is also evident, as CWSN often forget

lessons and assignments between classes, necessitating additional support to ensure academic success.

9. **Engagement in Classroom Activities:** 82.5% of special educators face significant challenges in engaging CWSN in classroom activities. The high student-to-educator ratio is a major obstacle, making it difficult to provide individualized attention to each student. Special educators often lack the time and resources to meet the diverse needs of their students and may not receive adequate training to address specific disabilities. Furthermore, limited support from colleagues and insufficient facilities exacerbate these difficulties, hindering effective student engagement and participation in classroom activities.
10. **Challenges in Preparing Learning Materials:** Special educators face difficulties in preparing appropriate learning materials for CWSN. While some materials are provided by the Block Resource Centre (BRC), these are often insufficient, and educators must purchase or create additional resources at their own expense. A large portion of special educators reported a lack of financial support, forcing them to use personal funds to procure essential materials. Additionally, delays in receiving the promised funds further compound the issue, with some special educators not receiving reimbursements at all. The time and effort required to create diverse materials, such as flashcards, worksheets, and sensory materials, add to their workload. These challenges highlight the need for increased financial

support and more efficient resource allocation to ensure timely and adequate support for CWSN.

11. **Teacher-Student Ratio:** The ratio of CWSN to special educators remains a critical concern. While the official 5:1 ratio is recommended, many special educators face much higher ratios, with some managing student loads as high as 15:1 or even 30:1. This imbalance undermines the ability to provide individualized attention and support, ultimately affecting the educational outcomes for CWSN. More manageable ratios, such as 5:1 or 8:1, foster a more effective learning environment where the unique needs of students can be met. The disparity in ratios also leads to educator burnout and diminished effectiveness. The findings suggest a reevaluation of the CWSN-to-special-educator ratio and the appointment of additional special educators to create a more inclusive and supportive educational system.
12. **Challenges of Working Across Multiple Schools:** A significant 81.25% of special educators reported difficulties in achieving desired learning outcomes when working in multiple schools. The primary challenges identified were disruptions in scheduled work and irregularities in learning retention. Special educators' limited availability at each school, combined with additional responsibilities, led to gaps in teaching and support, which hindered CWSN progress. The inconsistency in teaching and support caused CWSN to forget previously learned material, resulting in regression and making it difficult for special educators to track progress or identify areas requiring additional

attention. These challenges significantly affected the effectiveness of instruction and, in turn, the learning outcomes for CWSN.

13. **Challenges in Assessing Children with Special Needs (CWSN):** Special educators face considerable challenges in assessing CWSN due to the lack of separate question papers tailored to their needs. This forces educators to make adjustments that can be difficult to implement, especially in larger institutions. Providing extra time and supportive materials for tests is another challenge, as is sourcing scribes and offering adequate test support. Simplifying questions to accommodate students' needs can compromise academic rigor, making it challenging to strike a balance between inclusivity and maintaining high academic standards. These barriers highlight the need for a more supportive and inclusive assessment system that acknowledges the diverse needs and abilities of CWSN, ensuring their contributions and potential are appropriately valued.
14. **Challenges in Ensuring Inclusive Participation in Extracurricular Activities:** Special educators encounter difficulties in ensuring the full participation of students with disabilities in extracurricular activities. Although students with disabilities often show enthusiasm, their cognitive and physical limitations can restrict their participation in events. Special educators struggle to ensure regular attendance at practice sessions and face challenges during games, which may require modifying rules to meet individual needs. Organizing and coordinating inclusive activities, while simultaneously providing necessary assistance, adds complexity to the task.

Balancing the planning of inclusive events with individualized support is essential for successful participation, particularly in sports and arts, which underscores the need for strategies that cater to the diverse needs of CWSN.

15. **Recommendations for Improving Special Education Practices:** Special educators have proposed several strategies aimed at improving their working conditions and enhancing student outcomes. These recommendations include:

- Ensuring a dedicated special educator is present in every school to foster a stable and consistent learning environment.
- Establishing resource rooms and specialized classrooms equipped with necessary teaching materials and medical supplies.
- Developing a well-defined special education curriculum that focuses on essential areas of need.
- Assigning additional teachers to each class to provide individualized attention and support to CWSN.
- Conducting awareness sessions for headmasters, general teachers, and students to promote inclusivity and support.
- Encouraging student participation in all school events and organizing weekly inclusive activities to foster social integration.
- Customizing academic programs and physical environments to cater to the individual needs of CWSN.
- Offering permanent appointments and tenure benefits to special

educators to ensure job security and reduce turnover.

- Providing IT training to enhance educators' technological competence and improve teaching methods.
- Creating child-friendly learning environments with clear and accessible instruction for CWSN.
- Incorporating varied activities to engage special needs students and support their learning.
- Strengthening inclusive education by promoting peer support, involving parents, and cultivating positive societal attitudes.
- Conducting a comprehensive revision of the inclusive education curriculum to align teaching strategies and materials with the principles of inclusivity

Educational Implication of the Study

1. To address their job dissatisfaction and stress, they have to be provided with permanent positions and fair wages, opportunities for professional growth, supportive work environment, additional support staff and resources, manageable workload and CWSN-to-special educator ratios, regular high-quality training, necessary learning materials and facilities and positive relationship between special educators and general teachers.
2. The findings highlight the need to improve in-service training programs for special educators. Regular training programs with revised content are

crucial to provide ongoing professional development and support. High-quality training materials and practical application should be emphasized to enhance special educators' skills and confidence. Feedback from special educators should inform program development, and equal access to training should be ensured for all. Collaborative training opportunities with general educators should be facilitated to promote inclusive practices. Finally, the impact of training programs should be regularly evaluated to inform program improvement, ensuring special educators receive the support they need to provide high-quality education to students with special needs.

3. The educational implication on teacher intervention emphasizes the need for strategies to ensure that all Children with Special Needs (CWSN) receive timely and effective intervention from superiors and teachers. This involves identifying students who are not receiving adequate support and addressing the barriers preventing intervention. By doing so, educators can provide targeted support to students who require it most, helping to bridge the gap in their learning and development. Effective intervention can also help to address the unique needs of CWSN, promoting inclusive education and equal opportunities for all students. By prioritizing timely and effective intervention, educators can make a significant positive impact on the educational outcomes and well-being of CWSN.
4. To enhance parental involvement in the education of children with special needs, strategies are needed to encourage and support positive participation. this can be achieved through workshops and training to empower parents,

open communication to address concerns and misconception, providing accurate information and resources to promote understanding, counselling and support groups for parents struggling to accept their child's differences.

5. To fulfill their responsibilities effectively, special educators require a supportive environment that enables them to focus on teaching. This can be achieved by providing them with more help and less workload, as well as equipping them with the necessary resources and support to excel in their role. Additionally, empowering parents with knowledge and involvement in their child's special education can foster a collaborative approach to learning. Moreover, ensuring that special educators have sufficient time to devote individual attention to each student is crucial, allowing them to tailor their teaching to meet the unique needs of their students. By addressing these key areas, special educators can thrive in their roles, leading to better educational outcomes and a more inclusive learning environment for students with special needs.
6. To help Children with Special Needs (CWSN) manage behavioural issues, special educators need ongoing training to develop skills in addressing diverse behavioural issues, time and resources to create personalized plans for each student and support in developing effective strategies to manage challenging behaviours.
7. Implementing Individualized Education Programs (IEPs) for children with special needs is challenging for special educators. To overcome these challenges, educational institutions must provide special educators with

sufficient time and resources, support to effectively implement IEPs and innovative strategies to promote inclusive learning environments

8. The special educators face challenges engaging Children with Special Needs (CWSN) in classroom activities, highlighting the need for personalized approaches and support. To address this, educational institutions must provide special educators with necessary resources, training, and support, reduce CWSN-special educator ratios, offer individualized training and strategies, foster collaboration between special and general educators and improve classroom conditions and allocate sufficient time and resources.
9. Special educators face challenges in preparing learning materials for Children with Special Needs (CWSN). Special educators have to use their own funds to prepare or purchase materials. It shows the need for consistent and adequate financial assistance and recognition of the financial burden on special educators.
10. The ratio of Children with Special Needs (CWSN) to Special Educators (SE) is inconsistent, leading to overwhelming student loads for some special educators, reduced individualized attention and support for CWSN and compromised educational outcomes. to address this, it's crucial to appoint more special educators, reduce the CWSN-SE ratio and ensure individualized attention and adequate support
11. To help Children with Special Needs (CWSN) achieve their learning outcomes, it's essential to reduce special educators' workload to allow for individualized attention, provide consistent teaching and support and

regularly track progress and identify areas for support.

12. To improve assessments for Children with Special Needs (CWSN), it's essential to provide individualized assessment questions that cater to each student's unique needs and abilities, support special educators in adapting exams to accommodate different learning styles and abilities and also ensure inclusive assessment processes that value diversity and promote equity.
13. Special educators face challenges in including students with diverse needs in co- curricular activities like arts and sports. To address this, they need to adapt co curricular activities to meet individual needs. For this proper guidelines should be provided to special educators.
14. Special educators recommend improvements for inclusive education in elementary schools, including a special educator in every school, resource rooms and specialized classrooms, a clear special education curriculum, additional support staff, awareness programs for teachers and students, personalized academic programs and physical environments, technology integration and inclusive school culture promotion. These recommendations highlight the need for a comprehensive approach to inclusive education, covering infrastructure, curriculum, teacher training and community engagement. By implementing these suggestions, schools can create a supportive learning environment that values diversity and promotes equal opportunities, leading to improved academic and social outcomes for children with diverse needs.

Suggestion for Further Study

The present study pave way to new areas for further studies to have a complete picture on the area under investigation.

- A similar study can be conducted among general teachers about the functioning of schools for CWSN
- A comparative study can be conducted on the experiences and challenges of special educators in urban versus rural schools.
- A comparative study can be conducted on the experiences and challenges of special educators in type of management of schools.
- Same study, experience of special educators can be conducted in different districts.
- A study on the impact of parental involvement on CWSN can be conducted
- A similar study can be conducted on special educators working in secondary schools.
- A study on the role of technology in supporting special educators and enhancing student learning can be conducted.
- A case study can be conducted on the experiences and challenges of individual special educators or students with special needs to gain a deeper understanding of their unique situations.
- A case study can be conducted on successful inclusive education school to identify best practices and strategies.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Adams, D., Harris, A., & Jones, M. S. (2018). Teacher-parent collaboration for an inclusive classroom: Success for every child. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(3), 58-72.
- Ali, M. B. M., Mustapha, R., & Jelas, Z. M. (2006). An Empirical Study on Teachers' Perceptions towards Inclusive Education in Malaysia. *Research Gate*. https://www.researchgate.net/publication/260286434_An_Empirical_Study_on_Teachers'_Perceptions_towards_Inclusive_Education_in_Malaysia
- Best, J. W., Kahn, J. V., & Jha, A. K. (2019). *Research in education* (10th ed.). Pearson India Education Services Pvt. Ltd.
- Billingsley, B., Bettini, E., Mathews, H. M., & McLeskey, J. (2020). Improving working conditions to support special educators' effectiveness: A call for leadership. *Teacher Education and Special Education*, 43(1), 7–27. <https://doi.org/10.1177/0888406419880353>
- Billingsley, B., Carlson, E., & Klein, S. (2004). The working conditions and induction support of early career special educators. *Exceptional Children*, 70(3), 333–347. <https://doi.org/10.1177/001440290407000305>
- Boyle, S. J. H. (2018). Choosing to Stay: A Case Study on Experiences of Special Education Teachers (Doctoral dissertation, Grand Canyon University).
- Carlson, E., Chen, L., Schroll, K., & Klein, S. (2002, March 24). SPENSE: Study of

- Personnel Needs in Special Education. Final report of the paperwork substudy. <https://eric.ed.gov/?id=ED479674>
- Conley, S., & You, S. (2016). Key influences on special education teachers' intentions to leave. *Educational Management Administration & Leadership*, 45(3), 521–540. <https://doi.org/10.1177/1741143215608859>
- Das, A. K., Kuyini, A. B., & Desai, I. P. (2013). Inclusive Education in India: Are the Teachers Prepared?. *International Journal of Special Education*, 28(1), 27-36. <https://eric.ed.gov/?id=EJ1013694>
- Eichinger, J. (2000). Job Stress and Satisfaction Among Special Education Teachers: Effects of gender and social role orientation. *International Journal of Disability, Development and Education*, 47(4), 397–412. <https://doi.org/10.1080/713671153>
- Elton-Chalcraft, S., Cammack, P., & Harrison, L. (2016). Segregation, integration, inclusion and effective provision: A case study of perspectives from special educational needs children, parents and teachers in Bangalore, India. *International Journal of Special Education*, 31(1), 2-9.
- Garris, G. S. (2019). Elementary and Special Education Pre-Service Teachers' Self-Efficacy Beliefs About Teaching Mathematics and Science to Students with Autism: A Preliminary Study (Doctoral dissertation, The Florida State University).
- Gehrke, R. S., & Murri, N. (2006). Beginning Special Educators' intent to stay in Special Education: Why they like it here. *Teacher Education and Special*

Education, 29(3), 179–190. <https://doi.org/10.1177/088840640602900304>

Gokdere, M. (2012). A Comparative Study of the Attitude, Concern, and Interaction Levels of Elementary School Teachers and Teacher Candidates towards Inclusive Education. <https://eric.ed.gov/?id=EJ1002876>

Greene, B. N. (2018). Special education teacher perception of mentoring program effectiveness: A qualitative exploratory multiple case study (Doctoral dissertation, Grand Canyon University).

Gruben, S. D. (2019). Perceptions of Exemplary Special Education Teachers: Instructional and Management Strategies for Special Education Students. *Lindenwood University*.

Henderson, S. L. (2014). Factors that influence special education teacher retention. *Lindenwood University*. http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/12-2%20Nkjetsia,%20Salovitta,%20&%20Gyimah.pdf

Kashyap, M. P. (2022). Exploring The Experiences of Special Educators: Conceptualising Occupational Stress And Coping Strategies (Doctoral dissertation, University of Delhi).

Kothari, C. R. (2008). *Research Methodology: Methods and Techniques*. Wishwa Prakashan.

Kovačević, J., & Maćešić-Petrović, D. (2012). Inclusive education – Empirical experience from Serbia. *International Journal of Educational Development*, 32(3), 463–470. <https://doi.org/10.1016/j.ijedudev.2011.11.008>

- Mandula, K., Parupalli, R., Vullamparthi, A. J., Murty, A. S., Magesh, E., & Nelaturu, S. C. B. (2016, March). ICT based special education assessment framework for inclusive education in India. In *2016 3rd International Conference on Computing for Sustainable Global Development (INDIACom)* (pp. 1644-1647). IEEE.
- Mathew, L. (2005). An exploratory study on occupational stress and coping strategies of special educators in South India. *Social Science Research Network*. <https://doi.org/10.2139/ssrn.643192>
- McCarty, K. A. (2013). The relationship between special education teachers' sense of teacher efficacy and their intent to leave. *Azusa Pacific University*.
- Mukherjee, R., & Halder, S. (2022). Students with autism in an alternative classroom during COVID-19 pandemic: Experiences shared by special educators in India. *International Journal of Developmental Disabilities*, 1–15. <https://doi.org/10.1080/20473869.2022.2137957>
- Nketsia, W., Saloviita, T., & Gyimah, E. K. (2016). Teacher educators' views on inclusive education and teacher preparation in Ghana. *International Journal of Whole Schooling*, 12(2).
- Parsons, L. (2014). The effects of special education training on educator efficacy in classroom management and inclusive strategy use for students with autism in inclusion classes. *Northcentral University*.
- Peebles, J. L., & Mendaglio, S. (2014). The impact of direct experience on preservice teachers' self-efficacy for teaching in inclusive classrooms.

- International Journal of Inclusive Education*, 18(12), 1321–1336.
<https://doi.org/10.1080/13603116.2014.899635>
- Platsidou, M. (2010). TRAIT Emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School Psychology International*, 31(1), 60–76. <https://doi.org/10.1177/0143034309360436>
- Ruhela, V. S., & Mishra, P. (2023). The Role of special Educators' Emotional intelligence in Self efficacy: A review. *Shikshan Sanshodhan : Journal of Arts, Humanities and Social Sciences*, 6(7).
- Sivarajan, K., Noushad., & Wahid, A.A. (2017). Educational thought and practices, Gender, school and society, creating an inclusive school (4th ed.).
- Smith-Moyler, T. D. (2020). The Impact of the Co-teaching Relationship on Elementary Special Education Teachers' Self-Efficacy for Teaching Mathematics (Doctoral dissertation, Regent University).
- Srivastava, M. (2019). Mapping changes in legislation and implementation for special needs education in India. *Annual Review of Comparative and International Education* 2018, 37, 271-286. <https://doi.org/10.1108/s1479-367920190000037020>
- Stella, P. (2022). A Study on the Effects of Information and Communication Technology among Special Educators in Tamil Nadu, South India. *XIBA Business Review*, 5(2).
- Stempien, L. R., & Loeb, R. C. (2002). Differences in job satisfaction between

- general education and special education teachers. *Remedial and Special Education*, 23(5), 258–267. <https://doi.org/10.1177/07419325020230050101>
- Valencia, M. (2021). Special Education Teacher Perceptions and Retention in Elementary School Settings (Master's thesis, California State University, Sacramento).
- Wahid, A. A. (2020). Legislation and policies in special education and rehabilitation. *DK International Research Foundation*. Inclusive education
- Wisniewski, L., & Gargiulo, R. M. (1997). Occupational stress and burnout among special educators: A review of the literature. *The Journal of Special Education*, 31(3), 325-346. <https://doi.org/10.1177/002246699703100303>
- Zinter, K. E., McMahon, S. D., Greeson, M. R., & Bare, K. (2024). A comparison of general and special educators' experiences with teacher-directed aggression and violence. *Psychology in the Schools*, 61(1), 380-397. <https://doi.org/10.1002/pits.23058>.

APPENDICES

APPENDIX I
FAROOK TRAINING COLLEGE
Research Centre in Education

QUESTIONNAIRE FOR SPECIAL EDUCATORS (Draft)

Dr. Aseel Abdul Wahid
Assistant professor
Farook Training College

Abeer PK
M Ed Student
Farook Training College

നിർദ്ദേശങ്ങൾ :

ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം പ്രാവർത്തികമാക്കുന്നതിൽ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ പങ്ക് വളരെ പ്രാധാന്യമർഹിക്കുന്നതാണ്. അതുകൊണ്ടു തന്നെ ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം പ്രാവർത്തികമാക്കണമെങ്കിൽ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ പ്രവർത്തനങ്ങൾ സുഗമമാക്കുക എന്നത് നിർബന്ധമാണ്. അതിനു വേണ്ടി സ്പെഷ്യൽ എജുക്കേറ്റേഴ്സിന്റെ അനുഭവങ്ങൾ പഠിക്കുവാനുള്ള ഒരു ചോദ്യാവലിയാണ് താഴെ കൊടുത്തിട്ടുള്ളത്.

ഈ പഠനം MEd പ്രോഗ്രാമിന്റെ ഭാഗമായുള്ള പ്രബന്ധം തയ്യാറാക്കുന്നതിന് വേണ്ടിയാണ്. താങ്കളുടെ വ്യക്തി വിവരങ്ങളും പ്രതികരണവും അഭിപ്രായങ്ങളും തികച്ചും രഹസ്യം ആയിരിക്കുമെന്നും ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു. നിങ്ങളുടെ പ്രതികരണം ഭാവിയിൽ മലപ്പുറം ജില്ലയിലെ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ അനുഭവം മെച്ചപ്പെടുത്തുന്നതിന് സഹായകമാകും എന്നതിനാൽ താങ്കളുടെ സഹകരണം പ്രതീക്ഷിക്കുന്നു. ഓരോ ചോദ്യത്തിനും ഉത്തരം തന്നിരിക്കുന്ന സ്ഥലത്ത് രേഖപ്പെടുത്തുമല്ലോ.

വ്യക്തിഗത വിവരങ്ങൾ

ജെൻഡർ : ആൺ / പെൺ

ജോലി ചെയ്യുന്ന BRCയുടെ പേര് :

എത്ര സ്കൂളുകളിൽ താങ്കൾ ജോലി ചെയ്യുന്നു :

1. സ്പെഷ്യൽ എജക്ടറേറ്റർ എന്ന നിലക്ക് താങ്കൾ ജോലിയിൽ സംതൃപ്തനാണോ?
ആണ് ☐ അല്ല ☐

സ്പെഷ്യൽ എജക്ടറേറ്റർ എന്ന നിലക്ക് താങ്കൾക്ക് ജോലിയിൽ സംതൃപ്തി നൽകുന്ന മേഖലകൾ '✓' ചെയ്യുക

- വേതനം ☐
- ക്ലാസ് മുറിയിലെ സൗകര്യം ☐
- മറ്റു അധ്യാപകരുമായുള്ള ബന്ധം ☐
- പരിഗണന ☐
- ആവശ്യമായ പഠന സാമഗ്രികളുടെ ലഭ്യത ☐
- അധ്യാപിക വിദ്യാർത്ഥി ബന്ധം ☐
- ഇൻസർവീസ് ടീച്ചർ ട്രെയിനിങ് ☐

2. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്ന നിലയിൽ താങ്കളുടെ ജോലിയിൽ താങ്കൾ പ്രയാസങ്ങൾ അനുഭവിക്കുന്നുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്ന നിലക്ക് താങ്കൾ അനുഭവിക്കുന്ന പ്രയാസങ്ങൾ '✓' ചെയ്യുക

- ജോലിഭാരം ☐
- മാനസിക സമ്മർദ്ദം ☐
- അമിതമായ ഉത്തരവാദിത്വം ☐
- ഭിന്നശേഷി വിദ്യാർത്ഥി സ്പെഷ്യൽ എജക്ടറേറ്റർ അനുപാതം ☐
- ഐ ഇ പി നിർമ്മിക്കുന്നതിൽ ☐
- ജോലിസുരക്ഷ ☐

3. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്ന ജോലി താങ്കൾ ഏറ്റെടുക്കാൻ ഉണ്ടായ കാരണങ്ങൾ എന്തെല്ലാമാണ്?

4. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ ഉത്തരവാദിത്വങ്ങൾ എന്തെല്ലാമാണ്?

അത് ശരിയായ രീതിയിൽ നിർവഹിക്കാൻ സാധിക്കുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല കാരണം വ്യക്തമാക്കുക.

5. ഭിന്നശേഷി വിദ്യാർത്ഥികളുമായി ഇടപഴകുമ്പോൾ അവരുടെ പെരുമാറ്റവുമായി ബന്ധപ്പെട്ട അനുഭവം എന്തെല്ലാമാണ്?

6. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന് ഉള്ള പരിശീലന പരിപാടികൾ കൃത്യമായ ഇടവേളയിൽ നടക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

7. സർക്കാർ തലത്തിലോ അല്ലാതെയോ നടന്ന പരിശീലന പരിപാടികളിൽ താങ്കൾ പങ്കെടുത്തപ്പോൾ താങ്കൾക്ക് ലഭിച്ച അനുഭവങ്ങൾ എന്തെല്ലാമാണ്?

8. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ സ്കൂളിൽ വരുന്ന ദിവസങ്ങളിൽ വ്യത്യസ്ത ക്ലാസുകളിൽ ഉള്ള ഭിന്നശേഷിവിദ്യാർത്ഥികളെ ഒരുമിച്ച് ഒരു ക്ലാസിൽ ഇരുത്തുന്ന സാഹചര്യമാണ് പൊതുവേ കണ്ടുവരാറുള്ളത്. ഇങ്ങനെ ചെയ്യുമ്പോൾ ഉദ്ദേശിച്ച പഠന നേട്ടങ്ങൾ (Learning outcome) നേടിയെടുക്കാൻ സാധിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.

ഒരേസമയം ഒന്നിലധികം സ്കൂളുകളിൽ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ ആയി പ്രവർത്തിക്കുമ്പോൾ ഭിന്നശേഷി വിദ്യാർത്ഥികളുടെ പഠന നേട്ടങ്ങൾ നേടിയെടുക്കാൻ സാധിച്ചിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.

9. ഭിന്നശേഷിവിദ്യാർത്ഥികളുടെ പഠനം സുഖകരമാകുന്നതിന് സർക്കാർ തലത്തിൽ ലഭ്യമായ പഠനോപകരണങ്ങൾ ഏതെല്ലാം?

10. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്നുള്ള നിലക്ക് വ്യക്തിപരമായി തയ്യാറാക്കിയിട്ടുള്ള പഠനോപകരണങ്ങൾ ഏതെല്ലാം? ഇതിന് സാമ്പത്തിക സഹായം സർക്കാർ തലത്തിലോ സ്കൂൾ തലത്തിലോ ലഭ്യമായിട്ടുണ്ടോ?

ഇതിന് സാമ്പത്തിക സഹായം ലഭ്യമാകാറുണ്ടോ? സർക്കാർ തലത്തിലോ സ്കൂൾ തലത്തിലോ

ഉണ്ട് ☐ ഇല്ല ☐

11. സ്കൂളുകളിലെ ഭിന്നശേഷിവിദ്യാർത്ഥികൾക്ക് പ്രയാസങ്ങൾ ഉണ്ടാകുമ്പോൾ മേലധികാരികളോ മറ്റ് അധ്യാപകരോ ഇടപെടാത്ത സാഹചര്യങ്ങൾ ഉണ്ടാകാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.

12. ഭിന്നശേഷി വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുമ്പോൾ അവരിലെ സ്വഭാവ വൈകല്യങ്ങൾ താങ്കൾക്ക് മറികടക്കാൻ സാധിച്ചിട്ടുണ്ടോ

ഉണ്ട് ☐ ഇല്ല ☐

അവ മറികടക്കാൻ താങ്കൾ കണ്ടെത്തിയ മാർഗങ്ങൾ എന്തെല്ലാമാണ്?

13. ഭിന്നശേഷി പഠന രംഗത്ത് വിദ്യാർത്ഥി അധ്യാപക അനുപാതം ഇപ്പോൾ എങ്ങനെയാണ്? അതിന് എന്തുമാറ്റമാണ് കൊണ്ടുവരേണ്ടത്?

14. ഭിന്നശേഷിവിദ്യാർത്ഥികൾക്ക് IEP (Individualized Education Programme) ക്ലാസ് റൂമിൽ കൃത്യമായി കൊടുക്കാൻ സാധിക്കാറുണ്ടോ?
ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.
15. ക്ലാസ്റൂമിലെ പ്രവർത്തനങ്ങളിൽ ഭിന്നശേഷിവിദ്യാർത്ഥികളെ പൂർണ്ണമായും പങ്കെടുപ്പിക്കാൻ സാധിക്കാറുണ്ടോ?
ഉണ്ട് ☐ ഇല്ല ☐
ഇതിനു തടസ്സം നിൽക്കുന്ന ഘടകങ്ങൾ ഏതെല്ലാം?
16. ഭിന്നശേഷി വിദ്യാർത്ഥികളെ കലാകായിക മത്സരങ്ങൾ പങ്കെടുപ്പിക്കുമ്പോൾ താങ്കൾ നേരിട്ട പ്രതിസന്ധികൾ എന്തെല്ലാമാണ്? അത് എങ്ങനെയാണ് തരണം ചെയ്യാറുള്ളത്?
17. ഭിന്നശേഷിവിദ്യാർത്ഥികൾക്ക് എങ്ങനെയാണ് പരീക്ഷകൾ സംഘടിപ്പിക്കാറുള്ളത്?
എന്തെല്ലാം പ്രതിസന്ധികൾ ആണ് അത് മൂലം താങ്കൾ നേരിടാറുള്ളത്?
18. ഭിന്നശേഷിവിദ്യാർത്ഥികളുടെ രക്ഷിതാക്കളുടെ അവബോധം ഇല്ലായ്മ രൂപത്തിലാണ് സ്പെഷ്യൽഎഡ്യൂക്കേറ്റർ എന്നുള്ള നിലക്ക് ഏതെല്ലാം താങ്കളെ പ്രയാസപ്പെടുത്തിയിട്ടുള്ളത്?
19. രക്ഷിതാക്കളുടെ ഇടപെടലുകൾ താങ്കളെ എങ്ങനെയാണ് ബാധിച്ചിട്ടുള്ളത്?
20. ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം ഫലപ്രദമാകണമെങ്കിൽ ഇനി എന്തെല്ലാം മാറ്റങ്ങളാണ് കൊണ്ടുവരേണ്ടത്?

APPENDIX II
FAROOK TRAINING COLLEGE

Research Centre in Education

QUESTIONNAIRE FOR SPECIAL EDUCATORS

Dr. Aseel Abdul Wahid
Assistant professor
Farook Training College

Abeer PK
M Ed Student
Farook Training College

നിർദ്ദേശങ്ങൾ :

ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം പ്രാവർത്തികമാക്കുന്നതിൽ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ പങ്ക് വളരെ പ്രാധാന്യമർഹിക്കുന്നതാണ്. അതുകൊണ്ടു തന്നെ ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം പ്രാവർത്തികമാക്കണമെങ്കിൽ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ പ്രവർത്തനങ്ങൾ സുഗമമാക്കുക എന്നത് നിർബന്ധമാണ്. അതിനു വേണ്ടി സ്പെഷ്യൽ എജുക്കേറ്റേഴ്സിന്റെ അനുഭവങ്ങൾ പഠിക്കുവാനുള്ള ഒരു ചോദ്യാവലിയാണ് താഴെ കൊടുത്തിട്ടുള്ളത്.

ഈ പഠനം MEd പ്രോഗ്രാമിന്റെ ഭാഗമായുള്ള പ്രബന്ധം തയ്യാറാക്കുന്നതിന് വേണ്ടിയാണ്. താങ്കളുടെ വ്യക്തി വിവരങ്ങളും പ്രതികരണവും അഭിപ്രായങ്ങളും തികച്ചും രഹസ്യം ആയിരിക്കുമെന്നും ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു. നിങ്ങളുടെ പ്രതികരണം ഭാവിയിൽ മലപ്പുറം ജില്ലയിലെ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ അനുഭവം മെച്ചപ്പെടുത്തുന്നതിന് സഹായകമാകും എന്നതിനാൽ താങ്കളുടെ സഹകരണം പ്രതീക്ഷിക്കുന്നു. ഓരോ ചോദ്യത്തിനും ഉത്തരം തന്നിരിക്കുന്ന സ്ഥലത്ത് രേഖപ്പെടുത്തുമല്ലോ.

വ്യക്തിഗത വിവരങ്ങൾ

ജെൻഡർ : ആൺ / പെൺ

ജോലി ചെയ്യുന്ന BRCയുടെ പേര് :

എത്ര സ്കൂളുകളിൽ താങ്കൾ ജോലി ചെയ്യുന്നു :

1. സ്പെഷ്യൽ എജക്ടറേറ്റർ എന്ന നിലക്ക് താങ്കൾ ജോലിയിൽ സംതൃപ്തനാണോ?
ആണ് ☐ അല്ല ☐

സ്പെഷ്യൽ എജക്ടറേറ്റർ എന്ന നിലക്ക് താങ്കൾക്ക് ജോലിയിൽ സംതൃപ്തി നൽകുന്ന മേഖലകൾ '✓' ചെയ്യുക

- വേതനം ☐
- ക്ലാസ് മുറിയിലെ സൗകര്യം ☐
- മറ്റു അധ്യാപകരുമായുള്ള ബന്ധം ☐
- പരിഗണന ☐
- ആവശ്യമായ പഠന സാമഗ്രികളുടെ ലഭ്യത ☐
- അധ്യാപിക വിദ്യാർത്ഥി ബന്ധം ☐
- ഇൻസർവീസ് ടീച്ചർ ട്രെയിനിങ് ☐

2. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്ന നിലയിൽ താങ്കളുടെ ജോലിയിൽ താങ്കൾ പ്രയാസങ്ങൾ അനുഭവിക്കുന്നുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്ന നിലക്ക് താങ്കൾ അനുഭവിക്കുന്ന പ്രയാസങ്ങൾ '✓' ചെയ്യുക

- ജോലിഭാരം ☐
- മാനസിക സമ്മർദ്ദം ☐
- അമിതമായ ഉത്തരവാദിത്വം ☐
- ഭിന്നശേഷി വിദ്യാർത്ഥി സ്പെഷ്യൽ എജക്ടറേറ്റർ അനുപാതം ☐
- ഐ ഇ പി നിർമ്മിക്കുന്നതിൽ ☐
- ജോലിസുരക്ഷ ☐

3. സർക്കാർ തലത്തിലോ അല്ലാതെയോ നടന്ന പരിശീലന പരിപാടികളിൽ താങ്കൾ പങ്കെടുത്തപ്പോൾ താങ്കൾക്ക് ലഭിച്ച അനുഭവങ്ങൾ എന്തെല്ലാമാണ്?

4. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന് ഉള്ള പരിശീലന പരിപാടികൾ കൃത്യമായ ഇടവേളയിൽ നടക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

5. സ്കൂളുകളിലെ ഭിന്നശേഷിവിദ്യാർത്ഥികൾക്ക് പ്രയാസങ്ങൾ ഉണ്ടാകുമ്പോൾ മേലധികാരികളോ മറ്റ് അധ്യാപകരോ ഇടപെടാത്ത സാഹചര്യങ്ങൾ

ഉണ്ടാകാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.

6. രക്ഷിതാക്കളുടെ ഇടപെടലുകൾ താങ്കളെ എങ്ങനെയാണ് ബാധിച്ചിട്ടുള്ളത്

7. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ ഉത്തരവാദിത്വങ്ങൾ എന്തെല്ലാമാണ്?

അത് ശരിയായ രീതിയിൽ നിർവ്വഹിക്കാൻ സാധിക്കുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല കാരണം വ്യക്തമാക്കുക.

8. ഭിന്നശേഷി വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുമ്പോൾ അവരിലെ സ്വഭാവ വൈകല്യങ്ങൾ താങ്കൾക്ക് മറികടക്കാൻ സാധിച്ചിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

അവ മറികടക്കാൻ താങ്കൾ കണ്ടെത്തിയ മാർഗങ്ങൾ എന്തെല്ലാമാണ്?

9. ഭിന്നശേഷിവിദ്യാർത്ഥികൾക്ക് IEP (Individualized Education Programme) ക്ലാസ് റൂമിൽ കൃത്യമായി കൊടുക്കാൻ സാധിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.

10. ക്ലാസ്റൂമിലെ പ്രവർത്തനങ്ങളിൽ ഭിന്നശേഷിവിദ്യാർത്ഥികളെ പൂർണ്ണമായും പങ്കെടുപ്പിക്കാൻ സാധിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

ഇതിനു തടസ്സം നിൽക്കുന്ന ഘടകങ്ങൾ ഏതെല്ലാം?

11. ഭിന്നശേഷിവിദ്യാർത്ഥികളുടെ പഠനം സുഖകരമാകുന്നതിന് സർക്കാർ തലത്തിൽ ലഭ്യമായ പഠനോപകരണങ്ങൾ ഏതെല്ലാം?

12. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ എന്നുള്ള നിലക്ക് വ്യക്തിപരമായി തയ്യാറാക്കിയിട്ടുള്ള പഠനോപകരണങ്ങൾ ഏതെല്ലാം? ഇതിന് സാമ്പത്തിക സഹായം സർക്കാർ തലത്തിലോ സ്കൂൾ തലത്തിലോ ലഭ്യമായിട്ടുണ്ടോ?

13. ഇതിന് സാമ്പത്തിക സഹായം ലഭ്യമാകാറുണ്ടോ? സർക്കാർ തലത്തിലോ സ്കൂൾ തലത്തിലോ

ഉണ്ട് ☐ ഇല്ല ☐

14. ഭിന്നശേഷി പഠന രംഗത്ത് വിദ്യാർത്ഥി അധ്യാപക അനുപാതം ഇപ്പോൾ എങ്ങനെയാണ്? അതിന് എന്തുമാറ്റമാണ് കൊണ്ടുവരേണ്ടത്?

15. ഒരേസമയം ഒന്നിലധികം സ്കൂളുകളിൽ സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ ആയി പ്രവർത്തിക്കുമ്പോൾ ഭിന്നശേഷി വിദ്യാർത്ഥികളുടെ പഠന നേട്ടങ്ങൾ നേടിയെടുക്കാൻ സാധിച്ചിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐ കാരണം വ്യക്തമാക്കുക.

16. ഭിന്നശേഷിവിദ്യാർത്ഥികൾക്ക് എങ്ങനെയാണ് പരീക്ഷകൾ സംഘടിപ്പിക്കാറു

ഉള്ളത്?

എന്തെല്ലാം പ്രതിസന്ധികൾ ആണ് അത് മൂലം താങ്കൾ നേരിടാറുള്ളത്?

17. ഭിന്നശേഷി വിദ്യാർത്ഥികളെ കലാകായിക മത്സരങ്ങൾ പങ്കെടുപ്പിക്കുമ്പോൾ താങ്കൾ നേരിട്ട പ്രതിസന്ധികൾ എന്തെല്ലാമാണ്? അത് എങ്ങനെയാണ് തരണം ചെയ്യാറുള്ളത്?
18. ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം ഫലപ്രദമാകണമെങ്കിൽ ഇനി എന്തെല്ലാം മാറ്റങ്ങളാണ് കൊണ്ടുവരേണ്ടത്?

APPENDIX III
FAROOK TRAINING COLLEGE
Research Centre in Education
QUESTIONNAIRE FOR SPECIAL EDUCATORS

Dr. Aseel Abdul Wahid
Assistant professor
Farook Training College

Abeer PK
M Ed Student
Farook Training College

1. Are you satisfied with your work as a special educator?

Yes ☐

No ☐

Please ✓ ☐ the areas that give you job satisfaction as a special educator

Wages ☐

Classroom facilities ☐

Relationship with other teachers ☐

Consideration ☐

Availability of necessary study materials ☐

Teacher student relationship ☐

In-service teacher training ☐

2. Do you experience difficulties in your work as a special educator?

Yes ☐

No ☐

Please ✓ ☐ the difficulties you experience as a special educator

Workload ☐

Mental stress ☐

Too much responsibility ☐

Disability student to special educator ratio ☐

In making the IEP ☐

Job security ☐

3. What experiences have you had while participating in government or non-government training?

4. Are training programs for special educators held at regular intervals?

Yes ☐

No ☐

5. Are there situations where the superiors or other teachers do not intervene when students with disabilities in schools face difficulties?

Yes ☐

No ☐

6. How has parental involvement affected you?

7. What are the responsibilities of special educators?

Can it be done properly?

Yes ☐

No ☐

Why

8. While teaching differently-abled students, are you able to deal their character defects?

Yes ☐

No ☐

What strategy did you find to overcome them?

9. Can the IEP (Individualized Education Program) be properly implemented to students with disabilities?

Yes ☐

No ☐

Specify the reason

10. Are students with disabilities able to participate fully in learning activities in the classroom?

Yes ☐

No ☐

What are the factors hindering this?

11. What are the aids available at the BRC level to facilitate the learning of differently abled students?

12. What are the learning materials prepared individually by the Special Educator?

13. Does the BRC provide financial support for creating learning materials?

Yes ☐

No ☐

14. What is the current CWSN-Special Educator ratio?

15. While working as a special educator in multiple schools at the same time, has it

been possible to achieve the learning outcomes of differently abled students?

Yes ☐

No ☐

Specify the reason.

16. . How are examinations organized for differently abled students? What problems do you face because of it?
17. What are the difficulties you have faced while getting students with disabilities to participate in arts?
18. What additional changes need to be made for inclusive education to be effective?

APPENDIX IV
FAROOK TRAINING COLLEGE
Research Centre in Education

FOCUS GROUP DISCUSSION INTERVIEW SCHEDULE

Dr. Aseel Abdul Wahid
Assistant professor
Farook Training College

Abeer PK
M Ed Student
Farook Training College

1. സ്പെഷ്യൽ എഡ്യൂക്കേറ്റേഴ്സിന്റെ ഉത്തരവാദിത്തങ്ങൾ എന്തെല്ലാമാണ്?
2. ഭിന്നശേഷി വിദ്യാർത്ഥി സ്പെഷ്യൽ എഡ്യൂക്കേറ്റർ അനുപാതത്തെപ്പറ്റി താങ്കളുടെ അഭിപ്രായം.
3. വ്യത്യസ്ത കുഴിവുകളുള്ള കുട്ടികളെ പഠിപ്പിക്കാൻ ഉണ്ടായ പ്രതിസന്ധി.
4. ഭിന്നശേഷി വിദ്യാർത്ഥികളുടെ പരീക്ഷകൾ എങ്ങനെയാണ് നടത്താറുള്ളത്.
5. ഭിന്നശേഷി വിദ്യാർത്ഥികളുടെ രക്ഷിതാക്കളുടെ ഇടപെടലുമായി താങ്കളുടെ അനുഭവം.
6. ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം ഫലപ്രദമാകണമെങ്കിൽ ഇനി എന്തെല്ലാം മാറ്റങ്ങളാണ് കൊണ്ടുവരേണ്ടത്?.

APPENDIX V
FAROOK TRAINING COLLEGE
Research Centre in Education

FOCUS GROUP DISCUSSION INTERVIEW SCHEDULE

Dr. Aseel Abdul Wahid	Abeer PK
Assistant professor	M Ed Student
Farook Training College	Farook Training College

1. Responsibilities of special educators.
2. Special educators' opinion on the CWSN -Special educators ratio.
3. Challenges in teaching students with diverse abilities.
4. Assessment and evaluation of CWSN.
5. Parental involvement on CWSN.
6. What suggestion you make to enhance inclusive education practices in elementary schools.