



SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE

Young Scholars' Enrichment Programme

**Challenges Practices and Support Needs of Primary
School Teachers in Inclusive Classrooms
in Malappuram District**

Shifana Moideen Kutty

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

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2022-2024

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I, Shifana Moideen Kutty, do hereby declare that this study report entitled, **“CHALLENGES PRACTICES AND SUPPORT NEEDS OF PRIMARY SCHOOL TEACHERS IN INCLUSIVE CLASSROOMS IN MALAPPURAM DISTRICT”** is a genuine record of the research work done by me under the supervision of **Prof. (Dr.) Vijayakumari K.**, Professor (Retd), Farook Training College, and that no part of the dissertation has been presented earlier for the award of any Degree, Diploma, Associateship or other similar title of recognition in any other University.

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CHAPTER I

INTRODUCTION

- Need and Significance of the Study
- Statement of the Problem
- Definition of key Terms
- Research Questions
- Objectives of the Study
- Methodology
- Scope and Limitations of the Study
- Organisation of the Report

“Education is the movement from darkness to light.” – Allan Bloom

Education is the bedrock of personal growth and societal advancement. The transformative power of education in shaping minds instilling values and equipping individuals with the knowledge and skills needed to navigate the complexities of the modern world is illuminated in the remark of Nelson Mandela about Education as the most powerful weapon to change the world.

“One child, one teacher, one book, one pen can change the world” (Yousafzai & Lamb, 2012, p.310). This powerful statement of Malala Yousafzai encapsulates the belief that education is not merely a means of acquiring information but a force for empowerment and social change. Education empowers individuals to challenge the status quo, break free from the shackles of ignorance, and strive for a better tomorrow. It is the cornerstone of democracy, providing the foundation for informed citizenship and active participation in civic life. Moreover, education is a fundamental human right that should be accessible to all, regardless of race, gender, socioeconomic status, or geographic location.

The Universal Declaration of Human Rights (1948) was a milestone in educational development all over the world. According to Article 26(1) of the Declaration, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages". According to Article 26(2) of the

Declaration, "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom". The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. It is through education that we can bridge divides, promote understanding, and build a more inclusive and equitable society.

Inclusive education envisages quality education for all students irrespective of their caste, religion, race, color, gender, and disabilities. In India, the journey towards inclusive education has evolved over time. Prior to independence, education was limited to the elite class but in the post-independence period, Government of India recognized education as a fundamental right and made efforts to expand access, particularly for marginalized communities. The National Policy on Education, 1986 emphasized inclusion in education and the integration of children with mild disabilities into mainstream schools (Programme of Action, 1992, p.116). The Persons with Disabilities Act further protects the rights of individuals with disabilities, including their right to education till the age of eighteen years in integrated or special schools (PWD Act, 1995, p.186). The Rights of Persons with Disabilities Act shifted the idea of special school to inclusive classrooms without any forms of discrimination (RPwD Act, 2016, p.11). The Sarva Shiksha Abhiyan (SSA, 2001, p.71) aimed to provide free and compulsory education for all children including children with special needs and a barrier free environment. The National

Education Policy, 2020 also focuses on promoting social welfare through inclusive and equitable education for all.

“Inclusive education is a multidimensional concept that includes the celebration and valuing of difference and diversity and consideration of human rights, social justice and equity issues, as well as the social model of disability and a sociopolitical model of education” (Hornby, 2014). Inclusive education deals with the right of children to be educated together, alongside their peers. It is the inclusion of every child in the educational system regardless of their differences and disabilities. Inclusive education is not a policy, it should be a practice to develop every school into an inclusive one (Ainscow & Booth, 2002).

In India, Ministry of Human Resource Development in its draft document on Inclusive Education (2003) has defined Inclusive Education as "a system which aims to provide a favorable setting for achieving equal opportunities and full participation for all children with disabilities within general educational system".

In the global scenario, the origins of inclusive education can be traced back to the World Conference on Special Needs Education held in Salamanca in 1994. The conference suggested that educational institutions need to provide inclusive environments that cater to the diverse needs of all students, regardless of their individual differences. It has been suggested that educational institutions should include students from diverse socio-economic and geographical backgrounds. Inclusive education is a pedagogical approach that aims to provide equitable and unbiased access to education for all individuals, regardless of their background or abilities. It fosters the principle of right of entry, involvement, and accomplishment

of all the learners keeping in consideration that there should not be any kind of discrimination on any grounds.

Inclusive education is a cornerstone of a progressive and equitable society, aiming to provide quality education for all children regardless of their abilities and backgrounds. Government of India has introduced many schemes time to time to support the inclusion of children with disabilities and children from disadvantaged groups in general schools, to mention some as Sarva Shiksha Abhiyan, 2001 (SSA), Rashtriya Madhyamik Shiksha Abhiyan, 2009 (RMSA) and Samagra Shiksha Abhiyan, 2018 (SSA).

"The concept of inclusion has emerged from the idea of providing equal opportunities to 'all' children keeping in mind the diverse nature of their individual needs." (Rani, 2013). This means an inclusive school should treat students regardless of their disability. Inclusive education is based on the principle that school should accommodate all children regardless of their physical, intellectual, emotional, linguistic and other conditions.

The role of teachers, peers, head master, parents, community and other stakeholders are crucial in ensuring the inclusive environment in school. An inclusive culture starts from the premise that everyone in the school – students, educators, administrators, support staff and parents – should feel that they belong and contribute to the life of the school (Teotia ,2018).

Need and Significance of the Study

The field of education has witnessed a paradigm shift towards inclusivity, aiming to provide equal educational opportunities for all students, regardless of their background. Moreover, primary education plays a pivotal role in shaping a child, as it serves as the foundational step in a student's academic journey. The studies reviewed like Singh (2016), Lakshmi (2018), Norwich (2022), Thomas (2023) etc show that there is a call for the pursuit of inclusive practices all over the world, and it has further turned into an imperative endeavor.

The achievements of all these actions lie in the hands of teachers, especially primary school teachers who are responsible for guiding students from the very beginning. Initial years of the life of a child are very crucial. Therefore, it is required to make the elementary school teachers efficient in dealing with children with diverse needs so that they can also get the basic education and can develop a strong foundation of education for further levels. Education of teachers is a crucial element in promoting advancement towards the establishment of inclusive schools (Julka, n.d).

A publication by the U.S. Bureau of Labor Statistics (2022) states that kindergarten and elementary school teachers utilize hands-on methods to teach vital concepts, fostering problem-solving skills and critical thinking. They guide students through science experiments and collaborative tasks. But inclusive practices in a classroom involve creating an environment where all students regardless of their backgrounds or abilities, feel valued and engaged which is really a challenging task. These practices aim to accommodate diverse learning styles, needs, and strengths of students. By adapting teaching strategies, providing support, and fostering

collaboration, inclusive classrooms promote equal participation and meaningful learning experiences for every student. The implementation of inclusive practices poses challenges for teachers which can be unique to specific teachers, schools, or even districts, and may also have more general applicability. Numerous studies emphasize the role of primary teachers in implementing inclusive education and the challenges they face while dealing with inclusive environments. According to Swain (2022) primary school teachers encounter difficulties in teaching students with diverse needs in inclusive classrooms. It will be relevant to study the challenges teachers face in inclusive classroom at each stage of its development. Resourceful teachers often employ efficient and novel strategies to overcome these challenges which is often tailored to their specific contexts. Sharing these practices within a broader community could yield significant benefits. In order to enhance these practices, it is essential to regularly address the challenges teachers face. For this purpose, it is vital to know the expectations of teachers that they consider as required.

Chow et al. (2023) reviewed 25 studies in the period 2007 to 2020 conducted on the perceived support needs of teachers for implementing inclusive education. This study aimed to look at what teachers think they need to make inclusive education happen in regular schools. The result revealed that teachers primarily advocate for appropriate teacher professional training, teaching assistants, sufficiency in resourcing, freedom to modify and adapt the curriculum, collaborate with other teachers, and more time to plan and execute in smaller classrooms. This single study itself reveals the importance of studying the perceived support needs of teachers in inclusive education.

Malappuram district is known for its multicultural population with a significant Muslim community and a high percentage of students from economically disadvantaged backgrounds. In these diverse educational settings, teachers may face obstacles in ensuring an inclusive and supportive learning environment for every child. Many educational and administrative efforts are made to improve the educational status of the Malappuram district by government and non-government organizations, but still the problems persist in the practices of inclusive education. Hence, it is important to study these growing concerns in inclusive education to realize its real goals. Furthermore, the diversity of Malappuram district adds significant value to this study. It is crucial to recognize teachers' practices and expectations in addressing challenges within inclusive environments to achieve the full potential of inclusive education. Beyond mere implementation, a thorough examination and systematic evaluation of approaches over time are essential. Studies of this nature can address these issues and offer a clear path towards an enhanced learning environment.

This study aims to bridge the gap by exploring strategies employed by primary school teachers to overcome challenges in inclusive classrooms. By shedding light on educators' practical experiences and expectations, it seeks to equip teachers with effective tools and approaches that foster inclusivity. Moreover, the findings will have the potential to guide policy-making, enhance the quality of teacher training programs, and contribute to improved learning outcomes for all students. Accepting inclusivity as a cornerstone of education, this study takes a pivotal step towards creating equitable and enriching learning environments that benefit both students and the broader educational community.

Statement of the Problem

Many challenges are reported for primary school teachers in Kerala in implementing inclusive education and many of these challenges are addressed by the authorities. Teachers' efforts to confront the challenges in inclusive classroom vary from one another. Innovative and unique practices teachers adopt as well as the requirements and the perceived support needs to be more effective in inclusive classrooms are to be explored. Hence, the present study is stated as “**CHALLENGES PRACTICES AND SUPPORT NEEDS OF PRIMARY SCHOOL TEACHERS IN INCLUSIVE CLASSROOMS IN MALAPPURAM DISTRICT**”

Definition of Key Terms

Inclusive Classrooms

Inclusive education is an education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements (UNESCO,2017)

An inclusive classroom is a general education classroom that creates a supportive learning environment for students, regardless of their backgrounds, abilities, or identities.

Challenges

A challenge is something new and difficult which requires great effort and determination (Collins English Dictionary, n.d.).

For the present study, Challenges means the adversities of primary school teachers faced in inclusive classrooms, in teaching, managing the class and evaluating student performance.

Practices

The instructional and behavioural strategies that improve academic and social, emotional outcomes for all students with and without disabilities in general educational settings (Massachusetts Department of Education)

In the present study, Practices stands for inclusive practices, the strategies and techniques adopted by primary school teachers in overcoming the challenges they face in inclusive classrooms.

Support Needs

According to Webster's Encyclopedic Unabridged Dictionary (1996) the word Support means to maintain (a person, family, establishment, institution, etc.) by supplying with things necessary to existence and needs means necessity arising from the circumstances of a case.

In the present study, Support Needs stands for what teachers expect and their further requirements and needs for betterment in the teaching-learning process. It denotes the perceived support needs of teachers in inclusive classrooms.

Primary School Teachers

Primary school teachers are educators specialized in teaching young children, especially from class 1 to 7.

Research Questions

1. Whether primary school teachers in Malappuram district face challenges in teaching learning activities, co-curricular activities, discipline and evaluation in inclusive classrooms?
2. What are the innovative strategies adopted by primary school teachers in Malappuram district to overcome the challenges?
3. What do the teachers expect to improve their performance in inclusive classrooms?

Objectives of the Study

1. To find out the extent and nature of challenges faced by primary school teachers in inclusive classrooms in Malappuram district.
2. To explore the innovative practices of primary school teachers to overcome the challenges in inclusive classrooms.
3. To explore the support needs of primary school teachers to face the challenges in inclusive classrooms.

Methodology

Method

A qualitative research design was used for the study. The data were collected through survey method.

Sample

The population under study is primary school teachers of Malappuram district. A final sample of 300 teachers was selected from four educational districts of Malappuram district.

Tool

The investigator developed a questionnaire with the help of supervising teacher to identify the extent and nature of already identified challenges, practices adopted to overcome these challenges and support needs expected by primary school teachers in inclusive classroom.

Techniques used for Analysis

Percentage analysis was used to identify the predominance of challenges in inclusive classrooms and techniques of coding and narration were used for analyzing the themes.

The practices adopted by teachers to overcome the challenges and the expected support needs of teachers are qualitatively analyzed using narrative method.

Scope and Limitations of the Study

The scope of this research involves identifying challenges that teachers face, exploring the innovative practices that teachers adopt in their teaching- learning process and their perceptions on support needs to improve their practices in inclusive classrooms. The study will throw light into the practices and expectations of primary school teachers in inclusive classroom which will help the administrators in future in-

service and pre-service training programmes. Information about the challenges teachers face will be helpful to evaluate the success of the measures taken to improve the quality of inclusive education in Malappuram district.

Even though the researcher took precautions to ensure study's accuracy, there were some limitations identified by the researcher, which are,

1. The sample selected represent all the four educational districts in Malappuram district, but proportion of teachers in each district or subdistrict was not considered while selecting the sample.
2. To what extent the identified challenges are experienced was not considered which will be relevant to identify the major challenges.
3. The responses from teachers are not complete in all aspects, may be due to their busy schedule in the school.

Organization of the Report

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

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

Chapter 3: In this chapter, the researcher discusses the methodology of the study in detail with research questions, objectives, design, description of variable, sample selected for the study, instrument used for data collection, data collection procedure

and techniques used for analysing data.

Chapter 4: This chapter describes analysis of the information, interpretation of data and discussion.

Chapter 5: This chapter contains summary of the study, major findings, educational implications of the study and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

- Conceptual Overview
- Initiatives for Inclusive Education
- Review of Related Studies

Review of literature is an essential step to the accomplishment of any research project. It is the process of analysing, summarizing and interpreting the theoretical, conceptual and research-based literature related to the topic under study. A critical review of previous research work gives an opportunity to the researcher to plan his or her research in a systematic way. Through the process of reviewing, the researcher gets an in-depth idea regarding their problem. It aids in building a solid foundation for the researcher's work. Even though it is a time consuming process, this step is beneficial since it enables the researcher to determine what is previously known.

The investigator has made an extensive survey of literature in the area of inclusive education in India and abroad and is presented under the following heads.

- 1) Conceptual overview and Initiatives for inclusive education
- 2) Review of studies in inclusive education

Conceptual Overview The Concept of Inclusive Education

Inclusive education is an approach that aims to provide equitable educational opportunities for all learners regardless of their backgrounds, abilities or differences. It recognizes and values the diversity of students and promotes their active participation, engagement and success in learning environments. Within the framework of inclusive education, the concept of diverse needs refers to the wide

range of individual requirements and characteristics that learners may have, which can affect their ability to fully participate and benefit from the educational process.

Diverse needs encompass various aspects, including

1. Learning abilities: Students have different learning styles, preferences and strengths. Some may require additional support or accommodations to access and understand the curriculum effectively.
2. Physical and sensory needs: Some learners may have physical disabilities, sensory impairments or health conditions that require adaptations in the learning environment, such as wheelchair accessibility, assistive technologies or modifications in instructional materials.
3. Cognitive and intellectual needs: Students with diverse cognitive abilities such as intellectual disabilities, learning disabilities or giftedness, may require tailored approaches, specialized strategies or individualized instruction to address their specific learning profiles.
4. Social and emotional needs: Learners may have social or emotional challenges that impact their well-being, behavior, or ability to interact effectively with others. Supporting their social and emotional development is crucial for creating an inclusive and nurturing learning environment.
5. Cultural and linguistic needs: Students from diverse cultural and linguistic backgrounds may require culturally responsive teaching practices language support or opportunities to celebrate their identities and contributions.

6. Behavioral and psychological needs: Some students may exhibit challenging behaviors, or require additional support for managing their emotions and regulating their behaviour.

Inclusive education seeks to address these diverse needs by adopting flexible teaching methods, individualized support, differentiated instruction and a collaborative approach involving teachers, support staff, families, and relevant professionals. The aim is to create an inclusive learning environment where all learners can actively participate, learn, and succeed, regardless of their individual needs or differences.

Inclusive education is the recent trend in education system and has evolved over time. Earlier the students with special needs were put aside from the educational settings and excluded from mainstream education, such students were provided segregated education in special schools. In the early 1880's Christian missionaries initiated schools for children with special needs as part of their charitable activities. The first segregated school for the deaf and dumb was established in Bombay in 1883. Anne Sharp set up a school for the blind in Amritsar in 1887 and the first school for mentally challenged was founded in 1918. The special schools are generally organized according to different disability categories. There are schools for children with visual impairment, for intellectually challenged and for those who with hearing impairments.

This model received several criticisms because here students with special needs lack communication and socialization. The segregation model hindered the overall development of differently abled students and segregation in education leads to the exclusion of these children from the mainstream which creates inequality in the

society. And this model also promoted educational disparities between children with and without special needs.

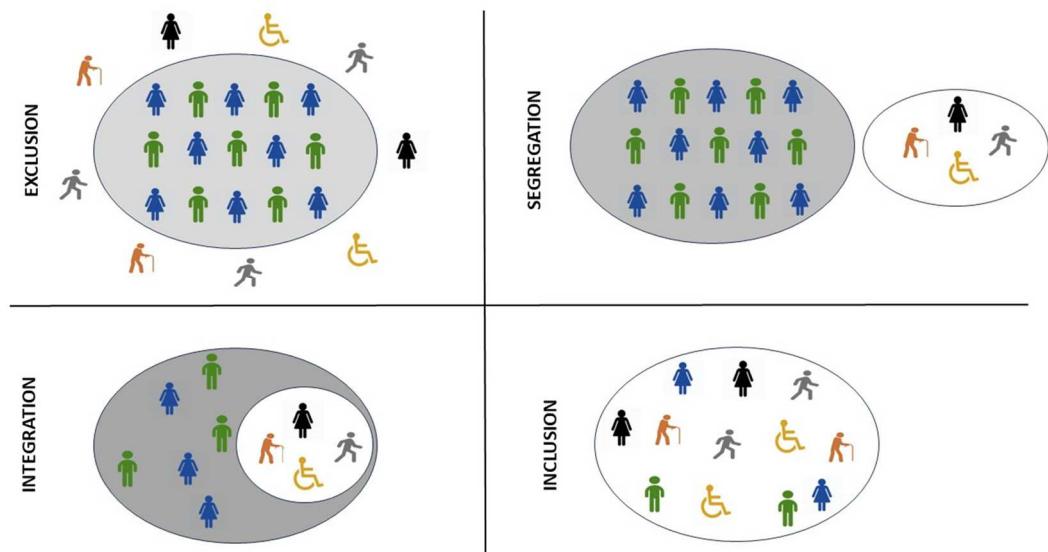
As a solution to these issues, the concept of integration was introduced in which students with special needs are incorporated into regular education with an emphasis on adapting to the mainstream system. This educational approach involves physically placing students with disability into mainstream schools without altering the existing school environment. The objective of this approach was to meet the specific needs of students with disabilities. This can lead to increased labelling of students due to prejudice and attitudes. Adaptation and special curriculum were designed and followed for challenged students which may involve shorter school hours or accommodation based on their needs. Special classrooms or seating arrangements were provided according to their specific requirements.

The next stage of improvement was by introducing inclusive education. Inclusive education has a broader aim of including all children who are away from mainstream education which includes children with special needs, girl child, minorities, tribal students, scheduled caste etc. in regular schools.

The visual representation of exclusion, segregation, integration and inclusion is illustrated in figure 1.

Figure 1

Picture Representing the Exclusion, Segregation, Integration and Inclusion



Note: Adapted from *The social landscape of ill/diseased versus healthy people in ancient Greece*, by Anne Lieke Brem - Scientific Figure on ResearchGate.

Inclusive Education is a broad concept. It constitutes of various components dealing with various aspects of inclusion such as

- a) Infrastructural Resources
- b) Attitudinal Behaviour
- c) Curricular Adaptation
- d) Teaching Practices
- e) Training of Teachers
- f) Community Partnership

Infrastructural Resources: Barrier-free buildings (Ramp facilities), Laboratories, Assistive technologies, Resources rooms, Access to drinking water, Toilets, etc.

Attitudinal Behaviour: Positive attitude and clear perception towards Inclusive Education.

Curricular Adaptation: Curricular adaptation as per inclusive setting. Modification of the learning environment, Evaluation procedure.

Teaching Practices: Differentiated Instruction (DI), Universal Design of Learning (UDL), Individual Education Plans (IEP), Cooperative learning, Collaboration (among teachers and other professionals).

Training of Teachers: Pre-service and in-service training of teachers for developing their Self-efficacy and skills to work in inclusive setting.

Community Partnership: School-Community partnership, Family involvement, Public Awareness, Engagement of voluntary organisations.

For developing a successful Inclusive Education (IE) system it is imperative that these components are adequately amalgamated in the teacher training programs, so that the teachers could be prepared to face the challenges and work in Inclusive setting (NCERT position paper, 2006).

Inclusive Education in Global Perspective - International Initiatives

Movement towards inclusion got wide acceptance all over the world and number of international initiatives contributed a lot into the development of inclusive education programme all over the world.

The Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR) is a milestone document adopted by the United Nations General Assembly on December 10, 1948. It outlines fundamental rights and freedoms for all human beings, comprising 30 articles that cover:

- Rights to life, liberty, and security
- Freedom from slavery, torture, and discrimination
- Rights to education, employment, and social security
- Freedom of thought, conscience, and religion
- Rights to equality, justice, and participation in government

The UDHR serves as a foundation for international human rights law, inspiring national and international efforts to promote and protect human dignity and well-being. Its principles have had a profound impact on the development of human rights instruments and initiatives worldwide.

The Universal Declaration of Human Rights (UDHR) emphasizes inclusion in various aspects, including:

Article 5 guarantees the right to education of everyone, without distinction as to race, colour or national or ethnic origin.

Article 7 encourages states to take measures to combat prejudices, which lead to racial discrimination in the field of teaching and education and to promote understanding, tolerance and friendship among nations and racial or ethnical groups.

Article 10 guarantees the right to education. It promotes gender equality endowing every woman with equal rights as those of man in the field of education, from pre-school to higher technical education. It refers to access to education, opportunities in career and vocational guidance, scholarships or other study grants, programs of continuing education (adult learning) and the elimination of illiteracy. It also provides for the elimination of any gender stereotyped concept of the roles of men and women at all levels and in all forms of education.

Article 24 recognizes the right of persons with disabilities to education, without discrimination and on the basis of equal opportunity, the state having the obligation to ensure an inclusive education system at all levels and lifelong learning.

Article 26 states Everyone has the right to education, which shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms

Article 28 guarantees free compulsory primary education for all; progressive free secondary education that should in any case be available and accessible to all; and accessibility to higher education on the basis of capacity. It includes the obligation of the state to take measures regarding school attendance and discipline. It encourages international cooperation in matters related to education, in particular, the elimination of ignorance and illiteracy and access to scientific and technical knowledge.

Article 29 defines the aims of education and recognizes the liberty of parents to choose the kind of education they want to give to their children and the liberty to

establish and direct educational institutions, in conformity with minimum standards laid down by the state (United Nations instrument).

These articles promote inclusion by:

- Emphasizing equality and non-discrimination
- Recognizing the universal applicability of human rights
- Protecting vulnerable groups from discrimination
- Ensuring equal access to education, political participation, and family life

The UDHR sets a foundation for inclusive principles, acknowledging the inherent worth and dignity of all individuals, regardless of their background or characteristics.

The Declaration on the Rights of Mentally Retarded Persons

The Declaration on the Rights of Mentally Retarded Persons, adopted by the United Nations General Assembly in 1971, was a pioneering document that aimed to protect and promote the rights of individuals with intellectual disabilities. The declaration outlined several key principles to ensure that persons with mental retardation are treated with dignity and respect and have access to the same rights and opportunities as others.

Key Principles of the Declaration are:

- Individuals with mental retardation should be treated with respect and dignity, recognizing their inherent worth as human beings.

- They have the right to proper medical care, physical therapy, and educational opportunities to meet their needs to help them achieve the greatest possible level of development.
- Persons with mental retardation should have the right to economic security and opportunities for productive work or other meaningful activities.
- They have the right to live with their families or in a foster or adoptive home, or to participate in community life to the fullest extent possible.
- Individuals with mental retardation should be protected from exploitation, abuse, and degrading treatment. They should be provided with qualified guardianship if necessary.
- They should have the same rights as other individuals regarding guardianship, trusteeship, and the right to due process under the law.

The principles outlined in the Declaration on the Rights of Mentally Retarded Persons enhance and support inclusive education in several ways:

- By recognizing the right to education, the declaration promotes the inclusion of children with intellectual disabilities in mainstream education systems, ensuring they receive appropriate educational opportunities.
- The emphasis on educational opportunities to meet the needs of individuals with mental retardation supports the development of inclusive educational programs that cater to diverse learning needs, fostering an environment where all students can thrive.

- Promoting respect and dignity aligns with inclusive education principles, encouraging schools to create a supportive and accepting environment for all students, regardless of their abilities.
- The right to participate in community life to the fullest extent possible supports the integration of students with disabilities into mainstream schools, helping them build social skills and relationships with their peers.
- Ensuring protection from abuse and exploitation and providing necessary guardianship and support services help create a safe and nurturing educational environment for students with intellectual disabilities.

The Declaration on the Rights of Mentally Retarded Persons provides a foundational framework that promotes the principles of inclusive education advocating for the rights and integration of individuals with intellectual disabilities into all aspects of society including education.

The declaration marked the beginning of a new conceptual approach to disability issues as human rights issues. Though it was nonbinding, its adoption led to several subsequent UN initiatives that built upon one another. They were the International Year of Disabled Persons (IYDP; 1981); the World Programme of Action Concerning Disabled Persons, an outcome of the IYDP; the Decade of Disabled Persons (1983–92), which was designated as the time frame for the implementation of the World Programme of Action; and the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993). Those initiatives

comprised policies to address the situation of persons with disabilities specifically (Brown,2015).

The Declaration on the Rights of Disabled Persons

The Declaration on the Rights of Disabled Persons, adopted by the United Nations General Assembly on December 9, 1975, was a major document that articulated the rights and needs of individuals with disabilities. This declaration laid the groundwork for recognizing and promoting the dignity, rights, and welfare of disabled persons globally.

Key Principles of the Declaration are:

- Disabled persons are entitled to the same fundamental rights as other citizens, including respect for their dignity and the right to enjoy a decent life as normal and full as possible.
- They have the right to receive medical care, rehabilitation services, and social security to help them become as self-reliant as possible.
- Disabled persons have the right to education, vocational training, and opportunities to develop their skills and capabilities to the fullest extent.
- They are entitled to economic security and the right to work. They should be enabled to secure and retain employment and where necessary, to benefit from measures designed to achieve this aim.
- They have the right to live with their families or in a supportive community setting, participate in social, creative, or recreational activities, and benefit

from measures designed to ensure their integration or reintegration into society.

- Disabled persons should be protected from exploitation, discrimination, and degrading treatment. They should receive care and support if unable to safeguard their own interests.
- They should have the right to be consulted on matters affecting their lives and participate in decisions regarding their treatment and care.

The principles in the Declaration on the Rights of Disabled Persons, 1975, enhance and support inclusive education in various ways:

- The declaration emphasizes equal rights and opportunities, supporting the inclusion of disabled students in mainstream educational settings, ensuring they have access to the same educational opportunities as their non-disabled peers.
- The focus on medical care and rehabilitation highlights the importance of providing personalized support and resources in educational settings to address the diverse needs of disabled students.
- By advocating for vocational training and skill development, the declaration supports inclusive education by ensuring that disabled students receive the necessary training to develop their capabilities and prepare for future employment.

- The right to live and participate in community life aligns with inclusive education goals, promoting the integration of disabled students into regular classrooms where they can interact and learn alongside their peers.
- Ensuring protection from exploitation and abuse within educational systems helps create a safe and supportive environment for disabled students, fostering their well-being and learning.
- The emphasis on participation in decision-making supports inclusive education by encouraging the involvement of disabled students and their families in educational planning and decision processes, ensuring their needs and preferences are considered.

The Declaration on the Rights of Disabled Persons, 1975, provides a foundational framework that advocates for the inclusion, protection, and empowerment of disabled individuals, significantly contributing to the principles and practices of inclusive education.

The International Year of Disabled Persons (IYDP) 1981

The United Nations declared 1981 as the International Year of Disabled Persons (IYDP) to promote awareness and understanding of disability issues and to encourage the full and equal participation of disabled persons in society. The theme for the year was "Full Participation and Equality," reflecting the goals of providing equal opportunities and removing barriers to inclusion.

Objectives of the International Year of Disabled Persons 1981:

- Raise global awareness about the rights, needs, and capabilities of disabled persons, promoting a better understanding of disability issues.
- Encourage governments, organizations, and communities to develop and implement action programs that improve the lives of disabled persons.
- Promote equal opportunities in education, employment, and social activities, ensuring that disabled persons have access to the same opportunities as others.
- Emphasize the importance of rehabilitation services, accessibility to public facilities, and the provision of assistive devices to enhance the independence and productivity of disabled individuals.
- Advocate for the creation and enforcement of laws and policies that protect the rights of disabled persons and promote their full integration into society.

The International Year of Disabled Persons in 1981 had a profound impact on the development and enhancement of inclusive education:

- The heightened global awareness about the needs and rights of disabled persons encouraged educational systems to adopt more inclusive practices, ensuring that students with disabilities receive equitable educational opportunities.
- Many countries developed and implemented policies to support inclusive education, inspired by the principles of equality and full participation highlighted during the IYDP.

- The emphasis on accessibility led to improvements in school infrastructure, making educational facilities more accessible to students with physical disabilities.
- The focus on rehabilitation and specialized services encouraged the development of teacher training programs that equip educators with the skills and knowledge to support students with diverse learning needs.
- The advocacy for full participation and equality reinforced the importance of integrating students with disabilities into mainstream classrooms, promoting a learning environment where all students can thrive together.
- The IYDP encouraged the creation of legislative frameworks that mandate inclusive education, protecting the rights of disabled students and ensuring they receive the necessary support and accommodations.

The International Year of Disabled Persons in 1981 was a catalyst for significant advancements in inclusive education, fostering a more inclusive and equitable approach to education worldwide.

The United Nations Decade of Disabled Persons

The United Nations Decade of Disabled Persons, from 1983 to 1992, aimed to raise awareness, promote rights and enhance opportunities for people with disabilities worldwide. It focused on eliminating discrimination, fostering inclusive policies and improving accessibility and participation in society. The Decade fostered international cooperation, encouraged policy development and emphasized the importance of

empowering disabled individuals. It marked a significant step toward achieving equality and dignity for persons with disabilities on a global scale setting the stage for continued advocacy and advancements in disability rights.

The Convention on the Rights of the Child (CRC)

The Convention on the Rights of the Child (CRC), adopted by the United Nations General Assembly on November 20, 1989, is a landmark international treaty that defines the civil, political, economic, social, health, and cultural rights of children. It emphasizes that children are entitled to special care and assistance, and it sets out a comprehensive framework to ensure their well-being and development.

Key Principles of the Convention on the Rights of the Child are:

- Every child has the right to be treated equally, regardless of race, religion, or abilities. This principle ensures that no child is discriminated against on any grounds.
- In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, or legislative bodies, the best interests of the child shall be a primary consideration.
- Every child has the inherent right to life, and states must ensure to the maximum extent possible the survival and development of the child.

- Children have the right to express their views freely in all matters affecting them, and their views should be given due weight in accordance with their age and maturity.

The CRC significantly enhances and supports inclusive education through its principles and specific provisions:

- Right to Education (Article 28): The convention recognizes the right of the child to education and obligates states to make primary education compulsory and available free to all. It also emphasizes the need to take measures to encourage regular attendance and reduce dropout rates.
- Goals of Education (Article 29): Education should be directed at the development of the child's personality, talents, and mental and physical abilities to their fullest potential. It should also foster respect for human rights, cultural identity, and the values of the child's country and other civilizations.
- Children with Disabilities (Article 23): The CRC specifically addresses the rights of children with disabilities, recognizing their right to special care, education, and training designed to help them achieve the greatest possible self-reliance and social integration.
- The non-discrimination principle ensures that children with disabilities have equal access to education and are included in mainstream educational settings where possible. This aligns with the broader goal of inclusive education, which

aims to integrate all children, regardless of their abilities, into the general education system.

- Respecting the views of the child encourages the inclusion of children in decision-making processes about their education, ensuring that their preferences and needs are considered and met.
- The focus on the holistic development of the child, including their social, emotional, and cognitive growth and supports an inclusive approach that caters to diverse learning needs and styles, promoting an environment where all children can thrive.

The CRC has had a profound impact on the development and implementation of inclusive education policies worldwide. By emphasizing non- discrimination, the right to education, and the special needs of children with disabilities, the CRC has driven many countries to adopt inclusive education practices.

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities

The 1993 Standard Rules on the Equalization of Opportunities for Persons with Disabilities were adopted by the United Nations General Assembly to promote equality and empowerment for individuals with disabilities. These rules outline principles and actions to enhance accessibility, education, employment, social services, and participation in community life. The Standard Rules provided a framework for national policies and international cooperation aimed at advancing disability rights and improving quality of life worldwide.

The Asian and Pacific Decades of Disabled Persons

The Asian and Pacific Decades of Disabled Persons were three consecutive initiatives: 1993-2002, 2003-2012, and 2013-2022. These initiatives, led by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), aimed to enhance the rights, inclusion, and well-being of people with disabilities in the region. Each decade focused on different strategies and policies to promote accessibility, equality, and empowerment, ultimately striving to create a more inclusive society where people with disabilities can fully participate and contribute.

The Salamanca Statement and Framework for Action on Special Needs Education 1994

The Salamanca Statement and Framework for Action on Special Needs Education, adopted in 1994, is a foundational document that significantly influenced the global movement towards inclusive education. The declaration emerged from the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, and it laid out a comprehensive vision for inclusive education systems.

Key Principles of the Salamanca Declaration are,

- The declaration postulates that inclusive education systems, where all children learn together regardless of their abilities, are the most effective means of combating discriminatory attitudes and promoting social cohesion. Inclusive schools are seen as foundational to creating welcoming communities and achieving high-quality education for all.

- Emphasizing a child-centered approach, the Salamanca Statement advocates for educational systems and programs that are responsive to the diverse needs of all children. This includes adapting teaching methods and materials to accommodate various learning styles and abilities, ensuring that every child can benefit from the same educational opportunities.
- A core principle is that every child, including those with disabilities, has a right to education. This right must be upheld through inclusive practices that ensure all children, regardless of their physical, intellectual, social, or emotional conditions, can attend and benefit from regular schools.
- To achieve inclusive education, the declaration emphasizes the necessity of providing special services and resources. This includes specialized teacher training, the availability of support staff, and access to assistive technologies. The goal is to create an educational environment where all students can succeed.
- Governments are urged to prioritize inclusive education in their policy-making and budget allocations. The declaration calls for the establishment and enforcement of laws that support inclusive education and ensure that schools are equipped with the necessary infrastructure and resources to accommodate all students.
- Recognizing the crucial role of the community and parents in the educational process, the declaration encourages their active participation. Schools are

urged to work in partnership with families and communities to support the educational and social development of all children.

The Salamanca Declaration has influenced educational policies worldwide. Many countries have revised their educational laws and policies to align with the principles of inclusive education, ensuring that children with disabilities are integrated into mainstream education systems. In response to the declaration, teacher training programs have been developed and enhanced to include modules on special needs education.

The declaration has led to the development of more inclusive curricula that consider the varied learning needs of all students. Educational content and delivery methods have been adapted to ensure accessibility for students with different abilities and learning styles. The emphasis on the need for adequate resources and support services has resulted in increased investments in educational infrastructure, including the provision of assistive technologies, resource rooms, and specialized support staff to facilitate inclusive education. Schools have been encouraged to modify their physical infrastructure to be more accessible to students with disabilities. The Salamanca Declaration has fostered international cooperation and the sharing of best practices in inclusive education. By advocating for inclusive education, the Salamanca Declaration has empowered students with disabilities to participate fully in the educational process. This has led to greater self-esteem, social integration, and academic success among these students.

Inclusive education, as promoted by the Salamanca Declaration, contributes to the development of more inclusive societies. Students who learn in diverse

environments are more likely to become adults who value and promote inclusion and diversity in their communities.

Ultimately, this international conference influenced the vast majority of education to nations and can be considered as the most significant and revolutionary document of special needs education and inclusive education (Das, 2022).

The World Education Forum (2000)

The World Education Forum held in Dakar, Senegal, in April 2000, was a significant milestone in the global effort to achieve education for all. Organized by UNESCO and attended by representatives from 164 countries, the forum sought to assess progress since the World Conference on Education for All in Jomtien, Thailand, in 1990, and to establish new commitments for the next decade.

Key Outcomes of the 2000 World Education Forum:

➤ Dakar Framework for Action:

The forum culminated in the adoption of the Dakar Framework for Action, which reaffirmed the commitment to Achieving Education for All (EFA) by the year 2015. The framework outlined specific goals and strategies to ensure that every child, particularly girls, children in difficult circumstances, and those from ethnic minorities, had access to quality basic education.

The Dakar Framework for Action established six key goals to be achieved by 2015:

1. Expanding early childhood care and education: Improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring universal access to primary education: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Promoting learning and life skills for young people and adults: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Increasing adult literacy: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Achieving gender parity and equality in education: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving the quality of education: Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

- The forum emphasized the importance of inclusive education, recognizing the need to address the diverse learning needs of all children and adults. This included a focus on marginalized and disadvantaged groups, ensuring that educational opportunities were equitable and accessible to everyone.

Governments were called upon to take the lead in achieving the EFA goals, with strong support from international organizations, civil society, and the private sector. The framework stressed the need for political will, good governance, and effective policies and strategies to ensure progress.

The Dakar Framework for Action established mechanisms for monitoring progress and ensuring accountability. Countries were encouraged to develop and implement national EFA plans and to regularly assess and report on their progress.

Recognizing the need for adequate financial resources to achieve the EFA goals, the forum called for increased domestic and international funding for education. Donor countries and international agencies were urged to provide sustained financial support to countries committed to achieving EFA.

The 2000 World Education Forum in Dakar was a pivotal event that set the stage for global efforts to achieve inclusive, equitable, and quality education for all. The Dakar Framework for Action provided a comprehensive roadmap with specific goals and strategies, emphasizing the need to address the educational needs of marginalized and disadvantaged groups. This focus on inclusivity has had a lasting impact on educational policies and practices worldwide, driving progress towards a more inclusive and equitable global education system.

The Millennium Development Goals (MDGs)

The Millennium Development Goals were eight international development goals that all United Nations member states and several international organizations agreed to achieve by 2015. They were established following the Millennium Summit of the United Nations in 2000, where all 189 UN member states at the time and at least 23 international organizations committed to help achieve the following goals by 2015:

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria, and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

The second MDG aimed to ensure that all children, regardless of their gender, abilities, or socio-economic background, would be able to complete a full course of primary schooling.

The third MDG focused on eliminating gender disparities in education, which is a crucial aspect of inclusive education.

Many countries enacted policies and legislation to support the MDGs, including laws promoting inclusive education. These reforms aimed to ensure that all

children, regardless of their abilities, had the right to education and that schools were held accountable for providing inclusive learning environments.

The Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. They consist of 17 interconnected goals designed to address global challenges and achieve a better and more sustainable future for all. The SDGs build on the Millennium

Development Goals (MDGs) and aim to go further to end all forms of poverty, fight inequalities, and tackle climate change while ensuring that no one is left behind.

Sustainable Development Goals (SDGs)

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities

12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals

Goals focused on Inclusive Education are,

- Quality Education (Goal 4)

This goal focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. It aims to eliminate disparities and ensure access to education for vulnerable populations, including children with disabilities, indigenous people, and children in vulnerable situations. Specific targets under Goal 4 related to inclusive education include:

- Ensuring that all girls and boys complete free, equitable, and quality primary and secondary education.
- Ensuring that all girls and boys have access to quality early childhood development, care, and pre-primary education.
- Ensuring equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

- Building and upgrading education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

➤ Gender Equality (Goal 5):

Achieving gender equality and empowering all women and girls involves eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for women and girls. This goal supports inclusive education by promoting gender-sensitive policies and practices that enable girls to attend school and complete their education.

➤ Reduced Inequalities (Goal 10):

Reducing inequality within and among countries includes ensuring equal opportunity and reducing inequalities of outcome, including through eliminating discriminatory laws, policies, and practices and promoting appropriate legislation, policies, and action. Inclusive education is integral to this goal as it seeks to provide equitable access to education for all, particularly marginalized and disadvantaged groups.

Sustainable Development Goals have significantly advanced the agenda for inclusive education by promoting policies and practices that ensure equitable access to quality education for all learners. Goals 4, 5, and 10 are particularly relevant, emphasizing the need for inclusive, gender-sensitive, and equitable education systems. The global commitment to the SDGs has driven progress towards more

inclusive and equitable education, benefiting marginalized and disadvantaged groups worldwide.

Inclusive Education in India – National Initiatives

The National Policy on Education (NPE) 1986

The National Policy on Education (NPE) of 1986 marked a significant step towards inclusive education in India. By prioritizing the integration of children with disabilities into mainstream education, the policy aimed to create an environment where these children could participate fully in society. The emphasis on inclusive schooling for children with motor and mild disabilities meant that they could learn alongside their peers, fostering a sense of belonging and equality.

Furthermore, the policy's provision for special schools with hostels at district levels for severely handicapped children ensured that those with more significant disabilities were not left behind. This dual approach of mainstreaming and specialized support systems was crucial in addressing the diverse needs of disabled students.

Vocational education opportunities under the NPE 1986 equipped children with disabilities with practical skills, enhancing their employability and independence. The revamping of teacher training programs was another vital aspect, as it ensured that educators were better prepared to support and address the unique challenges faced by disabled students. This not only improved the quality of education for children with disabilities but also promoted a more inclusive classroom environment.

The policy also encouraged voluntary efforts to promote education for individuals with disabilities, fostering community involvement and awareness. By mobilizing resources and support at the grassroots level, the policy helped in creating a more inclusive society where the rights and needs of disabled individuals were recognized and addressed.

The Mental Health Act of 1987

The Mental Health Act of 1987 in India aimed to safeguard the rights of individuals with mental illness. It provided for the treatment, care, and rehabilitation of mentally ill persons, emphasizing their dignity and autonomy. The act defined procedures for admission, discharge, and treatment in psychiatric hospitals, ensuring consent and rights protection. It also outlined responsibilities for caregivers and healthcare providers, promoting a humane approach to mental health treatment and prohibiting discrimination. The act aimed to integrate mental health services into the general healthcare system, promoting awareness and support for mental health issues nationwide.

The Rehabilitation Council of India Act

The Rehabilitation Council of India Act, enacted in 1992, aimed to standardize and regulate the training of professionals involved in educating individuals with special needs. This Act ensured that educators and other professionals working with disabled individuals were adequately trained and qualified, thereby enhancing the quality of education and care provided to these individuals. In 1999, the government further strengthened support for disabled individuals by introducing the National

Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act.

The Persons with Disabilities Act, 1995

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, commonly known as the PWD Act 1995, is a landmark legislation in India aimed at safeguarding the rights and ensuring equal opportunities for persons with disabilities (PWDs). This Act was pivotal in addressing the systemic barriers faced by PWDs and promoting their inclusion in various aspects of life. It mandates non-discrimination in employment, education, and public services, ensuring that PWDs have the same opportunities as others. The Act also emphasizes accessibility, requiring public spaces and transport to be user-friendly for individuals with disabilities.

The PWD Act 1995 provides for reservations in government jobs and educational institutions, facilitating greater participation of PWDs in these areas. It also includes provisions for various benefits and measures aimed at the rehabilitation and welfare of PWDs, such as vocational training and financial assistance. By outlining comprehensive measures for the protection of rights and the promotion of equal opportunities, the Act aims to empower PWDs and integrate them fully into mainstream society.

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act was enacted in 1999 by the Government of India. This legislation established the National Trust, which aims to support and enable individuals with autism, cerebral palsy, mental retardation, and multiple disabilities to live independently and participate fully in society. The National Trust provides various support services, including guardianship, rehabilitation, and skill development programs, ensuring the welfare and empowerment of persons with these disabilities through comprehensive initiatives and community integration efforts.

National Policy for Persons with Disabilities in India

The 2006 National Policy for Persons with Disabilities in India outlines a comprehensive framework to enhance the rights, opportunities, and quality of life for individuals with disabilities. It emphasizes accessibility, education, employment, social security, healthcare, and rehabilitation, aiming to promote inclusivity and equal participation in all spheres of life. By addressing barriers to full integration, the policy seeks to create a society where individuals with disabilities can live with dignity and independence.

A key aspect of the policy is the focus on accessibility, ensuring that public spaces, transportation, and communication systems are designed to be user-friendly for people with disabilities. In education, the policy advocates for inclusive schooling,

vocational training, and higher education opportunities which to meet the needs of disabled individuals. Employment initiatives include job reservations, skill development programs, and workplace accommodations to facilitate equal opportunities in the labor market.

The policy also highlights the importance of social security and healthcare, proposing measures such as disability pensions, health insurance, and accessible medical facilities. Rehabilitation services, including early intervention, counseling, and community-based rehabilitation programs, are crucial components designed to support individuals with disabilities in leading fulfilling lives. Creating awareness about the rights and capabilities of persons with disabilities is another important goal, alongside ensuring legal protection against discrimination and abuse. The policy calls for the enhancement of infrastructure to meet the diverse needs of disabled individuals, aligning with international standards and commitments, such as the United Nations Convention on the Rights of Persons with Disabilities.

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

India approved the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007. This international treaty aims to protect and promote the rights and dignity of individuals with disabilities. By approving the convention, India committed to implementing its provisions, which include non- discrimination, accessibility, equality of opportunity, and full participation in society. Approving indicated India's dedication to aligning its laws and policies with international standards for the inclusion and empowerment of persons with disabilities, marking a significant step towards ensuring their rights and enhancing their quality of life.

The Department of Disability Affairs

In 2012, the Department of Disability Affairs was established under the Ministry of Social Justice and Empowerment in India. This department focuses on formulating policies, programs, and schemes for the empowerment and welfare of persons with disabilities (PWDs). It coordinates with various stakeholders to implement initiatives that promote accessibility, inclusion, and rights protection for PWDs across different sectors such as education, employment, healthcare, and social security. The department plays a crucial role in advocating for the rights of PWDs, ensuring their participation in decision-making processes and enhancing their overall quality of life.

The National Education Policy (NEP) 2015

The National Education Policy (NEP) of 2015 in India aimed to revitalize the education system by emphasizing inclusive and equitable quality education for all. It focused on enhancing learning outcomes, promoting skill development, and integrating technology into education. The policy recognized the importance of early childhood care and education, laying a strong foundation for lifelong learning and development.

A key focus of the NEP 2015 was improving teacher quality and training, ensuring educators were well-equipped to meet the diverse needs of students. It emphasized continuous professional development and the adoption of innovative teaching methods. Additionally, the policy sought to foster research and innovation in education, encouraging a culture of inquiry and critical thinking.

The NEP 2015 also addressed issues of access, equity, and affordability, aiming to bridge gaps and provide opportunities for marginalized and disadvantaged groups. By promoting inclusive education, the policy sought to create an environment where every student, regardless of their background or abilities, could thrive.

Incorporating technology in education was another significant aspect, with the policy advocating for the use of digital tools and resources to enhance teaching and learning processes. This integration aimed to prepare students for the challenges of the 21st century globalized world, equipping them with the necessary skills and knowledge to succeed in a rapidly changing environment.

The Rights of Persons with Disabilities Act

The Rights of Persons with Disabilities Act (RPwD Act), 2016 is a significant legislation in India aimed at safeguarding the rights and promoting the welfare of persons with disabilities (PWDs). It replaced the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, expanding the scope and coverage of disabilities recognized under the law. The RPwD Act mandates non-discrimination, equal opportunities, accessibility, and reservations in education and employment for PWDs. It also provides for comprehensive measures for their rehabilitation, empowerment, and integration into mainstream society, aligning with international standards and commitments.

RPwD Act 2016 has identified 21 types of disabilities. These are as follows-

1. Blindness: Blindness is absolute blackness of vision with the inability to distinguish darkness from bright light in either eye.

2. Low-vision: Low-vision could be defined as visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or 10/200 (Snellen) in the better eye with best available corrections; or field of vision subtending an angle of less than 40 degrees up to 10 degrees.
3. Leprosy cured Persons: *Mycobacterium leprae* causes leprosy, sometimes called Hansen's disease (HD). The condition mostly affects skin, peripheral nerves, upper respiratory tract mucosa, and eyes. Leprosy can affect anyone from birth to old age.
4. Hearing Impairment: Hearing loss is hearing impairment. Deaf and hard-of hearing people have it. "Deaf" denotes speech-frequency hearing loss of 70 dB in both ears. "Hard of hearing" is 60 to 70 dB speech frequency hearing loss in both ears.
5. Loco motor disability: Loco motor disability is leg disability that prevents movement. It is usually considered a bone, joint, and muscular impairment. It causes movement difficulty.
6. Dwarfism: Dwarfism is a development abnormality that causes an individual to be significantly shorter than their peers.
7. Intellectual disability: Intellectual disability also regarded as "Mental Retardation" (MR), is a condition characterized by significant limitations in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, in everyday functioning.

8. Specific learning disability: People with specific learning disabilities have trouble with a variety of academic tasks, including paying attention in class, processing information, forming coherent thoughts, reading, writing, spelling, and arithmetic. It's possible that one or more of these skills will be impaired.
9. Mental illness: Mental illness is a serious impairment of thinking, emotion, perception, orientation, or memory that severely impairs judgement, conduct, reality recognition, or daily existence.
10. Autism Spectrum Disorder (ASD): ASD affects communication and behavior. Any age can diagnose autism. Autism impacts cognitive, emotional, social, and physical health.
11. Cerebral Palsy: CP is disabling impairment in muscular coordination caused by brain injury characterizes the physical disorder known as Cerebral Palsy (CP). Cerebral palsy does not worsen with time; hence it is not a progressive condition. However, the severity of the impairment may worsen over time due to muscular disuse. Cerebral Palsy could be referred as an irreversible and lifelong disability.
12. Muscular Dystrophy (MD): Muscular Dystrophy (MD) refers to a collection of inherited conditions characterized by progressive muscle weakness and atrophy. MD is a progressive disease, which means that symptoms worsen over time.

13. Chronic neurological conditions: Another type of disability stated by this act are multiple sclerosis, Parkinson's disease. This condition damages the brain cells.
14. Multiple sclerosis: In this condition the immune system targets the brain and spinal cord. It damages neuron myelin sheaths. Exposing nerve fibers disrupts nerve information flow.
15. Parkinson's disease: Movement is affected by Parkinson's disease (PD). Parkinson's causes tremors and rigidity in the person.
16. Speech and language disability: it is an impairment that cannot be rectified, such as laryngectomy or aphasia that permanently hinders one or more aspects of speech and language owing to organic or neurological causes.
17. Thalassemia: Thalassemia, a genetic blood condition, which causes improper hemoglobin production. Red blood cells contain hemoglobin. Hemoglobin transports oxygen. Thalassemia destroys many red blood cells, causing anemia. Thalassemia causes anemia, pale complexion, weariness, and black urine.
18. Haemophilia: Haemophilia is a disease of the blood caused by an insufficiency of clotting proteins. It takes more time for bleeding to stop when these proteins are missing.
19. Sickle Cell Disease: A series of blood illnesses known as sickle cell disease causes Red Blood Cells (RBCs) to take on a sickle form, become distorted,

and eventually die. Misshaped red blood cells are much less efficient at transporting oxygen around the body. The cause of the illness is genetics.

20. **Multiple Disabilities:** Multiple disabilities are two or more conditions that impair learning or other essential skills. These limitations may be motor and sensory.
21. **Acid Attack victims:** Victims of acid attacks are people who have been deformed as a result of being attacked with acid or another caustic chemical.

RPwD Act 2016 specifies these disabilities and encourages inclusion of learners suffering from all these types of disabilities. Apart from it, students from various marginalized backgrounds such as-

Gender identities: Gender identity includes male and female students and also students who identify themselves in different gender identity such as lesbian, gay, bisexual, transgender, queer or questioning persons.

Linguistic diversity: linguistic diversity addresses the students coming from different language backgrounds. There are various communities and cultures are prevalent in Assam. Thus, maintaining linguistic diversity is very much essential.

Disadvantaged socio-economic conditions: Students from the disadvantaged section such Schedule caste, Schedule tribe, OBC and students from low economic background.

Children from remote areas: Students from hilly regions and other remote areas.

Children of migrant labourers and victims of vulnerable situations: Children of seasonal labourers, migrant workers, children from flood effected regions.

The Right of Children to Free and Compulsory Education (RTE) Act

The Right of Children to Free and Compulsory Education (RTE) Act, enacted in 2009, is a landmark legislation in India that guarantees education for all children aged 6 to 14 years. This Act marks a significant step towards fulfilling the promise of universal elementary education, ensuring that every child has the right to attend school and receive a quality education. The RTE Act mandates that no child should be burdened with fees or expenses that could prevent their access to education, thereby eliminating financial barriers that have historically kept many children out of school.

A critical component of the RTE Act is its emphasis on the inclusion of children with disabilities. The Act ensures that children with disabilities within the 6 to 14 age range are entitled to free and compulsory education. It stipulates that these children must be admitted to age-appropriate classes and provided with additional support as needed to facilitate their learning. This provision is aimed at integrating children with disabilities into mainstream education, promoting their social inclusion, and ensuring that they receive the same educational opportunities as their peers.

To further support this inclusive approach, the RTE Act requires the establishment of schools in areas lacking educational infrastructure within three years of its enactment. This provision ensures that even children in remote or underserved areas have access to educational facilities.

In 2012, the RTE Act was amended to explicitly include children with disabilities in the category of disadvantaged groups. This amendment was a significant step towards inclusive education, as it recognized the unique challenges faced by children with disabilities and the need for specialized support and accommodations.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is India's flagship program aimed at achieving universal elementary education (UEE) through community ownership and the provision of high-quality basic education. A pivotal aspect of SSA is its commitment to Inclusive Education (IE), particularly focusing on children and youth with disabilities. The government's Action Plan for IE under SSA ensures that all children, especially those vulnerable to marginalization, receive meaningful and inclusive education opportunities.

National Policy on Education 2020

The National Education Policy (NEP) 2020 aims to promote opportunities for all students to engage in lifelong learning and to deliver inclusive and equitable quality education by 2030. The policy emphasizes creating an Inclusive educational structure and inclusive educational culture in the school education system through infrastructure assistance and curriculum improvements. These improvements include lessons on human values such as respect for everyone, empathy, tolerance, human rights, gender equality, nonviolence, global citizenship, inclusiveness, and equity (NEP, 2020).

Review of Related Studies

Bindhu (2002) analysed the attitude of primary school teachers towards inclusive education. The study was conducted on a sample of 200 teachers working in primary schools of Vadakara educational district, Calicut district. The study found that teachers have a moderate attitude towards inclusive education.

Ajuwon (2008) studied on Inclusive Education for Students with Disabilities in Nigeria. The study dealt with Benefits, Challenges and Policy Implications in inclusive education. The study highlighted the proper deployment of available trained special educators at primary and secondary school levels must be a priority for all school management officials. The article concludes with major recommendations to improve the status quo including developing positive attitude towards disability.

A qualitative analysis of inclusive education in Kerala was done by Jament (2010). Study identified that majority of the children with ADHD characteristics are excluded from learning in classrooms. The study highlights the need for an increased awareness of special educational needs which will enable teachers and others to recognize the difficulties children experience in learning.

Yunus (2013) examined the experiences of primary school teachers in Malaysia in implementing inclusive education. Six mainstream primary school teachers who have experienced teaching students with special educational needs (SEN) participated in this qualitative study. The study found that teachers are positive about inclusion, but need more training, knowledge, and support to do it effectively.

Shah et al. (2013) conducted a study which was undertaken to determine the concerns of primary school teachers about the inclusion of students with disabilities in Ahmedabad, India. The major finding of the study was that the teachers in Ahmedabad were moderately concerned about including students with disabilities in their classrooms.

Bhatnagar and Das (2014) conducted a study aimed at identifying the concerns and perceived barriers faced by regular school teachers in Delhi, regarding the inclusion of students with disabilities. The results of the study revealed several key concerns among teachers, including issues related to poor infrastructure, financial limitations, and the challenge of managing large class sizes. To facilitate the success of inclusive education, the study recommends the implementation of professional development opportunities and effective pre-service training for teachers.

Srivastava (2014) studied the needs and perception of regular school teachers, special educators and parents for inclusion of children with Mental retardation in regular school. The study indicated that regular school teachers and parents have shown negative perception whereas special educators have shown positive perception towards inclusion of children with mental retardation in regular schools.

Mitiku et al. (2014) studied challenges and opportunities to implement inclusive education in Ethiopia. The finding shows that even though there are some opportunities that support inclusive education it cannot be taken as a guaranty due to lack of awareness, commitment, and collaboration.

Ahmad (2015) examined the status of inclusive education in India in terms of the policy recognition and provisions, and the emerging issues and concerns in access and implementation of inclusive education that need to be addressed to help include the excluded and make education truly inclusive. The study observes that NGOs remain a critical factor in promoting participation and inclusion of persons with special needs.

Singh (2016) presented the specific dilemma and challenges experienced by teachers while practicing inclusion of young children with disabilities in the context of preschools and primary schools in Lucknow district of Uttar Pradesh. The study highlights that teachers in regular schools frequently recommended special schools for children with disabilities. Teachers expressed their frustration and stress when children with disabilities struggled to make progress despite repeated efforts. To address these challenges and bridge the gap between regular and special education the study recommends redirecting resources towards strengthening the general education system, aiming to eliminate the disparities and indifference among teachers.

Singh (2016) discussed the concept of inclusive education, including importance, challenges and measures to implement inclusive education in India. The study identifies major challenges as scarcity of adequate human and material resources, negative attitudes of teachers and community, non-disabled peers and their parents. The study highlighted the need to develop an inclusive design of learning to make the education joyful for all children.

Neogi et al. (2016) attempted to explore the attitudes of teachers towards acceptance of students with special needs, their concerns and the challenges they face

in implementing inclusion. The results revealed moderate positivity and high levels of concerns among teachers.

Bala (2017) assessed implementation status of inclusive education as well as the perceptions of stakeholders regarding the barriers to implementation of inclusion in Haryana. The study observes that needs of the CwSNs were not adequately fulfilled by majority of the schools. The results indicate that the parents' views on attitudinal barriers are influenced by their affection and care for their disabled wards but it was not true in case of teachers since they had a professional relationship with the CwSNs hence a weak correlation was resulted. The study concluded that implementation status of inclusive education in Haryana is not satisfactory.

Mamgain (2017) investigated the attitudes and self-efficacy of school teachers regarding the inclusion of children with disabilities. The study found that teachers' attitudes toward inclusion were significantly influenced by factors such as school location, educational qualifications, and marital status. Recommendations include training initiatives to enhance teachers' attitudes and self-efficacy in the realm of inclusion.

Kumar (2018) conducted a study on mainstreaming the differently abled children through inclusive education. It is observed that differently abled children faced difficulties to attend throughout the class. Most of them are not interested to attend the class in the absence of resource teachers.

Lakshmi (2018) identified the issues relating to the challenges and prospects of inclusive education in India. It is suggested that schools can implement inclusive

education programs if they are adequately prepared, are able to garner support of all stakeholders involved in the process and have basic resources to run the programs. The guidelines also suggest ways in which curriculum adaptations, teaching methodology and evaluation procedures can be adapted to suit needs of children with special needs. Issues of role allocation and seeking support of parents and peers are also discussed in the paper.

Shifa (2019) conducted a study on problems faced by the primary school teachers in inclusive educational practice. The study identified the specific problems of primary school teachers under headings; psychological barriers, financial barriers, physical barriers, skill equipment related barriers, design of classroom reforms in curriculum, teaching strategies. The study also suggested remedy and provisions for headmasters and teachers.

Raudeliūnaite and Steponėnienė (2020) studied on Challenges for Primary School Teachers in Ensuring Inclusive Education for Children with Autism Spectrum Disorders. The study identified major challenges teachers face as; problem behavior of children with ASD, difficulty in engaging children with ASD in the classroom community and common activities, difficulties in collaborating with other teachers, education support professionals, and parents.

Zabeli and Gjelaj (2020) conducted a qualitative study to explore how preschool teachers in Kosovo perceive and handle inclusive early childhood education. The study revealed that teachers faced various challenges when trying to implement inclusive education like inadequate school facilities, teacher training, educational materials, and curriculum. Additionally, there were issues related to

limited resources and professional support, such as speech therapy and psychological assistance. Financial constraints were also a problem, as was a lack of collaboration between schools and parents, among other factors. The study suggests that the solution involves making investments and promoting collaboration among all parties involved.

Virani and Ali (2022) conducted a study to explore the challenges teachers face and parental involvement in inclusive primary education in Pakistan. The results show that for inclusive education to work well, it's important to understand what inclusive education is, consider the diverse learning needs of students, have good school management, and improve the relationship between parents and teachers. Schools should hold awareness programs on inclusive education. Furthermore, there is a need for teacher training programs to address the demands of inclusive education in society.

Sanir et al. (2022) conducted an observation study about teaching practices in Inclusive Classrooms from the perspective of primary school teacher candidates. The study revealed that classroom teachers have shortcomings in their use of teaching tactics, especially in adjusting instruction, classroom management, and behavior management. The study suggests that classroom teachers in inclusive settings should possess the skills to apply tailored teaching strategies, effective classroom management, and individualized approaches to address the unique needs of students with disabilities.

Swain (2022) conducted a study on the status of inclusive education at elementary stage in Sambalpur district. The result shows that teachers are facing problems moderately.

A publication by the U.S. Bureau of Labor Statistics (2022) stated that kindergarten and elementary school teachers utilize hands-on methods to teach vital concepts, fostering problem-solving skills and critical thinking. They guide students through science experiments and collaborative tasks.

Chow et al. (2023) reviewed 25 studies in the period 2007 to 2020 conducted on the perceived support needs of teachers for implementing inclusive education. The result revealed that teachers primarily advocate for appropriate teacher professional training, teaching assistants, sufficiency in resourcing, freedom to modify and adapt the curriculum, collaborate with other teachers, and more time to plan and execute in smaller classrooms.

Omoro et al. (2023) conducted a study examining the relationship between teachers' self-reported efficacy and their actual utilization of inclusive practices in primary schools. The study recommended efforts to improve teacher personal factors and make modifications to the classroom environment.

Thomas (2023) studied the awareness of stakeholders on the different schemes for education of children with special needs in Kerala. The findings of study revealed that it includes the level of awareness, availability, accessibility and advantages among headmasters or headmistresses, general educators, special educators, paraprofessionals and parents under inclusive education schemes for Student with intellectual disability is average.

Dewi (2024) conducted a study to evaluate the effectiveness of implementing inclusive education in culturally diverse classrooms, identify the challenges faced and

explore the opportunities that exist. Some key challenges identified include lack of teacher understanding and training, limited resources and social and cultural barriers. The implications of this study emphasize the importance of supportive policies, investment in educational technology and collaboration between the government, educational institutions and communities.

Conclusion

The review of studies related to Inclusive Education covered various variables viz., Attitude of teachers towards inclusive education, Awareness on inclusive education, Teacher competency in Inclusive classroom management, Problems faced by teachers in inclusive classroom, Perceived support needs for teachers, Parental relationships and support from Stakeholders, Policy Implementations, Inclusive practices in classrooms etc.

Review of studies helped the researcher develop an in-depth understanding of the topic and the allied areas on which studies have been conducted in different parts of the world.

CHAPTER III

METHODOLOGY

- Research Questions
- Objectives of the Study
- Design of the Study
- Variables of the Study
- Sample
- Instrument Used for Data Collection
- Data Collection Procedure
- Techniques Used for Analysing Data

This chapter describes the strategy and design taken into practice for solving the research problem. Methodology of the present study is explained under the following headings:

- Research Questions
- Objectives of the Study
- Design of the Study
- Variables of the Study
- Sample
- Instrument Used for Data Collection
- Data Collection Procedure
- Techniques Used for Analysing Data

Research Questions

1. Whether primary school teachers in Malappuram district face challenges in teaching learning activities, co-curricular activities, discipline and evaluation in inclusive classrooms?
2. What are the innovative strategies adopted by primary school teachers in Malappuram district to overcome the challenges?
3. What do the teachers expect to improve their performance in inclusive classrooms?

Objectives of the Study

1. To find out the extent and nature of challenges faced by primary school teachers in inclusive classrooms in Malappuram district.
2. To explore the innovative practices of primary school teachers to overcome the challenges in inclusive classrooms.
3. To explore the support needs of primary school teachers to face the challenges in inclusive classrooms.

Design of the Study

As the major purpose of this study is to identify the challenges faced by primary school teachers in inclusive classrooms, their practices and support needs, a qualitative research design was used for the study. Percentage of number of teachers facing challenges was calculated and the practices and support needs of teachers were collected qualitatively. The data was collected through survey method.

Variables of the Study

The variables under study are primary school teachers' challenges, practices and support needs in inclusive classroom.

Present study focused on the challenges faced by primary school teachers, the practices they adopted to overcome these challenges and their expected support needs to foster inclusion in classroom.

Challenges

There are several types of challenges in an inclusive classroom. Lack of teaching aids, lack of infrastructural facilities, lack of trained teachers, lack of special educator etc. are some of the challenges faced by teachers in an inclusive classroom. The major areas of challenge in an inclusive classroom can be identified as Teaching Learning activities, Co-curricular activities, Discipline and Evaluation, as per the reports of Chow et al. (2023), Swain (2022) Shifa (2019) and Patil (2015). Present study also focuses on whether these identified challenges exist in the inclusive classrooms of Malappuram district.

Practices

Teachers adopt various innovative strategies and techniques to overcome the challenges in an inclusive classroom.

In the present study, practices stands for the strategies and techniques adopted by primary school teachers in overcoming the challenges they face in inclusive classrooms. The inclusive practices of teachers help to foster the inclusion in schools.

Support needs

Teachers may expect support from the institution, colleagues, students, parents, community, government and from other stakeholders to enhance the inclusive education and to meet the challenges in inclusive classrooms. In the present study support needs stands for what teachers expect and their further requirements and needs for betterment in the teaching-learning process. It denotes the perceived support needs of teachers in inclusive classrooms.

Sample

The population under study is Primary school teachers of Malappuram district. A basal sample of 350 teachers was selected from 60 schools of the 17 sub districts under 4 educational districts of Malappuram district. Proper care was taken to include both Government and Aided schools as well as male and female teachers in the sample.

The details of basal sample selected from Malappuram district is presented in Appendix I.

Instrument Used for Data Collection

The researcher developed a questionnaire with the help of supervising teacher to identify whether primary school teachers in Malappuram district face the challenges already identified in Inclusive classroom and to explore the practices adopted by teachers to overcome these challenges and the support needs expected by primary school teachers in inclusive classroom.

The questionnaire contains 10 questions, the first and last being of general nature. Questions from 2 to 8 have four dimensions, whether the challenge exist or not, nature of the challenge, the practices they follow to face the challenge and further support needs of teachers. First two part are of closed response and the other two parts are open ended for which the teachers write their responses in detail.

To have a detailed idea about the challenges faced by teachers in inclusive classroom, responses of items based on the three components viz.,

- Content
- Conduct
- Covenant

of classroom management identified by Froyen and Iverson (1999) were analysed.

The item number in questionnaire and the components related with classroom management is given in the table 1.

Table 1

Component wise Distribution of Items in the Questionnaire

Item No.	Components
1	General area
2	Content management
4	Content management
9	Content management
3	Covenant management
7	Covenant management
8	Covenant management
5	Conduct management
6	Conduct management
10	General problems

Content management

Content management occurs when teachers manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or programme of studies (Froyen & Iverson ,1999).

It is the instructional skills a teacher needed in a classroom for effective teaching learning process. Item number two, four and nine of the questionnaire came under content management.

Conduct management

Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom (Froyen & Iverson, 1999).

It is the procedural skills a teacher needed in a classroom for effective management of discipline and related aspects.

Question number five and six are under conduct management.

Covenant management

Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom (Froyen & Iverson ,1999).

It is the social skills a teacher needed in a classroom for effective management and maintenance of inter personal relationships in classroom.

Questions three, seven and eight represent this component.

Validity and Reliability

The face validity of the questionnaire was ensured by wording the items with proper care to be simple, direct and meaningful. The researcher consulted experts in

the field of education and the questionnaire was scrutinized by them in order to ensure the quality of items and the comprehensiveness of the questionnaire. The questionnaire was administered among a small group of teachers (5) and their responses in both administration was verified and found to be the same. Hence the reliability of the questionnaire was also ensured.

The English version of the tool is presented in Appendix II and the Malayalam version in Appendix III.

Data Collection Procedure

The study was conducted in Malappuram district of Kerala state. Malappuram district has four Educational districts and 17 Educational sub districts. The researcher prepared the list of schools under each educational sub district. After finalization of the instrument, the researcher randomly selected 36 government and 24 aided primary schools from the 17 educational sub districts of Malappuram district. After securing permission from the head of the selected schools for collecting data, the researcher individually contacted the teachers and requested for their support. The researcher explained the nature of the study and ensured confidentiality of the responses collected.

Then the researcher administered the instrument. Proper instruction was given on how to mark their responses for the items. When the teachers completed their responses, data sheets were collected back. After collecting the data sheets, incomplete sheets were rejected. Response sheets completely filled by respondents were compiled together for scoring. This resulted in a final sample of 300 primary

school teachers from Malappuram district.

The details of final sample selected from Malappuram district is given in the table 2.

Table 2

Details of Final Sample

Sl. No.	Educational Subdistrict	Educational District	Malappuram District				
			Government Schools		Aided Schools		
			Male	Female	Male	Female	
1	Kondotty	Malappuram	0	0	4	5	
2	Malappuram		3	4	1	2	
3	Manjeri		4	5	5	5	
4	Kizhisseri		0	0	8	6	
5	Mankada		9	10	0	0	
6	Perinthalmanna		4	10	0	0	
7	Parappanagadi	Tirurangadi	7	8	8	5	
8	Tanur		4	6	0	0	
9	Vengara		7	7	2	2	
10	Edappal	Tirur	4	4	5	4	
11	Kuttippuram		6	7	3	3	
12	Ponnani		3	4	5	5	
13	Tirur		3	8	7	2	
14	Areacode	Wandoor	7	15	0	0	
15	Nilambur		12	7	0	0	
16	Wandoor		0	0	4	16	
17	Melattur		0	0	6	19	
Total			73	95	58	74	
Number of final sample selected				300			

List of the schools from which data was collected is presented in Appendix IV.

Techniques used for Analysis

Percentage analysis was used to identify the predominance of number of teachers facing challenges in inclusive classrooms and techniques of coding and narration used for analyzing the themes.

The practices adopted by teachers to overcome the challenges and the expected support needs of teachers was qualitatively analysed by the narrative method.

CHAPTER IV

ANALYSIS

- Percentage Analysis of the Data to Identify the Extent and Nature of Challenges Faced by Teachers in Inclusive Classrooms
- Narrative Analysis of the Practices Adopted by Teachers in Inclusive Classrooms
- Narrative Analysis of Support Needs Expected by Teachers in Inclusive Classrooms

Present study focuses on identifying the challenges that primary school teachers in Malappuram district face in inclusive classroom, and explores their attempts to resolve the challenges as well as further supports they need for the same. For this, the researcher used a questionnaire with four dimensions for each item, whether the challenge exist or not, nature of the challenge, the attempts or ways adopted and further needs, except the first and last items which are of general nature. First two parts are of closed response and the other two parts are open ended for which the teachers write their responses in detail. Data was collected from a sample of 300 primary school teachers of 17 educational sub districts under Malappuram district.

Percentage of teachers facing each challenge was calculated and the qualitative analysis of the information collected was done using the technique of coding and narration. The details of analysis done are given under three subheadings,

- Percentage analysis of the data to identify the extent and nature of challenges faced by primary school teachers in inclusive classroom.
- Nature of attempts made by primary school teachers in facing the challenges in inclusive classroom.
- Support needs of primary school teachers in resolving the challenges they face in inclusive classroom.

To get a general understanding of the areas in which teachers encounter challenges, the first question addressed whether they face challenges in inclusive classroom in the areas viz., Teaching Learning activities, Co-curricular activities, Discipline and Evaluation. Additionally an option was given to provide information about any other area of challenges.

The number and percentage of teachers facing challenges in these areas are given in table 3

Table 3

Number and Percentage of Teachers Facing Challenges in the Identified Areas of Teaching in Inclusive Classroom (N=300)

Sl. No.	Area of Challenges	No. of Teachers Reported Challenge	Percentage
1	Teaching Learning activities	263	87.6%
2	Co-curricular activities	230	76.6%
3	Discipline	193	64.3%
4	Evaluation	197	65.6%
5	Others	0	0

Out of 300 primary school teachers, 263 (87.6%) teachers reported challenges in teaching learning activities, 230 (76.6%) in the area of co-curricular activities, 193 (64.3%) in the area related to discipline and 197(65.6%) teachers reported challenges in the area of evaluation.

The results show that more than 87 percentage of teachers face challenges in the area of teaching and learning activities in inclusive classroom, while the least

number of teachers (64.3%) reported challenges in the area of discipline. Challenges in managing co-curricular activities of students with special needs and evaluation were also reported by 76.6 and 65.6 percentage of teachers respectively. Analysis of the results leads to the conclusion that teachers encounter challenges in managing inclusive classrooms. No new areas were reported by respondents even though the provision was given to respond.

Discussion

The highest number of teachers reported challenges in the area of teaching learning activity (87.6%). The percentage of teachers reported challenges in other areas like co-curricular activities, discipline and evaluation were also more than 50 percentage. So it can be concluded that each area is challenging in inclusive classroom. Normally teachers may be more concerned about teaching and learning, it might be the reason for the highest number of teachers reporting challenge in this area. No new areas of challenges are reported by teachers, may be due to the comprehensiveness of the areas identified through review of previous studies.

This indicates that primary school teachers in Malappuram district face challenges in the identified areas namely

- Teaching learning activities
- Co-curricular activities
- Discipline
- Evaluation

To know the extent of challenges and nature of challenges under each area, percentage analysis was done for the responses of 8 items in the questionnaire.

Percentage Analysis of the Data to Identify the Extent of Challenges Faced by Primary School Teachers in Inclusive Classroom.

The number and percentage of teachers confronting challenges in preparing and implementing individualized teaching learning activities and its sub themes like selecting individualized learning activities, locating resources, engaging classes of different subjects and using instructional strategies are given in table 4.

Table 4

Number and Percentage of Teachers facing Challenges in Preparing and Implementing Individualized Teaching Learning Activities (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Preparing and implementing individualized teaching learning activities	199	66.3%
1.	Selecting individualized teaching learning activities	81	27%
2.	Locating resources for individualized teaching learning activities	101	33.6%
3.	Engaging classes of different subjects	85	28.3%
4.	Using instructional strategies	61	20.3%
5.	Others	1	0.3%

The results show that about 66 percentage of teachers face challenges in preparing and implementing individualized teaching learning activities. The highest

number of teachers (101) reported challenge in locating resources for individualized teaching learning activities, the least number of teachers (61) reported challenge in using instructional strategies. Hence it can be concluded that the most challenging issue in preparing and implementing teaching learning activities is locating resources, the next being engaging classes of different subjects, with the issue of selecting individualized teaching learning activities in the third position, and the last one being using instructional strategies. One teacher reported challenge due to time.

Discussion

The findings reveal that 66.3% face challenges in preparing and implementing individualized teaching-learning activities. This indicates a widespread difficulty in setting educational experiences to meet the diverse needs of students. Among this, 101 teachers (33.6%) struggle with locating appropriate resources, highlighting an issue with access to materials necessary for effective teaching. Engaging classes across different subjects poses a challenge for 28.3% of teachers, suggesting difficulties in maintaining student interest and participation across varied academic disciplines. Furthermore, 27% of teachers find it challenging to select individualized learning activities, indicating a struggle in identifying suitable methods to cater to diverse learning styles. A notable but smaller percentage (20.3%) report challenges in using instructional strategies effectively, indicating room for improvement in implementing pedagogical techniques that enhance learning outcomes. Lastly, time constraints were mentioned by one teacher, reflecting an additional barrier that impacts effective teaching practices.

The number and percentage of teachers face difficulty in evaluating each student and providing feedback and its sub themes viz., lack of individualized evaluation tools, lack of training for using evaluation tools, the overcrowded classrooms and insufficient time are given in table 5.

Table 5

Number and Percentage of Teachers Face Difficulty in Evaluating each Student and Provide Feedback (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Evaluating and providing feedback for each student in classroom	187	62.3%
1	Lack of individualized evaluation tools	72	24%
2	Lack of training for using evaluation tools	77	25.6%
3	Overcrowded classrooms	92	30.6%
4	Insufficient time	164	54.63%
5	Other	0	0%

The results show that 187(62.33%) teachers confront challenges in evaluating and providing feedback for each student in the classroom. The highest number of teachers (164) reported challenges due to insufficient time and least number of teachers (72) reported challenges due to lack of individualized evaluation tools. The major challenge faced by teachers in evaluating and providing feedback for each student in the classroom is due to insufficient time availability whereas the least one is due to lack of individualized evaluation tools.

Discussion

The findings highlight the challenges faced by teachers in the realm of evaluating and providing feedback in classroom settings. Among the sample selected, 62.33% of teachers encounter obstacles in effectively assessing and offering feedback to each student individually. Considering the specific challenges in this area, 24% of educators lack access to suitable tools for personalized assessments, 25.6% of teachers report insufficient training in using evaluation tools effectively which emphasizes a need for professional development in this area, 30.6% of teachers are affected by the issue of overcrowded classrooms, complicating efforts to provide personalized attention and feedback to students, 54.63% of teachers report insufficient time as a major impediment severely limiting their capacity to conduct thorough evaluations and deliver timely feedback. In short, these findings underscore the comprehensive challenges within education system, highlighting the need for better resources, training, and support mechanisms to enhance teachers' ability to evaluate and provide feedback to each student.

The number and percentage of teachers confronting challenges in effective transaction of the curriculum and its sub themes viz., insufficient classroom facilities, lack of students' interest, insufficient ICT facilities, and lack of technological support are given in table 6.

Table 6

Number and Percentage of Teachers Confronting Challenges in Effective Transaction of the Curriculum (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Effective transaction of the curriculum	207	69%
1	Insufficient classroom facilities	61	20.3%
2	Lack of students' interest	121	40.3%
3	Insufficient ICT facilities	76	25.3%
4	Lack of technological support	57	19%
5	Others	26	8.6%

The results show that 69 percent of teachers confront challenges in the effective transaction of the curriculum. The highest number of teachers (121) face challenge due to lack of students' interest, while the least number of teachers (57) face challenge due to lack of technological support. Thus, the major challenge faced by teachers in transaction of curriculum is the lack of students' interest in learning whereas the least one is the lack of technological support.

Discussion

The findings reveal that a majority of teachers, that is 69%, face challenges in effectively delivering the curriculum to their students. This indicates widespread difficulties in ensuring that educational content is conveyed in a way that engages and benefits students. Specific challenges include lack of adequate classroom facilities,

reported by 20.3% of teachers, which can hinder the physical environment needed for effective teaching and learning. Additionally, 40.3% of teachers reported student disinterest as a major hurdle, highlighting the crucial role of motivating students in the learning process. A considerable percentage (25.3%) of educators report challenges stemming from insufficient information and technological facilities, underscoring the importance of modern resources in today's education landscape. Furthermore, 19% of teachers face obstacles due to inadequate technological support, which can impede the integration of technology into teaching practices.

A small number of teachers (8.6%) of teachers mentioned additional challenges. These are coded and presented as three sub themes: an overburdened curriculum, insufficient time, and student heterogeneity. Sixteen teachers reported overburdened curriculum as a challenge, seven teachers reported challenge due to insufficient time and three teachers reported challenge due to the heterogeneity in classroom. These findings underscore the complex area of challenges teachers encounter in delivering curriculum effectively, pointing to the need for improved infrastructure, technological resources, support systems, and strategies to enhance student engagement and learning outcomes.

The number and percentage of teachers confronting challenges regarding discipline of students and its sub themes like presence of children with behavioural problems, not being able to give attention to all students due to the presence of CWSN, acts of children with special needs affecting other students' studies and difficulties affecting learning environment are given in table 7.

Table 7

Number and Percentage of Teachers Confronting Challenges regarding Discipline of Students (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Discipline of students	192	64%
1	Presence of children with behavioural problems	84	28%
2	Not being able to give attention to all students due to the presence of CWSN	92	30.6%
3	Acts of children with special needs affecting other students' studies	87	29%
4	Difficulties affecting learning environment	39	13%
5	Others	3	0.9%

The results show that 192(64%) teachers confront challenges regarding discipline of students. The highest number of teachers (92) face challenges in providing attention for students due to giving special attention to children with special needs and least number of teachers (39) reported difficulties in learning environment. The major challenge reported by teachers in the area of discipline is not being able to given attention to all students due to the presence of CWSN whereas the least one is difficulties in learning environment.

Discussion

The findings show that the majority of teachers (64%) face challenges related to maintaining discipline among students in their classrooms. This indicates

widespread difficulties in managing behavior and fostering a conducive learning environment. Specific challenges include 28% of teachers dealing with children exhibiting behavioural issues, which can disrupt class dynamics and require specialized handling. Another notable issue is the impact of attention given to students with special needs, reported by 30.6% of teachers, which sometimes detracts from addressing the needs of other students. Additionally, 29% of educators mention challenges stemming from the disruptive behavior of children with special needs affecting other students' learning experiences, highlighting the complexities of inclusive classroom management. Furthermore, 13% of teachers report difficulties related to creating an optimal learning environment which may encompass factors like classroom setup and atmosphere. In addition, 3 teachers (0.9%) reported challenges such as loud noises, lack of infrastructure and attention problems which can further impact classroom discipline and focus. These findings underscore the diverse and challenging nature of maintaining discipline in classrooms, necessitating strategies and support systems to address behavioral issues effectively while ensuring an inclusive and supportive learning environment for all students.

The number and percentage of teachers confronting challenges in ensuring active participation of all students in classroom as well as its sub themes like students with different levels, behavioral issues of students, lack of seating arrangements and creating attractive learning activities for students are given in table 8.

Table 8

Number and Percentage of Teachers Confronting Challenges in Ensuring Active Participation of all Students in Classroom (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Ensuring active participation of all students in classroom	188	62.6%
1	Students with different levels	164	54.6%
2	Behavioural issues of students	83	27.6%
3	Lack of seating arrangements	20	6.6%
4	Creating attractive learning activities for students	29	9.6%
5	Others	0	Nil

The results show that 188(62.6%) teachers confront challenges in ensuring active participation of all students in classroom. The highest number of teachers(164) reported challenges due to the different levels of students and least number of teachers(20) reported challenges due to lack of seating arrangements. The major challenge faced by teachers in ensuring active participation of all students in classroom is due to the different levels of students whereas the least one is lack of seating arrangement.

Discussion

The findings reveal that majority of teachers (62.6%) encounter challenges in ensuring active participation from all students in their classrooms. This indicates widespread difficulties in engaging students effectively in the learning process. A major issue reported by 54.6% of teachers is the varying levels of students' abilities,

which complicates efforts to cater to individual learning needs and maintain consistent participation across the class. Additionally, 27.6% of educators face challenges coming from behavioral issues among students, which can disrupt classroom dynamics and detract from active engagement. Some teachers (6.6%) also report challenges related to inadequate seating arrangements, which may impact students' comfort and focus in class. Moreover, 9.6% of teachers mention difficulties in organizing engaging and attractive learning activities, highlighting the importance of stimulating educational experiences to foster active participation. These findings underscore the diverse obstacles teachers face in promoting active involvement from all students, pointing to the need for strategies that address varying academic levels, behavioral concerns, classroom logistics, and the creation of compelling learning opportunities.

The number and percentage of teachers confronting challenges in providing positive learning environment for students as well as its sub themes like noise from outside the classroom, inability to locate interesting activities for each student, presence of noisy students and lack of discipline among students are given in table 9.

Table 9

Number and Percentage of Teachers Confronting Challenges in Providing Positive Learning Environment for Students (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Providing positive learning environment for students	110	36.6%
1	Noise from outside the classroom	40	13.3%
2	Inability to locate interesting activities for each student	18	6%
3	Presence of noisy students	57	19%
4	Lack of discipline among students	58	19.3%
5	Others	1	0.3%

The results show that 110(36.6%) teachers confront challenges in providing positive learning environment for students. The highest number of teachers (58) reported challenges due to the lack of discipline among students and least number of teachers (18) reported challenges in inability to locate interesting activities for each student. The major challenge faced by teachers in providing positive learning environment for students is indiscipline of students in classroom whereas the least one is inability to locate interesting activities for each student.

Discussion

The findings indicate that majority of teachers (36.6%) face challenges in creating a positive learning environment for their students. This suggests difficulties in fostering conditions that support effective learning and student well-being.

Among the reported challenges, 13.3% of teachers struggle with external noises that disrupt classroom focus. Another 6% mention challenges in finding engaging activities tailored to individual student interests, which are crucial for maintaining student engagement and enthusiasm for learning. Additionally, 19% of teachers report issues related to disruptive behavior, specifically noises from children with special needs and general lack of discipline among students, impacting the classroom atmosphere and hindering learning opportunities for all. Moreover, a teacher noted challenges coming from overcrowded classrooms, which further complicate efforts to maintain a conducive learning environment. These findings underscore the diverse obstacles teachers face in cultivating a positive and productive atmosphere for learning, emphasizing the need for strategies to reduce distractions, enhance student engagement, address behavioral concerns, and optimize classroom management practices.

The number and percentage of teachers confronting challenges in interacting with students with special needs as well as its sub themes like building good rapport with students, identifying students with special needs, caring students with special need and feeling injustice to students are given in table 10.

Table 10

Number and Percentage of Teachers Confronting Challenges in Interacting with Students with Special Needs (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Interacting with students with special needs	92	30.6%
1	Building good rapport with students	12	4%
2	Identifying students with special needs	17	5.6%
3	Caring students with special need	65	21.6%
4	Feeling injustice to students	34	11.3%
5	Others	0	Nil

The results show that 92(30.6%) teachers confront challenges in interacting with students with special needs. The highest number of teachers (65) reported challenges in caring students with special need and least number of teachers (12) reported challenge in building good rapport with students. The major challenge faced by teachers in interacting with students with special needs is caring the children with special need whereas the least one is building good rapport with students.

Discussion

The findings highlight that majority of teachers (30.6%) encounter challenges when interacting with students who have special needs. This indicates difficulties in effectively supporting and accommodating these students within the educational environment. Specific challenges reported include 4% of teachers struggling to build

positive relationships with students with special needs, which are crucial for fostering trust and effective communication. Additionally, 5.6% of educators face obstacles in identifying students who require special assistance, indicating potential gaps in early detection and intervention. Moreover, 21.6% of teachers mention challenges in providing adequate care and support to students with special needs, reflecting the complexities involved in meeting their educational and personal needs. Furthermore, 11.3% of teachers report feelings of injustice toward these students, highlighting concerns about fairness and equity in educational practices. These findings underscore the diverse and multifaceted challenges teachers face in effectively interacting with and supporting students with special needs, emphasizing the importance of targeted support, training, and inclusive practices to ensure every student receives equitable opportunities for learning and development.

The number and percentage of teachers confronting challenges in managing co-curricular activities of students with special needs and its sub themes like over involvement of parents in students matters, non-cooperation from parents, uneducated parents of children with special needs and lack of availability and support from special educators are given in table 11.

Table 11

Number and Percentage of Teachers Confronting Challenges in Managing Co-curricular Activities of Students with Special Needs (N=300)

Sl. No.	Challenges	No. of Teachers Reported Challenge	Percentage
	Managing co-curricular activities of students with special needs	201	67%
1	Over involvement of parents in students matters	20	6.6%
2	Non-cooperation from parents	66	22%
3	Uneducated parents of children with special needs	83	27.6%
4	Lack of availability and support from special educators	160	53.3%
5	Others	0	Nil

The results show that 201(67%) teachers confront challenges in managing co-curricular activities of students with special needs. The highest number of teachers (160) reported challenge due to the lack of availability and support from special educators and least number of teachers reported (20) challenge due to over involvement of parents in students matters. The major challenge faced by teachers in managing co-curricular activities of students with special needs is lack of special educators' support and availability at needed times whereas the least one is over involvement of parents.

Discussion

The findings reveal that majority of teachers (67%) encounter challenges in managing co-curricular activities for the students with special needs. This suggests

widespread difficulties in organizing and overseeing extracurricular programs that enrich students' educational experiences. Specific challenges reported include 6.6% of teachers facing issues due to excessive interference from parents in student matters, which can complicate the administration and execution of activities. Another significant challenge is non-cooperation from parents, reported by 22% of teachers which can hinder effective collaboration and support for co-curricular initiatives. Furthermore, 27.6% of educators report challenges related to the lack of understanding or support from parents of children with special needs impacting the inclusivity and accessibility of activities for all students. Additionally, 53.3% of teachers highlight difficulties based on insufficient availability and support from special educators, underscoring barriers in providing specialized guidance and participation opportunities for students with diverse needs. These findings underscore the complex dynamics involved in managing co-curricular activities, emphasizing the need for improved communication, parental involvement, and specialized support systems to enhance the overall educational experience and inclusivity within schools.

The final item of the questionnaire addresses the general problems of teachers in effective implementation of inclusion in classrooms.

The number and percentage of teachers reported problems in effective implementation of inclusion in classrooms are given in the table 12.

Table 12

Number and Percentage of Teachers Reported Problems in Effective Implementation of Inclusion in Classrooms

Sl. No.	Problems	No. of Teachers Reported	Percentage
1	Insufficient time availability	233	77.6%
2	Overcrowded classrooms	109	36.3%
3	Students with different problems	232	77.3%
4	Lack of special educator	198	66%
5	Lack of effective training	168	56%
6	Non-cooperation of colleagues	13	4.3%
7	Lack of interest of the society	27	9%
8	Tough and long syllabus	125	41.6%
9	Others	0	Nil

The results show that highest number of teachers (233) reported insufficient time availability as a problem in effective implementation of inclusion in classrooms. The number of teachers reported students with different problems (232) and lack of special educator (198) is also greater in number. The least number of teachers (13) reported Non-cooperation of colleagues as a problem in effective implementation of inclusion in classrooms.

Discussion

The effective implementation of inclusion in classrooms presents several problems, as reported by teachers. A major concern highlighted by 233 teachers (77.6%) of respondents, is the insufficient time availability. This indicates a widespread issue in managing diverse learning needs within existing time constraints.

Another major challenge noted by 232 teachers (77.3%) is dealing with students who present various learning or behavioral problems, underscoring the complexity of catering to diverse needs in inclusive settings.

Additionally, 198 teachers (66%) reported lack of special educators, pointing to a crucial resource gap in supporting inclusive education. Furthermore, 168 teachers (56%) expressed concerns about the inadequacy of effective training, suggesting a need for professional development tailored to handling inclusive classrooms.

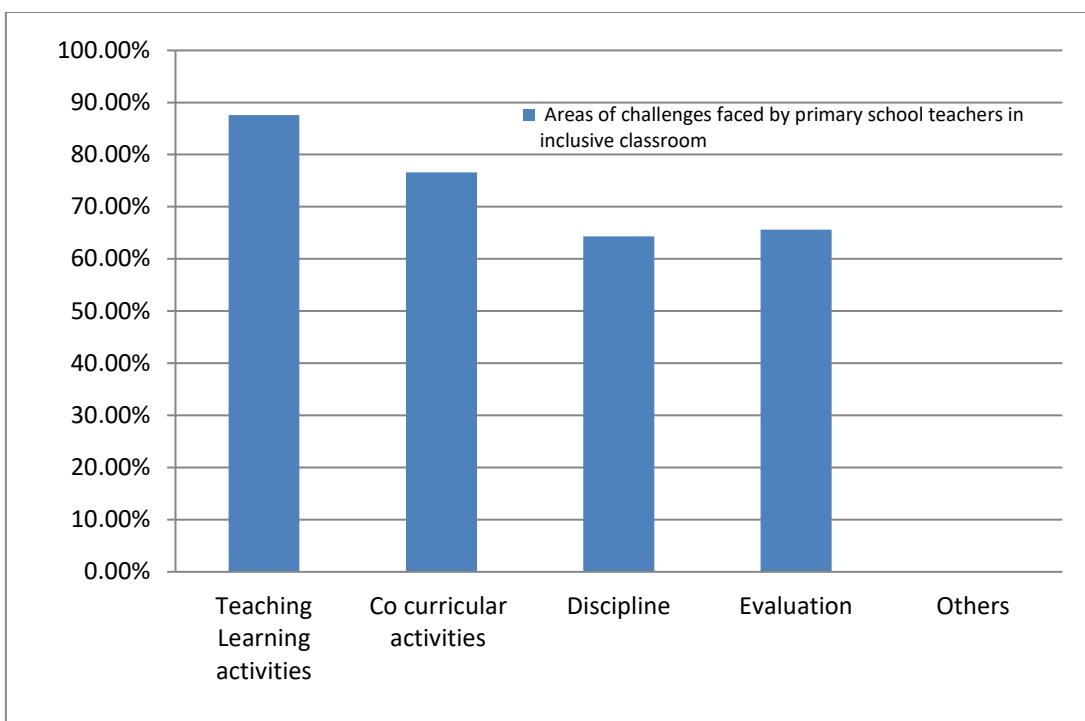
Other reported challenges include the overwhelming content or syllabus, which was reported by 125 teachers (41.6%) indicating that curriculum demands may not align with the pace or needs of inclusive education practices. Moreover, 109 teachers (36.3%) noted the strength of students as a challenge, possibly indicating varying levels of academic readiness or abilities among students. A smaller but notable percentage of teachers also highlighted issues such as non-cooperation from colleagues (4.3%) and societal disinterest (9%) which could impact the collaborative and supportive environment necessary for successful inclusion practices.

Diagrams and charts are important tools in data analysis due to their ability to visually represent information in a way that is easy to understand and interpret. By condensing complex data into visual data, they facilitate quick comprehension of trends, patterns, and relationships within datasets. This visual clarity not only aids in uncovering insights that might be obscured in raw data but also enhances communication across diverse audiences.

Percentage of teachers facing challenges in the identified areas of teaching in inclusive classroom is represented in figure 2.

Figure 2

Diagrammatic Representation of Percentage of Teachers Facing Challenges in the Identified Areas of Teaching in Inclusive Classroom

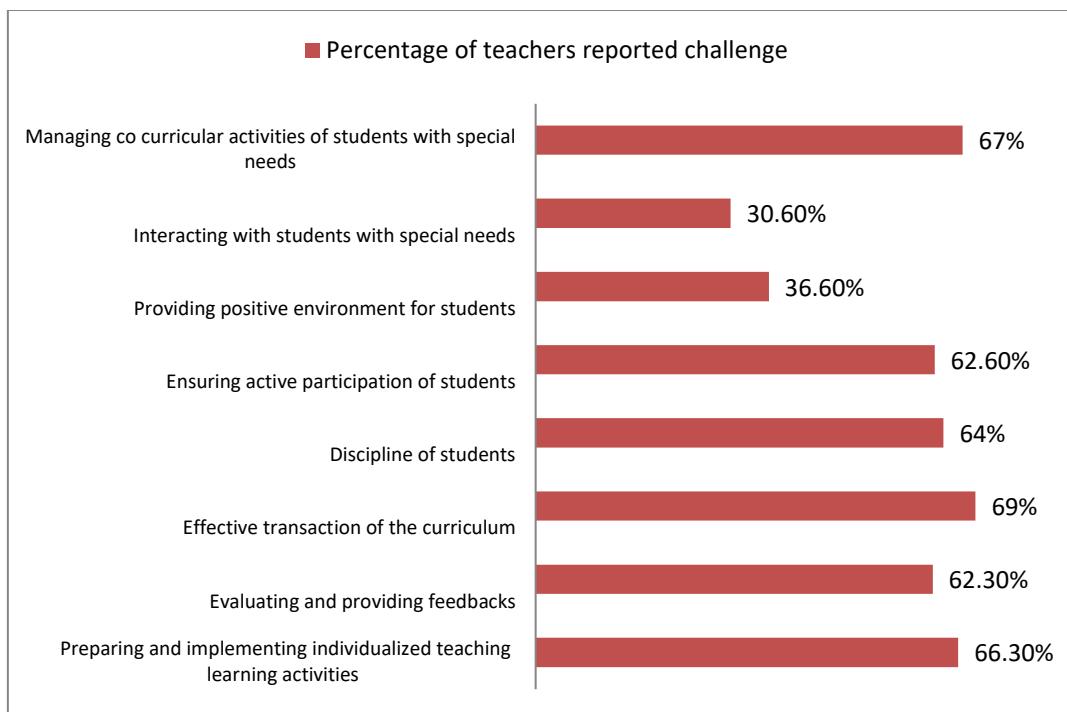


The major challenges faced by teachers on the basis of the dimensions viz., Preparing and implementing individualized teaching learning activities, Evaluating and providing feedback, Effective transaction of the curriculum, Discipline of students, ensuring active participation of students, providing positive learning environment for students, interacting with students with special need and managing co-curricular activities were analysed.

Percentage of teachers reported challenges in various dimensions is represented in figure 3.

Figure 3

Diagrammatic Representation of Percentage of Teachers Reported Challenges in Various Dimensions.



To have a detailed idea about the challenges faced by teachers in inclusive classroom, responses of items based on the three components viz.,

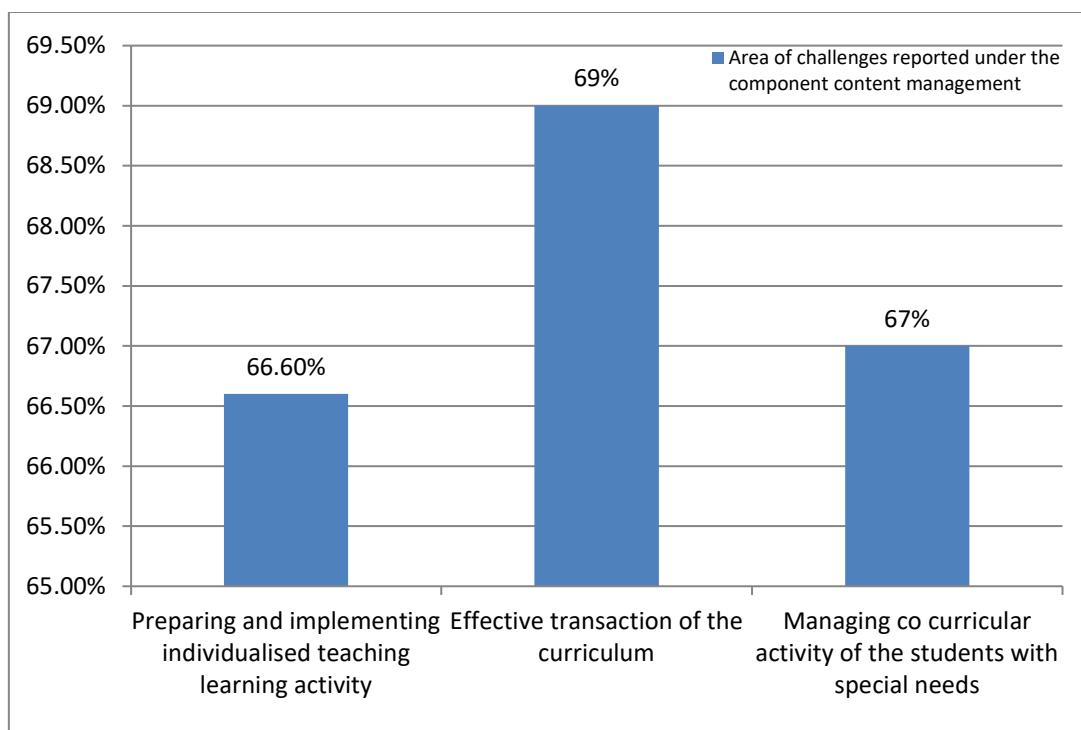
- Content
- Conduct
- Covenant

of classroom management identified by Froyen and Iverson (1999) were analysed.

Percentage of teachers reported challenges in the dimension under content management is represented in figure 4.

Figure 4

Diagrammatic Representation of Percentage of Teachers Reported Challenges in Content Management.

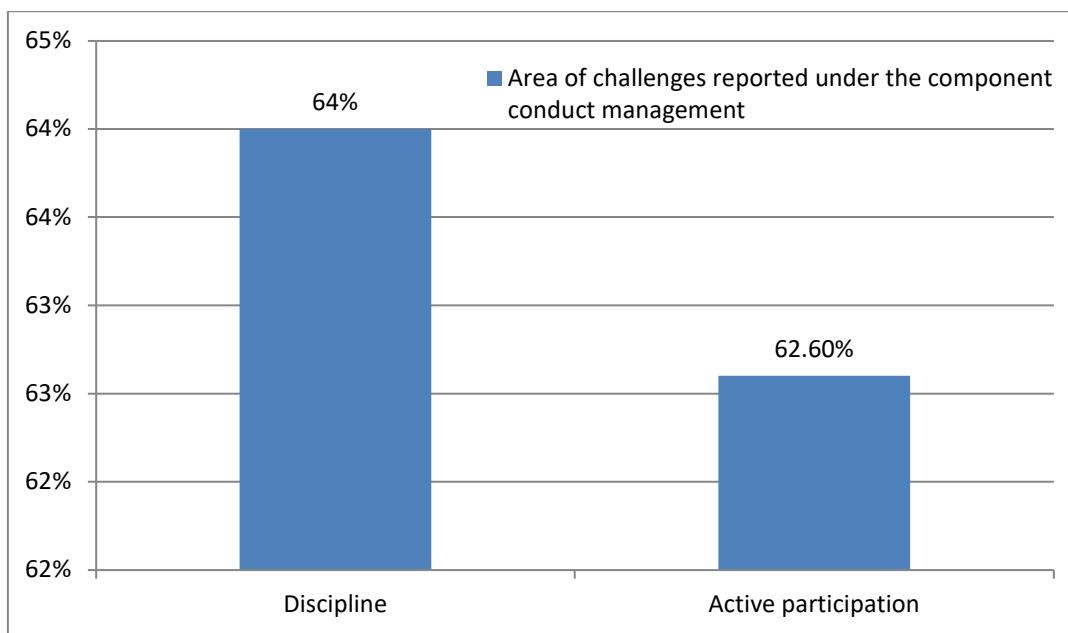


The results show that in content management, the highest number of teachers reported (69%) challenge in effective transaction of the curriculum, 67% teachers reported challenge in managing co-curricular activities and 66.3% teachers in preparing and implementing individualized teaching learning activities.

Percentage of teachers reported challenges in the dimension under conduct management is represented in figure 5.

Figure 5

Diagrammatic Representation of Percentage of Teachers Reported Challenges in Conduct Management.

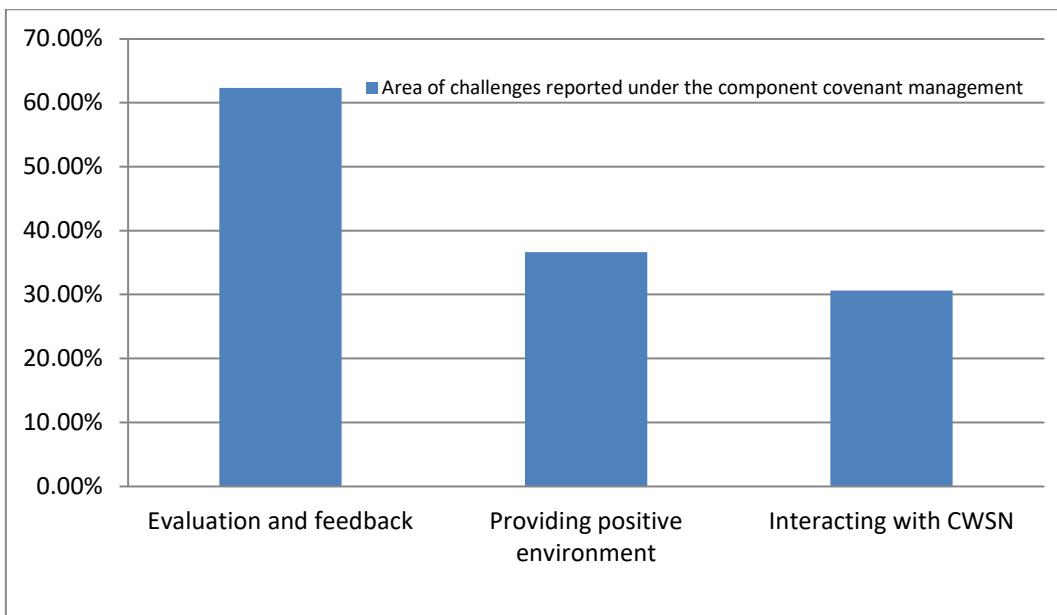


The highest number of teachers (64%) reported challenge in the area of discipline and 62.6% reported challenge in ensuring active participation of all students under the component conduct management.

Percentage of teachers reported challenges in the dimension under covenant management is represented in figure 6.

Figure 6

Diagrammatic Representation of Percentage of Teachers Reported Challenges in Covenant Management.



In the dimension covenant management, the highest number of teachers (62.3%) reported challenges in evaluating and providing feedback for each students. 36.6% teachers reported challenges in providing positive learning environment and a few (30.6%) reported challenges in interacting students with special needs.

While analyzing the data comprehensively, the average percentage of components is calculated as

Content management: 67.43

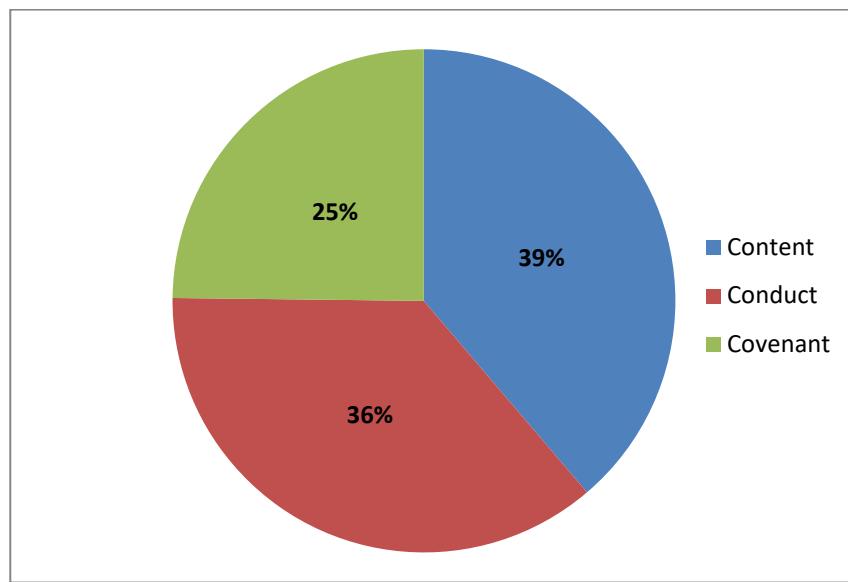
Conduct management: 63.3

Covenant management: 43.16

The diagrammatic representation of this aspect is given in figure 7.

Figure 7

Diagrammatic Representation of Area of Challenges in Inclusive Classroom.



Nature of Attempts Made by Primary School Teachers in Facing the Challenges in Inclusive Classroom.

Teachers adopt various practices in inclusive classrooms in order to overcome the challenges they face. The narration of responses given by primary school teachers regarding their attempts and practices to overcome these challenges are given here.

The responses regarding attempts made by teachers in facing the challenges in preparing and implementing individualized teaching learning activities is narrated below.

Teachers use a variety of practices in the classroom to make sure each student can succeed. They start by designing activities that match students' interests and abilities, aiming to engage and motivate them effectively. Individual attention is key,

and teachers use activities that provide personalized care, meeting the unique needs of each learner. Whether through creative coloring sessions or interactive games, they ensure all students, including those with special needs, have meaningful ways to participate and learn. Group discussions and collaborative activities are central to their approach. By organizing students into teams, teachers foster peer interaction and collective problem-solving skills, enhancing both social development and academic achievement. Peer teaching is also integral to their methods. Students not only learn from teachers but also from each other, creating a supportive learning environment where knowledge is shared among peers. Teachers actively involve parents in their children's education by asking for their cooperation and keeping lines of communication open to assist learning that occurs outside of the classroom. They also work closely with special educators, utilizing their knowledge to provide successful support for pupils with a range of needs. These methods demonstrate a dedication to inclusive education by guaranteeing that each student gets the assistance they require to achieve both personally and academically.

The responses regarding attempts made by teachers in facing the challenges in evaluating and providing feedback for each student is narrated below.

To help every student reach their potential, teachers use a range of innovative practices to handle the complexities of education. These strategies, rooted in their dedication to overcoming challenges and fostering a supportive learning environment, reflect their commitment to personalized and effective teaching approaches. One key practice reported by teachers involves using individual evaluation techniques. Recognizing that each student learns differently, educators tailor their assessments to

gauge understanding and progress on a personal level. This method allows them to pinpoint areas where students excel and areas where additional support may be needed, ensuring no student is left behind. To reinforce learning and assess comprehension, teachers diligently incorporate a variety of assessment practices such as unit tests, dictations, quizzes, and even friendly competitions. These regular evaluations not only measure academic knowledge but also motivate students to actively participate and strive for academic excellence. Embracing the digital age, teachers harness the power of online platforms like WhatsApp groups and YouTube. These platforms serve as invaluable tools for extending learning beyond the classroom walls. Whether through discussions, shared resources, or supplementary materials, teachers leverage technology to enhance student engagement and provide additional support tailored to diverse learning styles. Inclusive teaching practices are also evident in their approach to assessments. Understanding that some students may find writing as challenging, teachers conduct oral tests and examinations as alternative methods of evaluation. This ensures that all students have equitable opportunities to demonstrate their understanding and mastery of the curriculum. The utilization of programs like Vijayaspasham further underscores their commitment to student success. Moreover, teachers prioritize timely feedback to both students and parents. By offering constructive insights into student progress and areas for improvement, educators foster a supportive partnership between home and school.

The responses regarding attempts made by teachers in facing the challenges in effective transaction of the curriculum is narrated below.

Teachers have devised various strategies to tackle the challenges they face in the classroom. These practices reported by educators, include incorporating engaging and activity-oriented tasks that capture students' interest and maintain their focus. Furthermore, teachers have integrated ICT (Information and Communication Technology) into their teaching methods, leveraging digital tools to enhance learning experiences and make lessons more interactive. In response to the digital age, educators have also embraced online teaching methods, utilizing virtual platforms to supplement traditional classroom learning and provide flexible access to educational resources. Recognizing the crucial role of parental involvement, teachers actively seek support and assistance from parents, fostering a collaborative approach to student development both at home and in school. To aid comprehension and learning, teachers utilize various instructional aids and models, which serve as visual aids to illustrate complex concepts and engage students in hands-on learning experiences. Moreover, the adoption of smart classroom facilities has transformed teaching environments, offering educators enhanced technological capabilities to deliver dynamic lessons and cater to diverse learning styles. By putting an emphasis on creativity, teamwork, and the efficient use of resources to create stimulating and encouraging learning environments for all students, these practices demonstrate teachers' proactive approaches to overcome obstacles in the field of education.

The responses regarding attempts made by teachers in facing the challenges related to discipline of students is narrated below.

To tackle various classroom challenges, teachers have adopted several proactive strategies to create supportive and engaging learning environments. Firstly,

they incorporate game-like tasks and fun activities into their lessons. These activities capture students' interest, making learning enjoyable and encouraging active participation. By doing so, students are more engaged and excited about their lessons. Providing individual attention to students is another crucial strategy. Teachers understand each student's unique strengths and challenges, allowing them to alter their support and instruction. This personalized approach ensures that no student feels left behind, and everyone gets the help they need to succeed. Positive reinforcement is also a key practice. Teachers actively praise and encourage their students, helping to build a classroom culture where effort and achievement are celebrated. This motivates students to strive for excellence and reinforces good behavior. Creating awareness among peers is an integral part of their approach. Teachers encourage students to support and understand their classmates' diverse needs and abilities. This fosters empathy and inclusivity, creating a sense of community within the classroom. Innovative leadership opportunities are also integrated into their teaching strategies. By rotating leadership roles and responsibilities among students, teachers promote collaboration, responsibility, and a sense of ownership in classroom activities. This helps students feel more involved and responsible for their learning environment. Recognizing the value of specialized support, teachers collaborate closely with special educators. These professionals provide expert guidance and strategies to address the specific learning needs of students with disabilities or learning differences, ensuring comprehensive support and inclusion. Overall, these practices reflect a holistic approach to education.

Teachers not only impart knowledge but also create a nurturing and inclusive environment. By embracing these strategies, educators continue to innovate and adapt, enriching the educational experience and empowering their students to reach their full potential.

The responses regarding attempts made by teachers in facing the challenges in ensuring active participation of all students is narrated below,

In today's complex education landscape, teachers use various strategies to overcome challenges and create inclusive classrooms. Assigning group activities is a cornerstone of their strategy. By organizing students into small groups, teachers promote collaboration, communication, and teamwork. Group tasks encourage students to share ideas, problem-solve together, and learn from one another's perspectives, fostering a sense of community within the classroom. Similarly, teachers assign discussions and diverse activities that cater to different learning styles and interests. These activities not only stimulate critical thinking and creativity but also encourage active participation and deeper understanding of the subject matter. Peer teaching is another effective method employed by educators. By assigning students to teach their peers, teachers not only reinforce learning but also empower students to take ownership of their education. Peer teaching encourages collaboration, builds confidence, and reinforces concepts through interactive learning experiences. Teachers also prioritize activity-oriented classes where hands-on learning and interactive exercises play a central role. These classes engage students in practical applications of theoretical knowledge, making learning more meaningful and relevant to their lives. Utilizing social groups, such as WhatsApp groups for weaker students,

is another innovative approach. These platforms facilitate ongoing communication and support among peers, providing a space where students can ask questions, share resources, and receive assistance outside of regular class time. This initiative promotes peer support and collaborative learning, enhancing academic outcomes for all students. Additionally, teachers demand programs like Vijayaspasham to support student learning and development. Vijayaspasham is a program conducted as part of Vijayabheri project to enhance students' learning abilities. Through these varied practices, teachers demonstrate their commitment to creating dynamic and supportive learning environments.

The responses regarding attempts made by teachers in facing the challenges in providing positive learning environment for students is narrated below:

Teachers have implemented a variety of innovative practices aimed at overcoming challenges and enriching educational experiences for their students. One of the primary strategies reported by teachers is the integration of fun and interesting activities into their lessons. By incorporating activities that capture students' interest and imagination, educators create an engaging learning atmosphere that promotes active participation and enjoyment in learning. Group learning and collaborative activities are also emphasized. Teachers structure lessons to encourage students to work together in groups, fostering teamwork, communication skills, and peer learning. This approach not only enhances academic understanding but also cultivates a supportive classroom community where students learn from each other's perspectives. Peer teaching is another effective method employed by educators. By assigning students to teach their peers, teachers empower students to take ownership

of their learning. Teachers leverage programs like Vijayaspuram to support academic improvement. Outdoor classes and field trips are utilized to enrich the learning experience beyond the confines of the classroom. Teachers organize open-air classes and outdoor activities to provide students with hands-on learning opportunities, connect theoretical knowledge to real-world contexts, and stimulate curiosity and exploration. Field trips and visits to educational sites further enhance students' understanding by exposing them to practical applications of their studies. These excursions allow students to witness concepts in action, interact with professionals in various fields, and gain valuable insights that deepen their learning and broaden their perspectives.

The responses regarding attempts made by teachers in facing the challenges in interacting with students with special needs is narrated below,

Teachers have implemented a variety of effective practices that cater to the diverse needs of their students: Firstly, teachers prioritize providing individual attention and care to each student. Recognizing that personalized support is essential for academic growth and emotional well-being, educators strive to understand and address the unique strengths and challenges of every learner. This approach fosters a nurturing environment where students feel valued, supported, and motivated to succeed. Group activities are another cornerstone of their teaching strategy. By organizing students into groups, teachers promote collaboration, teamwork, and communication skills among peers. Group tasks encourage students to share ideas, solve problems collectively, and learn from one another's perspectives, enhancing both academic learning and social development. Peer teaching is actively employed

as a method to reinforce learning and promote student engagement. Assigning students to teach their peers not only strengthens their understanding of the subject matter but also cultivates leadership skills and boosts confidence. Peer teaching encourages active participation in the learning process and fosters a sense of responsibility among students to help each other succeed. Teachers leverage the expertise of special educators to support students with diverse learning needs. These professionals collaborate closely with classroom teachers to develop and implement Individualized Education Plans (IEPs), provide specialized instruction, and facilitate inclusive classroom practices. The presence of special educators ensures that all students receive the necessary accommodations and support to achieve academic success. Furthermore, teachers recognize the importance of parental support in their students' educational journey. They actively seek and encourage parental involvement through open communication, partnership in learning activities, and participation in school events. Collaborating with parents strengthens the home- school connection, enhances student motivation, and reinforces consistent support for academic and social development.

The responses regarding attempts made by teachers in facing the challenges in managing co-curricular activities of students with special needs is narrated below:

To help students with special needs succeed in the classroom, teachers use various methods and techniques. Recognizing the importance of holistic development, educators actively incorporate students into sports and arts activities. These initiatives not only promote physical health but also encourage social interaction and creative expression, fostering a well-rounded educational experience for all. Collaboration

with special educators plays a pivotal role in their approach. By seeking specialized support and guidance, teachers can cater their teaching methods to accommodate diverse learning needs effectively. This collaboration ensures that each student receives the individualized attention and accommodations necessary for their academic success. Moreover, teachers place a strong emphasis on establishing connections with parents. Through regular communication and collaborative efforts, they work together to support the educational journey of students with special needs. These partnerships not only enhance parental involvement but also raise awareness about the unique challenges and progress of each student. Engagement in various activities forms another cornerstone of their strategy. By diversifying learning experiences and adapting teaching methods, teachers cater to different learning styles and interests, keeping students actively engaged and motivated to learn. Continuous evaluation is integral to their approach, allowing teachers to monitor progress closely and adjust their strategies accordingly. Regular assessments ensure that instructional plans are responsive and effective, fostering continuous growth and improvement. Assigning homework serves as a means to reinforce learning outside of the classroom. Teachers carefully design assignments that support students' abilities and promote independent learning, contributing to their overall academic development. The organization of Parent- Teacher Association (PTA) and Collaborative Parent-Teacher Association (CPTA) meetings further strengthens their efforts. These gatherings provide platforms for open dialogue and collaboration between educators and parents, facilitating shared goals and strategies for supporting students effectively. During free time and after school, teachers offer additional support to students, utilizing these moments to provide personalized assistance and reinforce learning concepts. This

targeted support helps students with special needs to build confidence and enhance their understanding of academic material. Ultimately, by fostering an environment where students are encouraged to express themselves freely and feel valued, teachers empower their students to advocate for their own needs and aspirations. This nurturing approach creates a supportive educational environment where every student, regardless of their challenges, can flourish and achieve their full potential.

Support Needs of Primary School Teachers in Resolving the Challenges they Face in Inclusive Classroom

Teachers expect various support needs from the stakeholders in order to resolve the challenges they face in inclusive classrooms and foster the inclusion in classroom. The narration of responses given by primary school teachers for their support needs is given here.

The responses regarding support needs made by teachers in facing the challenges in preparing and implementing individualized teaching learning activities is narrated below:

Teachers are looking to administrators at both institutional and governmental levels for crucial support in addressing the diverse needs of their students. They highlight several key areas where support is essential to enhance educational outcomes. Firstly, there is a pressing need for various therapy facilities, such as physiotherapy and speech therapy, to effectively cater to students' physical and communication challenges. Additionally, teachers require access to special teaching and learning aids that can facilitate the learning process for students with diverse

learning styles and abilities. These aids are instrumental in creating inclusive classrooms where every student can participate fully. Equally important are adequate learning materials and resources that are accessible and relevant to the curriculum. The presence of special educators within daily classrooms is essential to provide targeted support and guidance to students with special needs. Their expertise ensures that individualized learning plans are implemented effectively, promoting academic and personal growth. To optimize learning environments, teachers emphasize the need for a reduced teacher-pupil ratio. A lower ratio allows for more personalized attention, fostering stronger teacher-student relationships and better academic outcomes. When it comes to technology, educators want all-inclusive resources and assistance so they may easily incorporate digital technologies into their lesson plans. Technology access increases participation and makes it possible to create individualized learning programs that are catered to the needs of each student. Effective training programs for teachers are crucial to equip them with the skills and knowledge necessary to address diverse student needs effectively. Ongoing professional development ensures that educators are prepared to adapt to evolving educational challenges and best practices. Lastly, teachers advocate for an adaptive and revised curriculum that accommodates the diverse learning needs of students. A curriculum that is flexible and inclusive promotes deeper engagement and ensures that all students have equitable access to educational opportunities. The support needs that have been identified highlight the necessity for educators, administrators, and legislators to work together to provide inclusive and supportive learning environments that promote the success of every student.

The responses regarding support needs made by teachers in facing the challenges in evaluating and providing feedback for each student is narrated below,

Teachers have identified several critical support needs that are instrumental in overcoming challenges and fostering an inclusive learning environment: First and foremost, teachers emphasize the importance of effective training. Continuous professional development is essential for educators to stay abreast of evolving teaching methodologies, educational trends, and effective strategies for addressing diverse learning needs. Training programs empower teachers to refine their instructional techniques, incorporate innovative approaches, and adapt their practices to meet the individualized needs of students. A flexible evaluation system and tools are also paramount. Recognizing that students learn in different ways and at varying paces, teachers advocate for assessment methods that accommodate diverse learning styles. By adopting flexible evaluation tools, educators can assess student progress holistically, provide timely feedback, and tailor instructional strategies to support individual growth and achievement. The presence of a daily special educator is crucial for providing specialized support to students with unique learning requirements. These professionals collaborate closely with classroom teachers to implement personalized education plans, offer targeted interventions, and create inclusive learning environments that promote academic and social development for all students. Reducing the pupil-teacher ratio is identified as essential for enhancing personalized attention and support in the classroom. Smaller class sizes enable teachers to engage more deeply with each student, address individual learning needs more effectively, and foster meaningful relationships that support academic success and holistic

development. Simplifying the curriculum is another key support need identified by teachers. Streamlining the curriculum helps ensure clarity and coherence in instructional delivery, making learning more accessible and manageable for students of diverse backgrounds and abilities. A simplified curriculum also allows educators to focus on foundational concepts, promote deeper understanding, and facilitate meaningful learning experiences. By addressing these reported support needs, teachers strive to create an educational environment that nurtures academic growth, fosters inclusivity, and supports the well-being of every student. Through ongoing collaboration, professional development, and strategic initiatives, educators continue to innovate and adapt their practices, ensuring that all students have equitable access to quality education and the opportunity to thrive both academically and personally.

The responses regarding support needs made by teachers in facing the challenges in effective transaction of the curriculum is narrated below.

Teachers have identified several crucial supports needs to address the challenges they encounter in classroom. These needs are essential for enhancing the learning environment and ensuring effective educational outcomes. Firstly, there is a demand for increased ICT facilities within schools. These resources are vital for integrating technology into teaching practices, enhancing engagement, and preparing students for a digitally-driven world. Similarly, the adoption of smart classrooms is seen as pivotal. These advanced learning spaces equipped with interactive whiteboards, multimedia capabilities, and internet connectivity empower teachers to deliver dynamic lessons and cater to diverse learning styles effectively. Modification and revision of the curriculum are also highlighted as a priority. A curriculum that is

adaptive, inclusive, and aligned with educational standards ensures relevance and meets the evolving needs of students. Infrastructure improvements are necessary to provide conducive learning environments. This includes facilities such as classrooms, libraries, laboratories, and recreational spaces that support holistic development and academic success. The presence of daily special educators is crucial for providing personalized support to students with diverse learning needs. These professionals collaborate with classroom teachers to implement individualized education plans and ensure every student receives appropriate attention and assistance. Continuous training for teachers is essential to equip them with the skills and knowledge needed to implement innovative teaching strategies and effectively utilize available resources. Professional development programs enable educators to stay updated with best practices and enhance their teaching methodologies. Access to teaching aids and learning materials is fundamental for creating enriching educational experiences. These resources, including visual aids, manipulatives, textbooks, and digital learning tools, support differentiated instruction and cater to varied learning preferences among students.

The responses regarding support needs made by teachers in facing the challenges in related to discipline of students is narrated below.

Teachers are committed to fostering inclusive school environments where each student may succeed. Teachers employ critical tactics and support needs in order to manage the difficulties and guarantee that every student receives the assistance they require: First and foremost, teachers emphasize the importance of ongoing training and professional development. These opportunities are essential for equipping

educators with the latest teaching methodologies and strategies to address diverse learning needs effectively. Training sessions focus on fostering inclusive practices, understanding individual student strengths and challenges, and adapting instructional techniques to promote academic success for all. A critical aspect of their approach involves raising awareness and counseling among their peers. Educators recognize that collaboration and shared knowledge are essential in overcoming educational challenges. Through peer counseling and awareness sessions, teachers facilitate a supportive network where ideas are exchanged, best practices are shared, and strategies for supporting students with diverse needs are developed collaboratively. Parental support is also identified as a cornerstone of student success. Teachers actively seek to involve parents in their child's education through open communication, collaborative goal-setting, and parental workshops. By fostering strong partnerships with parents, educators ensure a unified approach to supporting students both academically and emotionally, both at home and in school. Reducing the pupil-teacher ratio emerges as another critical support need. By advocating for smaller class sizes, teachers can provide more personalized attention to each student. This allows for tailored instruction, targeted interventions, and enhanced opportunities for meaningful engagement and interaction, ultimately fostering a supportive learning environment where every student feels valued and supported. Central to their efforts is the presence of daily special educators. These dedicated professionals play a vital role in providing continuous support and guidance to students with special needs. Collaborating closely with classroom teachers, special educators implement individualized education plans, adapt curriculum materials, and create inclusive learning environments that promote academic and social growth for all students.

The responses regarding support needs made by teachers in facing the challenges in ensuring active participation of all students is narrated below,

Teachers have articulated several critical support needs to effectively address the challenges they encounter in educating students. These needs are pivotal in creating a conducive learning environment that supports diverse learning styles and needs. Firstly, there is a pressing need for increased ICT resources within classrooms. These tools and technologies enable teachers to enhance their instructional methods, engage students more effectively, and provide interactive learning experiences that cater to varied learning preferences. Reducing the student- to-teacher ratio is also identified as crucial. A smaller class size allows educators to provide more personalized attention to each student, facilitating better understanding, addressing individual learning gaps, and fostering stronger teacher- student relationships. Teachers advocate for an adaptive and revised curriculum that is responsive to the evolving educational landscape and student needs. An updated curriculum ensures relevance, promotes critical thinking, and aligns with educational standards, enabling teachers to deliver quality instruction that meets the diverse academic requirements of their students. Access to comprehensive learning materials is essential for supporting instructional delivery. Teachers require a wide range of resources, including textbooks, manipulatives, digital tools, and supplementary materials, to enrich learning experiences and cater to diverse learning needs effectively. Parental support is instrumental in supporting student learning and development. Teachers seek active engagement from parents through open communication, collaborative partnerships, and involvement in their child's education. Strong home-school connections foster a

supportive learning environment and enhance student outcomes. The presence of a daily special educator is identified as essential for providing targeted support to students with special needs. These professionals collaborate closely with classroom teachers to implement individualized education plans, offer specialized instruction, and ensure that all students receive equitable access to educational opportunities. By addressing these reported support needs, teachers aim to create inclusive and supportive learning environments where every student can thrive academically, socially, and emotionally.

The responses regarding support needs made by teachers in facing the challenges in providing positive learning environment for students is narrated below,

Teachers have articulated several crucial supports needs essential for overcoming challenges and fostering effective learning environments that cater to diverse student needs: Firstly, there is a pressing need for enhanced ICT facilities within educational settings. These resources include access to computers, tablets, interactive whiteboards, and educational software. ICT integration enables teachers to deliver engaging lessons, facilitate interactive learning experiences, and differentiate instruction to meet individual learning needs effectively. The presence of a daily special educator is paramount for providing targeted support to students with special needs. These professionals collaborate closely with classroom teachers to implement personalized education plans, modify curriculum materials, and provide specialized instruction that promotes academic and social development. Teachers emphasize the importance of teaching and learning aids to enhance instructional delivery. These aids encompass a wide range of materials such as visual aids, manipulatives, educational

games, and multimedia resources. Utilizing diverse teaching aids supports multi-sensory learning, reinforces concepts, and accommodates different learning styles, thereby enhancing student engagement and comprehension. Open air classes and outdoor learning opportunities are also identified as valuable support needs. Conducting lessons in outdoor settings provides a change of environment and also offers opportunities for hands-on learning, exploration of natural phenomena, and integration of environmental education into the curriculum. These experiences foster a deeper connection to nature, promote physical activity, and stimulate curiosity among students. Lastly, infrastructural facilities play a pivotal role in supporting effective teaching and learning. Adequate infrastructure includes well-equipped classrooms, libraries, laboratories, and recreational spaces that create a conducive learning environment. These facilities ensure students have access to necessary resources, promote safety and comfort, and support various educational activities and programs.

The responses regarding support needs made by teachers in facing the challenges in interacting with students with special need is narrated below,

Teachers have identified several critical support needs that are essential for overcoming challenges and ensuring effective education for all students: Firstly, appointment of a daily special educator is emphasized as crucial. These professionals play a pivotal role in providing specialized support and accommodations to students with diverse learning needs. They collaborate closely with classroom teachers to implement individualized education plans (IEPs), modify curriculum materials, and facilitate inclusive learning environments that promote academic and

social development. Training for teachers is also prioritized to enhance their skills and competencies in addressing diverse learning needs effectively. Continuous professional development opportunities are essential for educators to stay updated on best practices, instructional strategies, and educational trends. Access to quality teaching and learning materials is identified as another critical support need. These materials include textbooks, manipulatives, digital resources, and supplementary materials that cater to diverse learning styles and abilities. Adequate teaching materials enable educators to enrich instructional delivery, reinforce concepts, and provide varied learning experiences that engage students and foster deeper understanding. Creating awareness among students about educational goals, expectations, and available resources is essential for fostering a positive learning environment. Teachers strive to empower students by promoting self-awareness, setting academic milestones, and encouraging proactive engagement in their own learning journey. Equally important is raising awareness among parents about their child's educational needs, progress, and opportunities for involvement. Effective communication with parents through regular updates, parent-teacher meetings, and workshops promotes collaborative partnerships between home and school. Parental awareness and support are integral in reinforcing learning goals, addressing challenges, and nurturing student success both academically and socially. By addressing these reported support needs, teachers aim to create inclusive and supportive learning environments where every student can thrive.

The responses regarding support needs made by teachers in facing the challenges in managing co-curricular activities is narrated below.

In today's changing world of education, teachers are facing new challenges and are using specific methods to help students with different learning needs. These methods show a strong commitment to making sure every student is included and gets a learning experience that fits their unique needs. One of the foremost needs highlighted by educators is the appointment of daily special educators. These professionals bring specialized expertise to the classroom, offering personalized guidance and support that is crucial for students with disabilities or learning differences. Their presence ensures that every student receives individualized attention and assistance, fostering an environment where all learners can thrive. Another essential support requirement is the provision of customized worksheets. These resources are carefully designed to meet the specific learning goals and abilities of each student. By customizing worksheets to align with individual learning styles and levels of comprehension, teachers empower students to engage actively with the curriculum and consolidate their understanding of key concepts. Recognizing the pivotal role of parental involvement, teachers emphasize the importance of raising awareness among parents about their children's unique needs. Through open communication and collaborative efforts, educators work closely with parents to develop strategies for supporting learning both inside and outside the classroom. This partnership ensures a cohesive approach to addressing challenges and maximizing opportunities for student success. To enhance their effectiveness in addressing diverse learning needs, teachers advocate for comprehensive training programs. These

programs equip educators with advanced teaching strategies, innovative instructional techniques, and effective interventions tailored to the individual strengths and challenges of their students. Continuous professional development enables teachers to adapt and refine their practices, ensuring they can meet the evolving needs of a diverse student population effectively. Allocating more time for personalized instruction is another critical support need identified by teachers. By dedicating additional time to individualized learning experiences, educators can provide targeted interventions, foster deeper understanding, and nurture the academic growth of each student. This personalized approach not only enhances learning outcomes but also cultivates a supportive classroom environment where every student feels valued and supported. Facilitating regular meetings between teachers and parents is essential for maintaining open lines of communication and collaboration. These meetings provide opportunities to discuss student progress, share insights, address concerns, and align support strategies effectively. By fostering strong partnerships between home and school, educators ensure a cohesive approach to supporting students' academic and social development.

Conclusion

Primary school teachers face challenges in inclusive classrooms. The major challenges faced by teachers include Preparing and implementing individualized teaching learning activities, Evaluating and providing feedback, Effective transaction of the curriculum , Discipline of students, Ensuring active participation of students, Providing positive learning environment for students, Interacting with students with special need and Managing co-curricular activities. Lack of ICT support, lack of

infrastructural facilities and lack of special educators in schools also reported as challenges.

Teachers have adopted several strategies and measures to overcome these challenges. These include adopting proactive strategies like incorporating game-like tasks and fun activities to engage students, collaboration and cooperation through activities, providing individual attention to each student's strengths and challenges, using effective evaluation tools and feedbacks to children etc.

Teachers expect support needs from the parents, students, colleagues, government and all other stakeholders to improve the inclusivity in every step of education. Some of the major support needs reported by teachers include proper professional development, effective training and workshops, assistive tools and technology, awareness on community basis etc

While concluding the findings based on the three dimensions identified by Froyen and Iverson (1999), teachers face highest challenge in content management of students(67.43%) and 63.3% teachers face challenges in conduct management and less number of teachers (43.16%) face challenges in covenant management.

Findings of this study are consistent with several previous studies. Ajuwon (2008) emphasized the importance of special educators and community attitudes, aligning with this study's results. Yunus (2013) also supports the findings, noting that while teachers were positive about inclusion, they required more training, knowledge, and support to implement it effectively. Similarly, the findings of Neogi et al. (2016) and that of this study are consistent, as both call for more in-service teacher training

and increased availability of resources for teachers. Chow et al. (2023) also support this study's findings, emphasizing the need for increased support for teachers. Virani and Ali (2022) discussed the importance of parental involvement and teacher training, aligning with the findings on the need for collaboration and specialized training. Similarly, Srivastava (2014) reported negative perceptions among regular teachers and parents, which contrasts with this study's emphasis on collaborative strategies and support.

CHAPTER V

SUMMARY

- Study in Retrospect
- Major Findings
- Educational Implications
- Suggestions for Further Research

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research.

Study in Retrospect

The study in retrospect provides a bird's eye view of the research.

Restatement of the Problem

Many challenges are reported for primary school teachers in Kerala in implementing inclusive education and many of these challenges are addressed by the authorities. Teachers' efforts to confront the challenges in inclusive classroom vary from one another. Innovative and unique practices teachers adopt as well as the requirements and the perceived support needs to be more effective in inclusive classrooms are to be explored. Hence, the present study is stated as “CHALLENGES PRACTICES AND SUPPORT NEEDS OF PRIMARY SCHOOL TEACHERS IN INCLUSIVE CLASSROOMS IN MALAPPURAM DISTRICT”

Variables of the Study

The variables under study are primary school teachers' challenges, practices and support needs in inclusive classroom.

Present study focused on the challenges faced by primary school teachers, the practices they adopted to overcome these challenges and their expected support needs to foster inclusion in classroom.

Research Questions

1. Whether primary school teachers in Malappuram district face challenges in teaching learning activities, co-curricular activities, discipline and evaluation in inclusive classrooms?
2. What are the innovative strategies adopted by primary school teachers in Malappuram district to overcome the challenges?
3. What do the teachers expect to improve their performance in inclusive classrooms?

Objectives of the Study

1. To find out the extent and nature of challenges faced by primary school teachers in inclusive classrooms in Malappuram district.
2. To explore the innovative practices of primary school teachers to overcome the challenges in inclusive classrooms.
3. To explore the support needs of primary school teachers to face the challenges in inclusive classrooms.

Methodology

Method

A qualitative research design was used for the study. The data was collected through survey method.

Sample

The population under study is Primary school teachers of Malappuram district. A final sample of 300 teachers was selected from four educational districts of Malappuram district.

Instrument used for Data Collection

The investigator developed a questionnaire with the help of supervising teacher to identify the extent of already identified challenges, practices adopted to overcome these challenges and support needs expected by primary school teachers in inclusive classroom

Technique used for Analysis

Percentage analysis was used to identify the predominance of number of teachers facing challenges in inclusive classrooms. Narrative method was used to analyse the data collected on the methods adopted and expectations of primary school teachers in inclusive classrooms.

Major Findings

1. Teachers face various challenges in the area of inclusive education. Teachers reported that teaching and learning activities are the most challenging part in inclusive classroom (87.6%). Problems related to cocurricular activities, discipline and evaluation, are also found to be reported by more than 60% of teachers.
2. The number of teachers facing challenges in preparing and implementing individualized teaching and learning activities is 199 (66.3%). Teachers employ a range of practices to ensure each student's success, such as designing engaging activities, providing individual attention, fostering peer interaction, and involving parents and special educators. Teachers seek crucial support from institutional and governmental administrators to address the diverse needs of their students. Essential areas of support include access to therapy facilities, special teaching aids, adequate learning materials, special educators, reduced teacher-pupil ratios, inclusive technology resources, effective training programs, and an adaptive curriculum.
3. Most teachers face challenges in evaluating and providing feedback for each student in the classroom (62.3%). More than half of them (54.63%) reported insufficient time as the main issue. They use individual evaluation techniques to cater assessments to each student's learning style, ensuring no one is left behind. Teachers have identified several support needs for fostering an inclusive learning environment, including effective training, flexible evaluation methods and the presence of daily special educators. They also

emphasize the importance of reducing pupil-teacher ratios and simplifying the curriculum to enhance personalized attention.

4. The percentage of teachers confronting challenges in the effective transaction of the curriculum is 69%. Lack of student interest is the main reason for this problem, as reported by 40.3% of teachers. Teachers tackle these challenges by incorporating engaging, activity-oriented tasks and integrating ICT to enhance learning experiences. Teachers have identified several crucial support needs to enhance classroom learning and address challenges, including increased ICT facilities and the adoption of smart classrooms, which allow for dynamic lessons and diverse learning styles.
5. About 64% of teachers face problems regarding student discipline. Most of them report three reasons for this: lack of attention to other students due to the focus on children with special needs, behavior of children with special needs affecting other students' studies, and the presence of children with disabilities. To address classroom challenges, teachers adopt proactive strategies that include incorporating game-like tasks and fun activities to engage students, providing individual attention to each student's strengths and challenges, and using positive reinforcement to motivate and celebrate achievements. Teachers identify key support needs for fostering inclusive environments that are, ongoing training and professional development to effectively address diverse learning needs and reduced pupil-teacher ratios to provide personalized attention.

6. About 62. 6 % teachers face challenges in ensuring active participation of all students in the classroom. More than half of teachers indicate that this difficulty arises from students having different learning levels. Teachers employ various strategies to create inclusive classrooms, including assigning group activities that foster collaboration and teamwork, and facilitating discussions tailored to different learning styles. Innovative approaches like using social platforms, such as WhatsApp groups for weaker students, enhance peer support and collaborative learning. Teachers have identified critical support needs to effectively address educational challenges, including increased ICT resources to enhance engagement and interactive learning.
7. About 36.6% of teachers face challenges in providing a positive learning environment for students. Around 20% of teachers reported that student indiscipline is the main issue contributing to this challenge. Teachers emphasize group learning and collaborative activities to foster teamwork and peer learning, enhancing both academic understanding and classroom community. Teachers have identified several crucial support needs to foster effective learning environments for diverse student needs, including enhanced ICT facilities like computers and educational software for engaging and differentiated instruction.
8. Only 30.6% of teachers face challenges in interacting with students with special needs. Among them, around 22% of teachers reported that caring for students with special needs as a major challenge. Teachers have implemented various effective practices to address the diverse needs of their students. They

prioritize providing individual attention and care, recognizing that personalized support is vital for academic growth and emotional well-being. Peer teaching reinforces understanding and cultivates leadership skills, while special educators collaborate with classroom teachers to develop individualized education plans (IEPs) and ensure inclusive practices. Teachers have identified several critical support needs essential for effective education, including the appointment of daily special educators to provide specialized support and implement individualized education plans (IEPs).

9. The percentage of teachers identified challenges in managing co-curricular activities for students with special needs is 67%. Among them, more than half (53.3%) face difficulties due to a lack of availability and support from special educators. To support students with special needs, teachers integrate students into sports and arts activities to promote physical health and social interaction. Collaboration with special educators is also crucial for catering teaching methods to meet diverse learning needs. Appointment of daily special educators, who provide essential personalized guidance, fostering an inclusive environment where all students can thrive. Customized worksheets are also important as they align with individual learning styles and comprehension levels and empower students to engage meaningfully with the curriculum. Teachers recognize the importance of parental involvement and actively raise awareness about children's unique needs.
10. Overall, teachers reported various challenges in the effective implementation of inclusion in the classroom. The highest reported issue is the lack of enough

time, as reported by 77.6% of teachers. Challenges related to students with diverse needs closely follow, reported by 77.3%. Lack of special educators and insufficient training are also major issues, identified by more than 50% of the teachers. Interestingly, only 9% reported that societal disinterest is a problem in effective implementation of inclusive education.

11. Teachers face highest challenge in content management of students(67.43%) and 63.3% teachers face challenges in conduct management and 43.16% face challenges in covenant management.

Educational Implications

This study investigates the challenges of primary school teachers in inclusive classrooms, the diverse strategies they implement to overcome these challenges and also the expected support needs of teachers in inclusive classrooms. The findings highlight the critical role of instructional approaches, collaborative frameworks, and ongoing professional development in fostering an inclusive educational environment. By examining teachers' responses, this study reveals key practices that can enhance the educational experience for all students particularly those with special needs. The implications drawn from this research are vital for informing educational policies, guiding administrative practices, and improving teaching methodologies in inclusive settings.

- Customized Instructional Strategies: Teachers should employ differentiated instruction techniques that consider each student's unique learning style, interests, and abilities. This involves creating varied learning materials and

assessments that cater to diverse needs, ensuring that all students including those with learning disabilities, can access the curriculum. Implementing tiered assignments and learning contracts can further provide students with appropriate levels of challenge and support.

- Collaborative Learning Environments: Schools must foster a culture of collaboration by promoting group activities and peer learning. By organizing students into diverse teams, educators can facilitate the exchange of ideas, encourage problem-solving and enhance social skills. Structured group work not only enriches academic understanding but also cultivates a sense of belonging and mutual respect among students.
- Parental Involvement: Enhancing parental engagement is crucial for student success. Schools can implement strategies such as regular communication through newsletters, workshops on supporting learning at home, and involvement in school activities. Creating forums for parents to voice their concerns and suggestions can strengthen the partnership between home and school and leads to improved academic outcomes for students.
- Professional Development: Continuous professional development should be prioritized to equip teachers with effective inclusive teaching strategies. Training programs should focus on areas such as special education law, classroom management techniques, and strategies for engaging students with diverse needs. Regular workshops and collaborative learning communities can provide ongoing support and encourage the sharing of best practices among educators.

- Use of Technology: Advancing technology can significantly enhance teaching and learning in inclusive classrooms. Educators should integrate digital tools for communication, assessment and resource sharing. For instance, online platforms can facilitate peer support and collaborative projects, while assistive technologies can provide individualized support for students with disabilities, fostering greater engagement and achievement.
- Support from Special Educators: The involvement of special educators in inclusive classrooms is essential for addressing the specific needs of students with disabilities. Schools should encourage collaboration between general and special education teachers to develop individualized education plans (IEPs) that outline adaptive instructional strategies and accommodations. This partnership ensures that all students receive the necessary support to thrive academically and socially.
- Evaluation and Feedback Mechanisms: Implementing diverse assessment methods, including formative assessments and alternative evaluations, can provide a more holistic understanding of each student's progress. Teachers should prioritize timely and constructive feedback, enabling students to reflect on their learning, set goals, and make necessary adjustments. Regular assessments should be used not only for grading but as tools for enhancing learning and instruction.
- Inclusive Classroom Policies: Educational institutions should develop and implement clear policies that prioritize diversity and inclusion. These policies should outline goals for inclusive education, support mechanisms for teachers,

and guidelines for accommodating students with various needs. Establishing a school- wide commitment to inclusion can foster a positive culture that values diversity and equity.

- Promoting Social-Emotional Learning (SEL): Schools should integrate social-emotional learning into the curriculum to support students' emotional and social development. Programs that teach skills such as empathy, self-awareness, and conflict resolution can create a more inclusive and supportive classroom environment. By fostering emotional intelligence, students are better equipped to navigate social interactions and build positive relationships.
- Peer Support System: Establishing peer support systems can significantly enhance the learning experience. Schools should encourage mentorship programs where older or more skilled students can support their peers. This not only provides additional academic assistance but also fosters empathy and social connections, enabling students to learn from one another in a supportive environment.
- Creating Flexible Learning Environments: Classrooms should be designed to be adaptable to various learning activities and styles. Providing diverse seating arrangements, access to learning materials and meet the needs of all students. Flexible environments encourage creativity, collaboration, and independent learning, supporting diverse educational experiences.
- Encouraging Student Voice: Schools should empower students by giving them opportunities to express their opinions and preferences regarding their learning

experiences. Involving students in decision-making processes can enhance their sense of ownership and motivation. Initiatives such as student councils or feedback surveys can facilitate this engagement, allowing students to contribute to the school community.

- Building Community Partnerships: Establishing partnerships with community organizations can provide additional resources and support for students with special needs. Collaborating with local mental health services, recreational programs, and mentorship initiatives can offer comprehensive support, enriching students' educational experiences and addressing their varied needs.
- Integration of Co-Curricular Activities: Schools should ensure that co-curricular activities, such as sports, arts, and clubs, are inclusive and accessible to all students. Encouraging participation in these activities can promote social interaction, teamwork, and creative expression, enhancing students' overall development. Schools can provide training for coaches and club leaders on inclusive practices to ensure every student feels welcome.
- Regular Review of Practices and Policies: Schools should regularly review and assess their inclusive practices and policies to ensure they meet the evolving needs of students. This includes seeking feedback from teachers, parents, and students, as well as analyzing academic outcomes. Continuous improvement initiatives can lead to more effective and responsive educational environments.

The implications drawn from this study emphasize the importance of intentional and informed practices in promoting inclusive education. By adopting these educational implications, schools can create dynamic and supportive environments that cater to the diverse needs of all students. The commitment to fostering inclusive classrooms not only enhances academic outcomes but also cultivates a culture of empathy, respect, and collaboration. As educators and policymakers work together to implement these strategies, the educational landscape can be transformed, ensuring that every student has the opportunity to thrive and achieve their full potential.

Suggestions for Further Research

This study provides a comprehensive overview of the various challenges faced by primary school teachers in inclusive classrooms and the practices or strategies they follows and also the perceived support needs of them. To build upon these findings and contribute to the broader field of inclusive education, several avenues for further research are there, some are suggested below:

- Qualitative Research could be done among teachers, special educators, and mental health professionals to gather valuable insights into comprehensive support mechanisms for students in inclusive settings.
- Research could be conducted on a wider sample of teachers, where the researcher can reach in to a more comprehensive finding regarding the challenges, practices and support needs in inclusive classrooms.

- Research could focus on various psychological variables like self-efficacy, self-esteem and achievement motivation of students with special need.
- Research could focus on effectiveness of various inclusive methods and identify the factors that contribute to sustained improvement in educational practices.
- Research could focus on the specific training needs of teachers, the effectiveness of various professional development programs (workshops, mentoring, online courses), and the long-term impact on teaching practices and student engagement.
- Further research could examine effective strategies for enhancing parental involvement in the educational process and how community resources can promote and support inclusive practices.
- Research could focus on role and experiences of special educators or other assistive staffs in schools.
- Research can be done on how digital tools such as assistive technology, online learning platforms, and communication apps, can be effectively utilized in inclusive classrooms to enhance student engagement and facilitate learning for diverse learners.
- Research could focus on differentiated instructional techniques, curriculum modifications and the integration of experiential learning opportunities that engage all students, regardless of their abilities.

The suggestions outlined above highlight the need for continued research in the field of inclusive education. By addressing these areas, future studies can contribute to a more understanding of inclusive classroom management, inform best practices, and ultimately enhance the educational experiences of all students. This ongoing research is critical to fostering environments where every learner can succeed, regardless of their differences or disabilities.

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APPENDICES

Appendix I
FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION

Details of Basal Sample

Malappuram District						
Sl. No.	Educational Subdistrict	Educational District	Government Schools		Aided Schools	
			Male	Female	Male	Female
1	Kondotty	Malappuram	0	0	4	8
2	Malappuram		7	6	3	3
3	Manjeri		5	7	6	6
4	Kizhisseri		0	0	10	7
5	Mankada		13	11	0	0
6	Perinthalmanna		5	11	0	0
7	Parappanagadi	Tirurangadi	8	8	8	5
8	Tanur		4	7	0	0
9	Vengara		8	7	4	2
10	Edappal	Tirur	4	4	5	4
11	Kuttippuram		6	8	6	3
12	Ponnani		4	4	5	5
13	Tirur		5	9	7	4
14	Areacode	Wandoor	7	16	0	0
15	Nilambur		13	8	0	0
16	Wandoor		0	0	5	17
17	Melattur		0	0	8	20
Total			89	106	71	84

Appendix II
FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION
Questionnaire on Challenges Practices and Support needs of Primary School
teachers in inclusive classrooms in Malappuram district.
(English Version)

Prof. (Dr.) Vijayakumari, K
Farook Training College

Shifana Moideen Kutty
M. Ed Student

Instructions

It is a fact that teachers face numerous problems while implementing inclusive education. Some identified problems are listed below. Kindly go through them and mark 'Yes' if you are facing them and 'No' otherwise. Also specify the particular measures you are taking to overcome these difficulties. Please mention if you require any support or assistance in this regard. If you are experiencing any other problems besides the given ones, please mention those as well.

This study is being conducted with the permission of SCERT Kerala as part of M.Ed dissertation. Your personal information will remain completely confidential, and your responses will be used to improve school education, especially inclusive education, in the Malappuram district near future. We look forward for your full cooperation.

Personal Information

Name: M/F:

Name of the School:

Educational Subdistrict:

Experience:

Subjects:

1. Do you face any difficulties in the following areas of inclusive education?

- Teaching Learning activities
- Co-curricular activities
- Discipline
- Evaluation
- Others

2. Do you have any difficulties in preparing and implementing individualized teaching learning activities?

Yes No

If yes, what are the difficulties

a) Selecting individualized teaching learning activities <input type="checkbox"/>	The Practices you follow to face these challenges
b) Locating resources for individualized teaching learning activities <input type="checkbox"/>	
c) Engaging classes of different subjects <input type="checkbox"/>	
d) Using instructional strategies <input type="checkbox"/>	
Others:	
Expected support needs	

3. Do you face difficulty in evaluating each student and providing feedback?

Yes No

If yes, what are the difficulties

<p>a) Lack of individualized evaluation tools <input type="checkbox"/></p> <p>b) Lack of training in using evaluation tools <input type="checkbox"/></p> <p>c) Overcrowded classroom <input type="checkbox"/></p> <p>d) Lack of time <input type="checkbox"/></p> <p>Others:</p>	<p>The Practices you follow to face these challenges</p>
<p>Expected support needs</p>	

4. Do you face any challenges in effective transaction of the curriculum with students?

Yes No

If yes, what are the difficulties

<p>a) Insufficient classroom facilities/ amenities <input type="checkbox"/></p> <p>b) Student not being interested <input type="checkbox"/></p> <p>c) Insufficient ICT facilities <input type="checkbox"/></p> <p>d) Lack of technological support <input type="checkbox"/></p> <p>Others:</p>	<p>The Practices you follow to face these challenges</p>
<p>Expected support needs</p>	

5. Do you face any discipline related issues in classroom?

Yes No

If yes, what are the difficulties

<ul style="list-style-type: none"> a) Presence of children with behavioural problems <input type="checkbox"/> b) Not being able to give attention to all students due to the presence of children with special needs <input type="checkbox"/> c) Disturbances caused by children with special needs affecting others learning <input type="checkbox"/> d) Difficulties affecting learning environment <input type="checkbox"/> <p>Others:</p>	The Practices you follow to face these challenges
Expected support needs	

6. Do you have any difficulties in ensuring active participation of all students in the classroom?

Yes No

If yes, what are the difficulties

<ul style="list-style-type: none"> a) Students with different levels <input type="checkbox"/> b) Behavioral issues of students <input type="checkbox"/> c) Lack of seating arrangements <input type="checkbox"/> d) Creating attractive learning activities for the students <input type="checkbox"/> <p>Others:</p>	The Practices you follow to face these challenges
Expected support needs	

7. Do you face problems in providing positive learning environment for students?

Yes No

If yes, what are the difficulties

<p>a) Noise from outside the classroom <input type="checkbox"/></p> <p>b) Inability to locate interesting activities for each student <input type="checkbox"/></p> <p>c) Inability to locate presence of noisy children <input type="checkbox"/></p> <p>d) Lack of discipline among students <input type="checkbox"/></p> <p>Others:</p>	<p>The Practices you follow to face these challenges</p>
<p>Expected support needs</p>	

8. Do you have any problems in interacting with students with special needs?

Yes No

If yes, what are the difficulties

<p>a) Building good rapport with the students <input type="checkbox"/></p> <p>b) Identifying students with special needs <input type="checkbox"/></p> <p>c) Caring students with special needs <input type="checkbox"/></p> <p>d) Feeling that you are not able to keep justice with normal children <input type="checkbox"/></p> <p>Others:</p>	<p>The Practices you follow to face these challenges</p>
<p>Expected support needs</p>	

9. Do you have any problem in managing co-curricular activities of children with special needs?

Yes No

If yes, what are the difficulties

<p>a) Over involvement of parents in students' matters <input type="checkbox"/></p> <p>b) Non-cooperation of parents <input type="checkbox"/></p> <p>c) Ignorance of parents of children with special needs <input type="checkbox"/></p> <p>d) Lack of availability and support from special educators <input type="checkbox"/></p> <p>Others:</p>	<p>The Practices you follow to face these challenges</p>
<p>Expected support needs</p>	

10. What are the problems in effective implementation of inclusion in classrooms?

<p>a) Insufficient time</p> <p>b) Overcrowded classrooms of students</p> <p>c) Students with different problems</p> <p>d) Lack of special educators</p> <p>e) Lack of effective training</p> <p>f) Non-cooperation of colleagues</p> <p>g) Lack of interest of society</p> <p>h) Tough and long syllabus</p> <p>Others:</p>

Appendix III

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസത്തിലെ വൈലൂവിളികൾ, പ്രതിവിധികൾ, മെച്ചപ്പെടുത്തുന്നതിനുള്ള നിർദ്ദേശങ്ങൾ എന്നിവ ഉൾപ്പെടുന്ന പ്രോഫോവലി

ഒപ്പാഫ(ഡോ.) കെ. വിജയകുമാരി
ഹാറുവ് ടെക്നോംഗ് കോളേജ്

ഷിഹാന മൊയ്തീൻ കുട്ടി
എം.എഡ് വിദ്യാർത്ഥിനി

നിർദ്ദേശങ്ങൾ

ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം പ്രാവർത്തികമാക്കുന്നതിൽ അധ്യാപകൾ ധാരാളം പ്രശ്നങ്ങൾ നേരിട്ടുന്നുണ്ട് എന്നത് വാസ്തവമാണ്. ഇതുമായി ബന്ധപ്പെട്ട ചില പ്രശ്നങ്ങൾ താഴെ നൽകുന്നു. പ്രശ്നങ്ങൾ വായിച്ചതിനുശേഷം അവ നിങ്ങൾ നേരിട്ടുന്നുണ്ടോ എന്ന് നൽകിയിരിക്കുന്ന ഉണ്ട്/ഇല്ല കോളത്തിൽ ‘✓’ രേഖപ്പെടുത്തുക. ഈ ബുദ്ധിമുട്ടുകൾ തരണം ചെയ്യാൻ നിങ്ങൾ സ്വീകരിക്കുന്ന പ്രത്യേക നടപടികൾ എന്നാണെന്നതും ഇതിന് നിങ്ങൾക്കാവശ്യമായ പിന്തുണ അല്ലെങ്കിൽ സഹായങ്ങൾ എന്നാക്കേയാണെന്നും വ്യക്തമാക്കുക. ലിന്റ് ചെയ്യപ്പെട്ട പ്രശ്നങ്ങളും മറ്റൊക്കെയിലും പ്രശ്നങ്ങൾ അനുഭവിക്കുന്നുണ്ടെങ്കിൽ അവയും സൂചിപ്പിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു.

ഈ പഠനം എസ്.സി.ആർ.ടി കേരളയുടെ (SCERT Kerala) അനുവാദത്തോടുകൂടി M.Ed പ്രോഗ്രാമിന്റെ ഭാഗമായുള്ള പ്രഖ്യാപനം തയ്യാറാക്കുന്നതിന് വേണ്ടിയാണ്. നിങ്ങളുടെ വ്യക്തി വിവരങ്ങൾ തികച്ചും രഹസ്യമായിരിക്കുമെന്നും നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഭാവിയിൽ മലപ്പുറം ജില്ലയിലെ സ്കൂൾ വിദ്യാഭ്യാസം പ്രത്യേകിച്ചും ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം മെച്ചപ്പെടുത്തുന്നതിൽ സഹായകരമായിരിക്കുമെന്നും ഉറപ്പ് നൽകുന്നു. താങ്കളുടെ പരിപൂർണ്ണ സഹകരണം പ്രതീക്ഷിക്കുന്നു.

വ്യക്തി വിവരങ്ങൾ

പേര് :

M/F :

പ്രവൃത്തി പരിചയം :

പരിശീലനം കൂടാം :

പരിപൂർണ്ണ വിഷയങ്ങൾ :

വിദ്യാഭ്യാസ യോഗ്യത :

1. ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസത്തിൽ താഴെ നൽകിയിരിക്കുന്ന ഏതെല്ലാം മേഖലകളിലാണ് പ്രയാസങ്ങൾ നേരിടുന്നത്?

- പഠനപ്രവർത്തനങ്ങൾ
- പാദ്യതര കാര്യങ്ങൾ
- അച്ഛടക്കം
- മുല്യനിർണ്ണയം
- ക്ലാസ്സ് റൂം മാനേജ്മെന്റ്
- മറ്റുള്ളവ

2. വ്യക്തിഗത പഠനപ്രവർത്തനങ്ങൾ തയ്യാറാക്കി നടപ്പിലാക്കുന്നതിൽ പ്രയാസം നേരിടുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, ഏതെല്ലാം പ്രയാസങ്ങളാണ് നിങ്ങൾ നേരിടുന്നത്?

a) വ്യക്തിഗത പഠനപ്രവർത്തനങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിൽ <input type="checkbox"/>	നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിധികൾ
b) വ്യക്തിഗത പഠനപ്രവർത്തനങ്ങൾക്ക് വേണ്ട വിഭവങ്ങൾ കണ്ടെത്തുന്നതിൽ <input type="checkbox"/>	
c) ഒരേ സമയം വ്യത്യസ്ത വിഷയങ്ങളിൽ ക്ലാസ്സുകൾ എടുക്കുന്നതിൽ <input type="checkbox"/>	
d) പതന ത്രനങ്ങൾ ഉപയോഗിക്കുന്നതിൽ <input type="checkbox"/>	
മറ്റുള്ളവ :	

ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ

3. ഓരോ കൂട്ടിയെയും വിലയിരുത്തി ആവശ്യമായ ഫീഡ്ബാക്ക് നൽകുന്നതിൽ പ്രയാസം നേരിടുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, എന്തെല്ലാം പ്രയാസങ്ങളാണ് നിങ്ങൾ നേരിടുന്നത്?

<p>a) വ്യക്തിഗത മൂല്യനിർണ്ണയത്തിനുതക്കുന്ന ഉപാധികളുടെ അഭാവം <input type="checkbox"/></p> <p>b) വ്യത്യസ്ത മൂല്യ ഉപാധികൾ ഉപയോഗിക്കുന്നതിനുള്ള പരിശീലന കുറവ് <input type="checkbox"/></p> <p>c) കൂട്ടികളുടെ ബാഹ്യല്യം (Strength) <input type="checkbox"/></p> <p>d) സമയക്കുറവ് <input type="checkbox"/></p> <p>മറുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിപ്പ</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

4. പാഠ്യപദ്ധതി (Curriculum) കൂട്ടികളിൽ എത്തിക്കുന്നതിൽ ബുദ്ധിമുട്ട് നേരിടുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, എന്തെല്ലാം ബുദ്ധിമുട്ടുകളാണ് നിങ്ങൾ നേരിടുന്നത്?

<p>a) കൂസ് മുറിയിലെ സഹകര്യക്കുറവ് <input type="checkbox"/></p> <p>b) കൂട്ടികളുടെ താൽപര്യക്കുറവ് <input type="checkbox"/></p> <p>c) സാങ്കേതികവിദ്യയും മറ്റ് സഹകര്യങ്ങളുടെയും അഭാവം <input type="checkbox"/></p> <p>d) ആവശ്യമായ സാങ്കേതിക പിന്തുണയുടെ അഭാവം <input type="checkbox"/></p> <p>e) മറുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിപ്പ</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

6. കീം രൂമിൽ അച്ചടക്കവും ആയി ബന്ധപ്പെട്ട ബുഖിമുട്ടുകൾ അനുഭവിക്കുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, എന്തെല്ലാം ബുഖിമുട്ടുകളാണ് നിങ്ങൾ അനുഭവിക്കുന്നത്?

<p>a) പെരുമാറ്റ വൈകല്യമുള്ള കൂട്ടി/കൂട്ടികളുടെ സാന്നിധ്യം <input type="checkbox"/></p> <p>b) പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കൂട്ടി/കൂട്ടികളെ ശ്രദ്ധിക്കുന്നത് മുലം മറ്റു കൂട്ടികൾക്ക് വേണ്ടതെ ശ്രദ്ധ നൽകാൻ പറ്റായ്ക്ക <input type="checkbox"/></p> <p>c) പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കൂട്ടികളുടെ സാന്നിധ്യം മറ്റു കൂട്ടികളുടെ പഠനത്തെയും പ്രവർത്തനങ്ങളെയും ബാധിക്കുന്നത് <input type="checkbox"/></p> <p>d) പഠനാത്മീക്ഷണത്തെ ബാധിക്കുന്ന മറ്റു ബുഖിമുട്ടുകൾ <input type="checkbox"/></p> <p>e) മറ്റുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിധി</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

7. കീം രൂമിൽ എല്ലാ കൂട്ടികളുടെയും സജീവമായ പകാളിത്തം ഉറപ്പുവരുത്തുന്നതിൽ പ്രയാസം നേരിട്ടുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, എന്തെല്ലാം പ്രയാസങ്ങളാണ് നിങ്ങൾ നേരിട്ടുന്നത്?

<p>a) വ്യത്യസ്ത നിലവാരത്തിലുള്ള വിദ്യാർഥികൾ മുലമുള്ള പ്രയാസം <input type="checkbox"/></p> <p>b) കൂട്ടികളുടെ പെരുമാറ്റ പ്രശ്നങ്ങൾ <input type="checkbox"/></p> <p>c) അനുയോജ്യമായ രീതിയിൽ ഇൻപ്രീസ് സൗകര്യമില്ലായ്ക്ക <input type="checkbox"/></p> <p>d) കൂട്ടികൾക്ക് ആകർഷകമായ പഠനപ്രവർത്തനങ്ങൾ ഒരുക്കുന്നതിൽ <input type="checkbox"/></p> <p>മറ്റുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിധി</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

8. കൂട്ടികൾക്ക് പഠനത്തിന് അനുകൂലമായ ശാന്തമായ അന്തരീക്ഷം ഒരുക്കുന്നതിൽ പ്രയാസങ്ങൾ നേരിട്ടുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, എന്തെല്ലാം പ്രയാസങ്ങളാണ് നിങ്ങൾ നേരിട്ടുന്നത്?.

<p>a) ക്ഷാസ്സുമിശ്ര പുരത്തുനിന്നുമുള്ള ശശ്വം/ബഹളം <input type="checkbox"/></p> <p>b) കൂട്ടികൾക്ക് ഓരോരുത്തർക്കും ആവശ്യമായ/താൽപര്യമുള്ള പഠനപ്രവർത്തനങ്ങൾ കണ്ടെത്താനുള്ള ശേഷിക്കുവാൻ <input type="checkbox"/></p> <p>c) കൂട്ടികളുടെ ശ്രദ്ധയെ ബാധിക്കുന്ന തരത്തിൽ ബഹളമുണ്ടാക്കുന്ന കൂട്ടികളുടെ സാന്നിധ്യം <input type="checkbox"/></p> <p>d) കൂട്ടികളുടെ അനുസരണ കുറവ് <input type="checkbox"/></p> <p>മറ്റുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിധി</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

9. പ്രത്യേക പരിശീലന അർഹിക്കുന്ന കൂട്ടികളുമായി ഇടപഴക്കുന്നതിൽ പ്രയാസങ്ങൾ അനുഭവിക്കുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ എന്തെല്ലാം പ്രയാസങ്ങളാണ് നിങ്ങൾ അനുഭവിക്കുന്നത്?

<p>a) കൂട്ടികളുമായി നല്ല ബന്ധം സ്ഥാപിക്കുന്നതിൽ <input type="checkbox"/></p> <p>b) പ്രത്യേക പരിശീലന അർഹിക്കുന്ന കൂട്ടികളെ തിരിച്ചറിയുന്നതിൽ <input type="checkbox"/></p> <p>c) പ്രത്യേക പരിശീലന അർഹിക്കുന്ന കൂട്ടികളെ ശ്രദ്ധിക്കുന്നതിൽ <input type="checkbox"/></p> <p>d) സാധാരണ കൂട്ടികളോട് നീതിപൂലർത്താൻ പറ്റുന്നില്ല എന്ന വിശ്വാസം <input type="checkbox"/></p> <p>മറ്റുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിധി</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

10. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കൂട്ടികളുടെ പഠന-പാഠ്യത്ര കാര്യങ്ങളിൽ ബുദ്ധിമുട്ടു നേരിടുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ, എന്തെല്ലാം ബുദ്ധിമുട്ടാണ് നിങ്ങൾ നേരിടുന്നത്?

<p>a) രക്ഷിതാക്കളുടെ അമിതമായ ഇടപെടൽ <input type="checkbox"/></p> <p>b) രക്ഷിതാക്കളുടെ നിസ്താരകരണം <input type="checkbox"/></p> <p>c) പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കൂട്ടികളുടെ രക്ഷിതാക്കളുടെ അറിവില്ലായ്ക്കുന്നത് <input type="checkbox"/></p> <p>d) സ്പെഷ്യൽ എഡ്യൂക്കേറേഴ്സിൾസ് (Special educators) സഹായം ആവശ്യമുള്ള സമയത്ത്/തരത്തിൽ ലഭിക്കുന്നതിൽ <input type="checkbox"/></p> <p>മറ്റുള്ളവ : _____</p>	<p>നിങ്ങൾ നടപ്പിലാക്കുന്ന പ്രതിവിധി</p>
<p>ആവശ്യമായ /പ്രതീക്ഷിക്കുന്ന സഹായങ്ങൾ</p>	

11. ഉൾപ്പെടുത്തൽ വിദ്യാഭ്യാസം ഫലപ്രദമായി നടപ്പിലാക്കുന്നതിൽ നിങ്ങൾ അനുഭവിക്കുന്ന ബുദ്ധിമുട്ടുകൾ എന്തെല്ലാം?

<p>a) സമയ ലഭ്യതക്കുറവ് <input type="checkbox"/></p> <p>b) കൂട്ടികളുടെ ബാഹ്യലൈം <input type="checkbox"/></p> <p>c) വ്യത്യസ്ത തരത്തിലുള്ള പ്രശ്നങ്ങൾ നേരിടുന്ന കൂട്ടികൾ <input type="checkbox"/></p> <p>d) സ്പെഷ്യൽ എഡ്യൂക്കേറേഴ്സ് (Special Educators) /ടീച്ചേഴ്സ് അസിസ്റ്റന്റ് (Teachers Assistant) രേഖാചിത്രങ്ങൾ അഭാവം <input type="checkbox"/></p> <p>e) വ്യക്തമായ/ഫലപ്രദമായ പരിശീലനത്തിന് പോരായ്ക്കുന്ന പ്രശ്നങ്ങൾ <input type="checkbox"/></p> <p>f) സഹപ്രവർത്തകരുടെ നിസ്താരകരണം <input type="checkbox"/></p> <p>g) സമൂഹത്തിന്റെ നിസംഗത <input type="checkbox"/></p> <p>h) വിഷയ കാരിന്യം/ബാഹ്യലൈം <input type="checkbox"/></p> <p>മറ്റുള്ളവ : _____</p>

Appendix IV
FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION

List of Schools from which Data was Collected

Sl. No.	Educational Subdistrict	Educational District	Name of the School
1.	Tirur	Tirur	G. L. P. S. B. P. Angadi
2.	Tirur		A. M. U. P. S. Edakkulam
3.	Tirur		A. M. L. P. S. Thirunavaya
4.	Tirur		G. M. L. P. S. Edakkulam
5.	Tirur		G. M. L. P. S. Valiya Parappur
6.	Tirur		G. M. U. P. S. BP Angadi
7.	Tirur		G. M. U. P. S. Tirur
8.	Tirur		G. L. P. S. Thekkummuri
9.	Tirur		G. L. P. S. Thrikandiyur
10.	Kuttippuram		G. L. P. S. Kuttippuram
11.	Kuttippuram		G. H. S. S. Kuttippuram
12.	Kuttippuram		K. S. M. M.A.L. P. S. Kazhuthallur
13.	Ponnani		G.H.S.S Thrikkavu
14.	Ponnani		M.I.H.S.S Ponnani
15.	Edappal		G. L. P. S. Thuyyam
16.	Edappal		Vijaya A. U. P. S. Thuyyam
17.	Vengara	Tirurangadi	A.K.H.M.U.P.S Chathrathodi
18.	Vengara		G.U.P.S Valiyora
19.	Vengara		G.M.V.H.S.S Vengara
20.	Vengara		G.H.S.S Peruvallur
21.	Parappanangadi		A.U.P School. Chiramangalam
22.	Parappanangadi		M. V. A. L. P. S. Ariyallur
23.	Parappanangadi		G.M.L.P.S. Parappanangadi
24.	Parappanangadi		B.E.M.H.S.S Parappanangadi

25.	Parappanangadi	Wandoor	G. M. L. P. S. Parappanangadi Town
26.	Parappanangadi		G. F. L. P. S. Parappanangadi
27.	Parappanangadi		A. M. U. P. S. Ullanam
28.	Parappanangadi		A.M. U. P. S. Kunnathuparamba
29.	Parappanangadi		B. E. M. L. P. S. Parappanangadi
30.	Parappanangadi		K. H. M. M. A. M. L. P. S. Kodakkad
31.	Parappanangadi		A. U. P. S. Kodakkad
32.	Parappanangadi		G. M. U. P. S. Puthan Kadappuram
33.	Parappanangadi		M.V.H.S.S Ariyallur
34.	Parappanangadi		G.H.S.S Neduva
35.	Parappanangadi		A.M. U. P. S. Kunnathuparamba
36.	Tanur		G. L. P. S. Tanur
37.	Tanur		G. M. L. P. S. Rayirimangalam
38.	Areacode	Malappuram	G.M.L.P.S Areacode West
39.	Areacode		G.M.U.P.S Areacode
40.	Areacode		G.L.P.S West Pathanapuram
41.	Wandoor		Eriyad A.U.P.S
42.	Melattur		A.L.P.S. Melattur
43.	Melattur		R.M.H.S.S Melattur
44.	Nilambur		Nilambur G.M.U.P.S
45.	Nilambur		Veettikuth G.L.P.S.
46.	Nilambur		Nilambur G.M.L.P.S.
47.	Nilambur		G.M.V.H.S.S Nilambur
48.	Malappuram	Malappuram	G.U.P.S. Kottakkal
49.	Malappuram		P.M.S.A.P.T.M.L.P.S. Changuvetty
50.	Malappuram		G.L.P.S. Kottakkal
51.	Malappuram		G.M.U.P.S. Kottakkal
52.	Kondotty		A.M.U.P.S. Puthur Pallikkal
53.	Kizhisseri		Ganapath A.U.P.S. Kizhisseri
54.	Mankada		G.H.S Cheriyam Mankada

Appendices

55.	Manjeri		G.U.P.S. Manjeri
56.	Manjeri		B.E.M.L.P.S. Manjeri
57.	Manjeri		H.M.S.A.U.P.S. Thurakkal
58.	Manjeri		G.G.H.S.S Manjeri
59.	Perinthalmanna		G.L.P.S Perinthalmanna East
60.	Perinthalmanna		G.L.P.S Perinthalmanna West