

A Comparative Study of Perceptions of Students Towards Inclusive Teaching Practices

Manisha Mishra¹, Dr. Pooja Chopra²

¹Ph.D. Research Scholar, School of Education, G D Goenka University

²Assistant Professor, School of Education, G D Goenka University

Email: ¹manisharajiv@gmail.com, ²pooja.chopra@gdgoenka.ac.in

Abstract

Inclusive education is a model that tends to make the classrooms welcoming for all children including SEN students. It makes space for diverse learners by using differentiated teaching methods in mainstream classrooms and promotes inclusivity. Inclusive teaching practices include inclusive teaching strategies, inclusive classroom instructions, inclusive classroom accommodations, and differentiated assessments. Nowadays, it is mandatory for mostly all schools, government and private, to follow inclusive policies however, there is hardly any data to find out how far we have come in the attainment of inclusion and quality education. Therefore, there is a need to assess the implementation of inclusive practices from the student's point of view. This study aims to explore and compare the perspective of the students of government and private schools in Delhi toward inclusive teaching practices. Students' feedback would provide the data to explore the actual status of general classrooms that supposedly implement inclusive teaching practices regularly in government and private schools in Delhi and in comparison, which sector, government or private school, is more actively following these inclusive practices. It would also serve as an indicator to the school authorities to invest in quality education by following and enforcing inclusive policies in a true sense. Schools should advance in-service training of general teachers to update their skills consistently to adopt inclusive teaching strategies differentiated classroom instructions and assessments and provide suitable accommodations for all students including SEN students and create an inclusive culture in the general classroom. Each step of improvement would bring a significant change in the attainment of inclusion and quality education to fulfill the sustainable development goal by 2030.

Keywords: Inclusive Education, Inclusive teaching practices, Special Education Needs (SEN) Student, Differentiated assessments.

1. Significance of the study:

Inclusive education means including diverse learners in classes across all levels by implementing inclusive policies, adopting inclusive teaching practices, maintaining an inclusive attitude, and providing appropriate inclusive infrastructure. If one of these factors is weak or absent then the wheel of inclusive education cannot move forward. Inclusive teaching practices are one of the most important factors of inclusive education. As we are aware that classroom teaching

practices are those skills of a teacher which make the student understand and comprehend the information and also retrieve and apply the information appropriately whenever required. Appropriate teaching practice caters to the needs of diverse learners by incorporating differentiated teaching-learning materials and aids in an inclusive environment. In student-centric learning classrooms, each student should experience the best teaching-learning model and receive the required support in all areas of learning; the scholastic and the co-scholastic. Hence, inclusive teaching practices should be

adopted by every teacher to bring equity and equality to the general classroom which will benefit all students in the inclusive class. It enhances the confidence of students who are performing below average and brings the feeling of acceptance to students who are performing above average in the same class.

Inclusive classroom teaching practices mainly consist of differentiated teaching-learning material, differentiated teaching instructions, and differentiated assessment processes. All these factors should match with the requirements of the learners to achieve the learning objectives as well as the success criteria. For the implementation of a successful lesson plan student's role is very vital in any inclusive classroom as they are at the receiving end of the teaching-learning process. Their challenges and reflections encourage teachers to rectify or modify the teaching process and adapt more inclusive and innovative differentiated techniques while delivering their lectures. Students' performance and reflections are clear indicators of the success of any lesson plan or teaching strategy. Therefore, it is imperative to be aware of students' perspectives on inclusive teaching practices. This is like a demand and supply rule wherein teachers are responsible to supply appropriate teaching-learning content with suitable material to fulfill the diverse demands of the students in a conducive teaching environment. A multi-sensory approach is one of the most favorable teaching methods by which general teachers help students with varied learning styles. Differentiated instructions bring positivity and a sense of belongingness all to students as it is non-judgemental and specific. Differentiated assessment procedures and strategies create equal opportunities and enhance equity. In a nutshell, inclusive teaching practices decrease discrimination, enable inclusion, and remove learning barriers in a mainstream class. Unfortunately, the schools are still facing dropout problems, poor attendance issues, behavioral issues,

social-emotional issues, poor class discipline, widened academic gaps, increased learning difficulties, labeling, and bullying. Teachers need to sustain the interest of students in the classes and make learning enjoyable for them to address such interrelated classroom issues. Timely reforms in teaching practices, strategies, or skills can reduce or eliminate these issues and would enhance the better learning environment, increase the productivity of teaching, improve meaningful conversations among the peer group, promote acceptance of differences, encourage special abilities and talents, and boost self-esteem of all students. Hence, the main purpose of the study is to identify the gaps in inclusive teaching practices from the point of view of students and provide suggestions to all stakeholders accordingly to make it beneficial for all students.

Review of literature:

Most SEN students prefer inclusive classrooms and do not want to go back to special or integrated classrooms after attending inclusive classrooms (Bogale & Haile, 1999). Choron., B. (2013), provided a framework for all stakeholders of the school to create the most suitable inclusive set-up for children with special needs based on their problems. Kopcha, Ding, Neumann, & Choi, (2016) in their research, which was based on the schoolwide application model (SAM), concluded that apart from children with disabilities all students get benefitted from inclusive education practices. Arya., et., al, (2013), discussed and assessed the perception, performance, and problems of inclusive education based on the condition of the education of the CWSN under Sarva Shiksha Abhiyaan. There is a need for in-service teacher training to create inclusive classrooms after finding the challenges of children with disabilities (Das and Kattumuri, 2014). The teachers' lack of awareness about inclusive and differentiated aids, materials, and methods

of assessments is also one of the reasons for the poor execution of inclusive education practices (Kaul., P, 2015). The incompetency of teachers affects the dynamics of teaching diverse learners in an inclusive class (Walsh, M., 2018). Therefore, well-planned classroom management is needed where the student's needs are diverse (Jones, & Jones, 2007). Researchers have shown that it is important to enabling students aptly involved in the classrooms through differentiated teaching methods at their suitable learning levels. (Huebner, 2010). Well-informed teachers differentiate their curricula to make those accessible and achievable for diverse learners as per their needs (Walther-Thomas, Lorinek, McLaughlin, & Williams, 2000). A well-planned inclusive setting can benefit all learners but if it is not so then it might be harmful also (Nizeyimana, Pamela, 2016). A competent teacher can make inclusion possible with her knowledge and innovations which eventually encourages quality education (Jeyaprabhan., J., 2016). Inclusion helps all the diverse learners socially (Riegert, J., 2006). A suitable curriculum with apt teaching procedures and trained teachers with positive attitudes minimize the discrimination toward SEN students socially and economically (Aggarwal, M., 2015). The appropriate intervention programs affect the social and emotional behavior of children with and without disabilities and enhance peer acceptance in inclusive classrooms (Asha, S.C.& Venkat Lakshmi H., 2015). Differentiation is the key to making any teaching program successful. It should target the age-appropriate learning with the skill-building in an orderly manner to meet students' needs and thoroughly assess before implementing in the classrooms. Therefore, adopting inclusive teaching practices at all levels consistently is important and highly recommended by many researchers. Inclusion is possible when the teacher is providing physical accommodations, using differentiated teaching strategies,

differentiated instructions, and managing the class with appropriate behavior strategies. Differentiated instruction is considered to be a suitable tool for all children which was earlier used only for gifted students (Van Garderen & Whittaker, 2006) because differentiated instruction is a process of tactic teaching and learning for students of differing abilities in the same class (Hall, 2002). Furthermore, Annlaug Flem, Torill Moen & Sigrun Gudmundsdottir (2004), mentioned a case study about the active implementation of inclusive strategies in the mainstream class by a special educator. However, there is a need to obtain more data to know the status of the implementation of inclusive practices and their efficacy.

After the literature review, it is evident that there are still gaps in terms of data related to the implementation of inclusive teaching practices and this study is an attempt to gather data from the students' point of view who are actually at the receiving end. This study is comparative. The researcher compared the government school students with private school students to find out in which model these inclusive teaching practices are being implemented in a real sense and which group of students are more satisfied with these inclusive teaching practices in mainstream classes. The data would reveal the gaps in imparting inclusive education and following inclusive teaching practices in schools.

Objectives:

- I. To explore the perception of students of government and private schools towards inclusive teaching practices.
- II. To compare the perception of students of government schools with the perception of students of private schools towards inclusive teaching practices.

Hypothesis:

1. There is no difference in the perception of students of government and private schools

towards inclusive teaching practices.

state of inclusive practices in the mainstream classes.

Methodology of the Study: Sampling and sampling procedure- To administer the present study, 100 students were selected by the researcher through purposive sampling. The sample included children with special education needs (SEN) also. All students were studying in 6th -10th grade in CBSE-affiliated government and private secondary schools in Delhi.

Statistical Method: To analyze the data, percentage statistics were used. The data was analyzed item-wise to show the actual

Tools: The researcher conducted the study through a self-developed tool entitled “Inclusive Education Practices Survey”. It includes 18 statements related to teaching practices implemented in classes. It is based on 5-point Likert Scale. The validity and reliability were satisfactory of the tool. The researcher analyzed the data with the percentage of every student’s response. The result of the data with analysis and discussion is as follows:

Analysis of the Data:

TABLE 1.1 INCLUSIVE EDUCATION PRACTICES SURVEY

No.	Statements	Type of Inclusive Education Practices
1.	My teachers prepare different worksheets for SEN students on daily basis.	Inclusive Teaching Strategies
2.	My teachers always make us do role-play, singing, dancing, dramatization, etc., to make our class interesting.	Inclusive Teaching Strategies
3.	My teachers help SEN students by giving them individual instructions.	Inclusive Classroom Instructions
4.	My teachers give SEN students less homework than general students.	Inclusive Accommodations for Written Work Assignments
5.	My teachers allow SEN students to submit their homework late by two or three days.	Inclusive Accommodations for Written Work Assignments
6.	My teachers allow frequent breaks for SEN Students.	Inclusive Classroom Instructions
7.	My teachers use colored chalks on the blackboard/whiteboard.	Inclusive Teaching Strategies
8.	My teachers use audio-visual aids for all students.	Inclusive Teaching Strategies
9.	My teachers encourage SEN students to sit in the front row.	Inclusive Classroom Instructions
10.	My teachers give individual instructions to SEN students in General class.	Inclusive Classroom Instructions
11.	My teachers provide extra time for SEN students to finish their work in the class	Inclusive Accommodations for Written Work Assignments

12	My teachers accept oral answers from SEN students during the examinations	Differentiated Assessments
13	My teachers allow SEN students to use learning aids like calculators and computers in the class	Inclusive Teaching Strategies
14	My teachers simplify the content for SEN students daily	Inclusive Teaching Strategies
15	My teachers provide reader/adult prompter/scribe to SEN students during examination	Differentiated Assessments
16	My teachers provide extra time during examinations to SEN students.	Differentiated Assessments
17	My teachers ignore the bad handwriting of SEN students during examinations.	Differentiated Assessments
18	My teachers ignore spelling errors of SEN students during evaluations or assessments.	Differentiated Assessments

Figures 1.1 and 1.2 Inclusive Teaching Strategies

Figures 1.1 and 1.2 consists of the bar graphs i.e. figures 1.1.1, 1.1.2, 1.1.3, and 1.2.1, 1.2.2, 1.2.3 represents students'

responses to the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive teaching strategies adopted in mainstream classes by the teachers to promote inclusion.

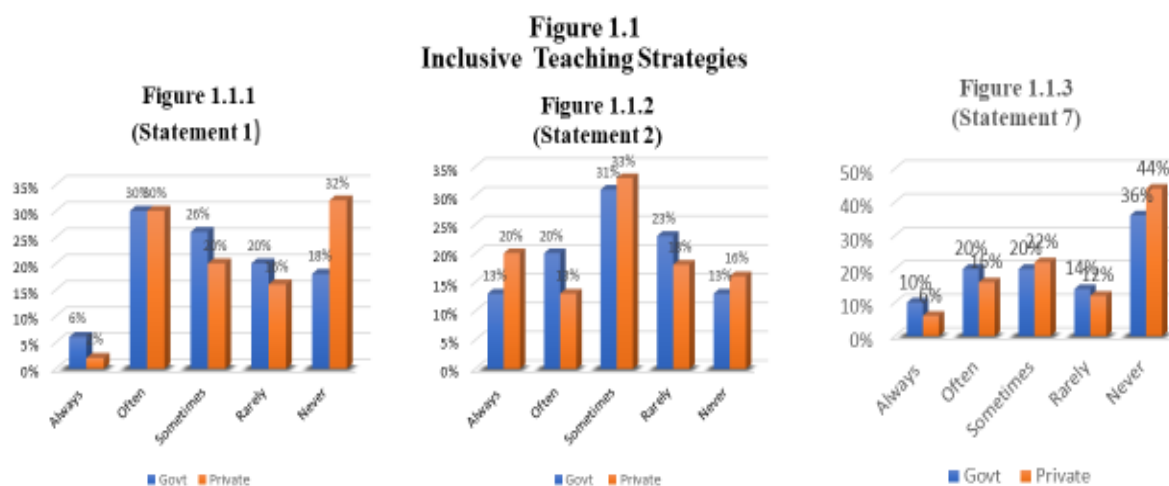


Figure 1.1 is the graphical representation of students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive teaching strategies adopted in mainstream classes to promote inclusion. Figure 1.1, depicts responses toward the use of differentiated worksheets for SEN students in mainstream classes. Figure 1.2 shows the integration of performing art into academic subject teaching to enhance inclusion. Figure 1.3 displays the use of colored chalks in the classrooms to address the varied learning styles of diverse learners. (in-100). The respondents of the online survey are students of the CBSE affiliated government and private secondary schools in Delhi.

From the perusal of figure 1.1.1, the researcher found that 30% of both govt and private school students responded to statement 1 that teachers often prepare different worksheets for SEN students on daily basis and there is no difference in their perception of differentiated content, however, 18% government school students and 32% private school students feel teachers never prepare different worksheets

for SEN students, therefore, there is a visible difference in their perception. It indicates that differentiation in the content to support all kinds of learners is not happening wholly in both the educational sectors government and private which is extremely essential to make learning possible for all kinds of learners (Kaul., P., 2015). It is also evident that the government school teachers are differentiating the

worksheets for SEN students more than private school teachers. However, full inclusion cannot be attained with partial differentiation (Bogale & Haile, 1999). In the figure 1.1.2, while responding to the statement 2, 31% and 33% students of government and private school students respectively shared that their teachers sometimes make them do role-play, singing, dancing, dramatization, etc., to make their class interesting, which shows the integration of performing arts happens occasionally into academic subjects. The researcher suggests collecting more data would help to strengthen this area of teaching and learning because performing arts like role-playing helps in the development of social-communication skills of students and these skills can be taught and assessed through careful

educational planning and implementation in a conducive educational environment (Mark Chesler And Robert Fox, 1966). In figure 1.1.2, statement 7, 36% of government and 44% of private school students, respectively, responded that their teachers never use colored chalk in their classes which is a basic teaching practice of an inclusive classroom. There is only a 4% difference in both government and private school students' perceptions. It is an indicator of the fact that teachers from the government as well as private are not using the least expensive, easily available, and applicable teaching aid in their classes hence lack of implementation of this inclusive teaching practice would lead to hampering the inclusion of students with varied learning styles and well as SEN students who have visual-tracking issues.

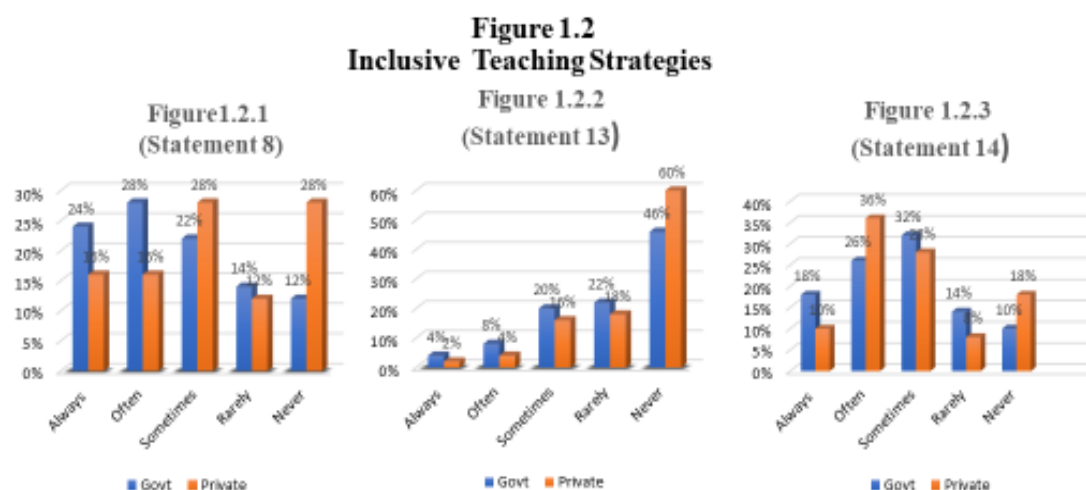


Figure 1.2 is the graphical representation of students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive teaching strategies adopted in mainstream classes to promote inclusion. Figure 1.2.1 depicts responses toward the use of audio-visual aids in classes, figure 1.2.2 shows the allowance of the use of learning aids like calculators and computers in the class to the SEN students and figure 1.2.3 displays the responses of students with regard to the simplification of the content for SEN students by the mainstream teachers (n=100). The respondents of the online survey are students of the CBSE affiliated government and private secondary schools in Delhi.

In figure 1.2.1, statement 8, 22% and 28% of students from govt and private schools shared that teachers sometimes use audio-visual aids in classes for all students. It raises the question firstly, of the availability of these devices and secondly, whether they are in workable condition to use these regularly in the school. Figure 1.2.2, statement 13, reveals that the use of

assistive devices in classrooms is still limited and it is shown through this data results. 46% and 60% of students from govt and private schools respectively responded that their teachers never allow SEN students to use learning aids like calculators and computers in the class. It can be due to many reasons like lack of policy awareness about SEN provisions, lack of resources

from the school's side or parent's side, or lack of teachers' willingness to make it available for SEN students as it takes extra effort from their side. Figure 1.2.3, statement 14, Only 26% of government school students shared that their teachers often simplify the content for SEN students which is less than private school students' responses i.e., 36%. It shows that delivering a lesson is more important to teachers than making SEN students comprehend the given information efficiently and also it indicates the lack of proper planning and

execution of lesson plans as per child's needs.

Figure 2 Inclusive Classroom Instructions

Figure 2 consist of the bar graphs i.e. figures 2.1, 2.2, 2.3, and 2.4 represents students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive teaching classroom instructions adopted in mainstream classes by the teachers to promote inclusion.

Figure 2 INCLUSIVE CLASSROOM INSTRUCTIONS

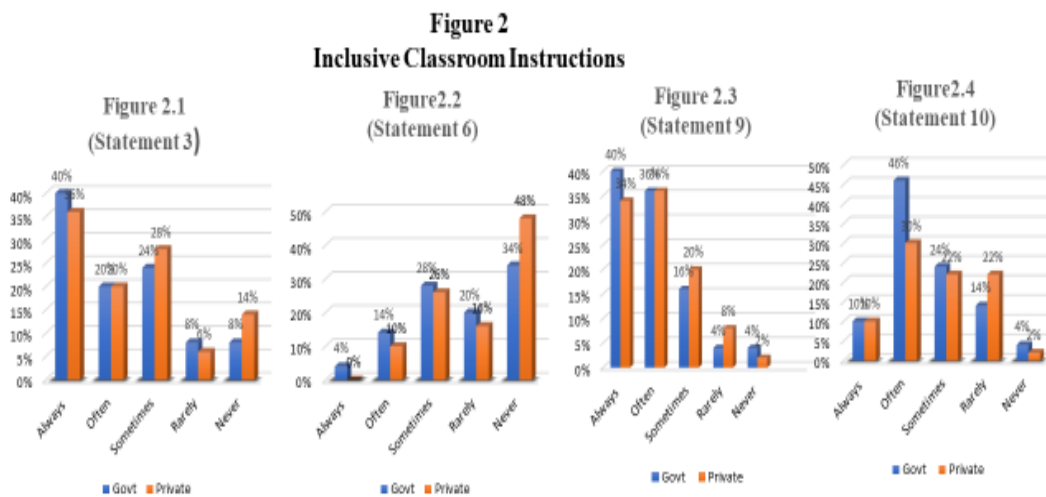


Figure 2 is the graphical representation of students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive classroom instructions. Figure 2.1 represents the students' responses to the use of individual instructions by the teachers to help SEN students. Figure 2.2 displays the teachers' allowance of frequent breaks for SEN students. Figure 2.3 shows the student's responses to the encouragement given by teachers to SEN students to sit in the front row. Figure 2.4 depicts the responses of students towards the use of individual instructions by the teachers to SEN students in the general classes (n=100). The respondents of the online survey are students of the CBSE affiliated government and private secondary schools in Delhi.

Figure 2.1, statement 3, both government and private school students shared equally at 20%, that teachers often help SEN students by giving them individual instructions, and add to that, 40% of government and 36% of private school students responded that teachers always do so, however, there is 4% difference in their responses hence private teachers lacking behind than government teachers in using this inclusive practice. It shows that more than 50% of teachers are using differentiated instructions in classes with diverse needs which is one of the major components of inclusive teaching practices. Figure 2.2, statement 6, shows that 34% of

government and 48% of private school students expressed that their teachers never allow frequent breaks to SEN Students. However, the comparison of data indicates that government school teachers are more flexible in adopting inclusive teaching practices than private school teachers according to students' responses. This teaching practice of using differentiated instructions for SEN students has been followed due to enhanced awareness about SEN students' needs among teachers or due to avoidance is a matter of further research. Figure 2.3, statement 9, depicts that 40% and 34% of students shared that their teachers always encourage SEN students to

sit in the front row and 36 % of students from both government and private schools expressed that their teachers often encourage SEN students to sit in the front row. It is heartening to explore that most of the teachers follow this good and encouraging inclusive teaching practice in both types of schools, government and private though it is slightly higher in government schools. This practice promotes good classroom management as well as enhances acceptance of SEN students among their peer group. Figure 2.4, statement 10, shows that 46% and 30% of govt and private school students respectively perceive their teachers often

give individual instructions to SEN students in the general class which is a step forward in accepting differences at the micro level to achieve inclusion (Huebner, 2010).

Figure 3 Inclusive Accommodations for Written Work Assignments

Figure 3 consist of the bar graphs i.e. figures 3.1, 3.2, and 3.3 represent students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive accommodations for written work assignments adopted in mainstream classes by the teachers to promote inclusion.

Figure 3 Inclusive Accommodations for Written Work Assignments

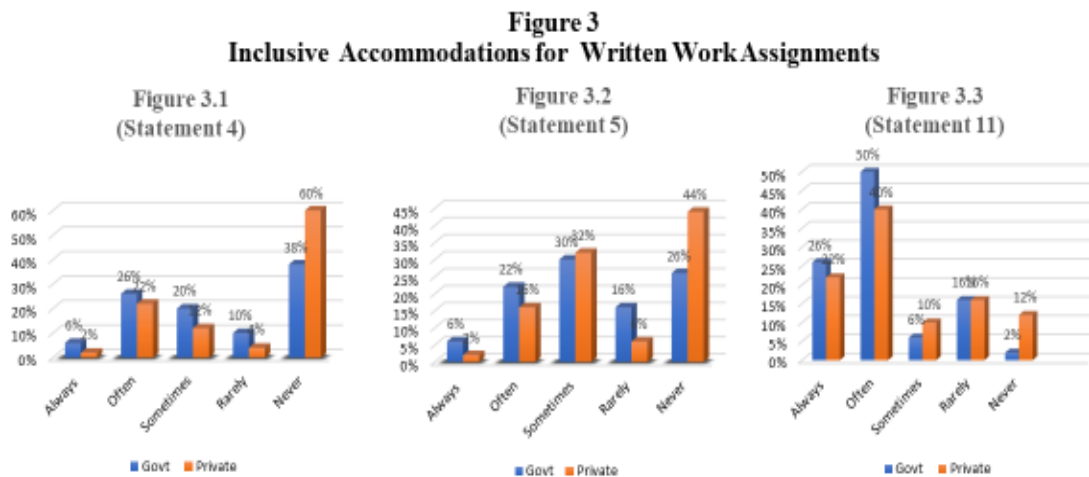


Figure 3 is the graphical representation of students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive accommodations for written work assignments. Figure 3.1 shows the responses of students with regard to SEN students getting less homework than general students. Figure 3.2 depicts that teachers extend homework submission timelines for SEN students. Figure 3.3 represents that teachers provide extra time to SEN students for completion of classwork (in-100). The respondents of the online survey are students of the CBSE affiliated government and private secondary schools in Delhi.

Figure 3.1, statement 4, in this 38% of government and 60% of private school students shared that their teachers never give any less homework to SEN students than general students. It indicates that the majority of students in both categories feel that SEN students need to do the same homework as other non-SEN students. It also indicates that schools are not following SEN policies in true form and it is more prevalent in private schools than in government schools. It also indicates teachers' lack of awareness of SEN policies and the limitations of SEN students to make

an extra effort to make inclusion happen in the class at every step. Figure 3.2, statement 5, In the statement 26 % of government school students and 44% of private school students noticed that their teachers never allow SEN students to submit their homework late by two or three days which shows the lack of empathy and awareness in mainstream teachers towards SEN students in the classes. The data also indicates that private school teachers are far less supportive or sensitive toward SEN students' needs and challenges. Further to that, in figure 3.3, statement 11, 50 % of

government school students noticed that their teachers often provide extra time to SEN students to finish their work in the class and 40% of private school students also observed the same though this is slightly lower than the govt school students' perception. Also, 26% and 22% of students from the government and the private schools noted that their teachers always give extra time to SEN students if it is needed. This data indicates that most of the schools are following mandatory SEN policies laid down by the government under the PWD act 2016, but there is a need to

implement these policies wholly in all schools.

Figures 4.1 And 4.2 Differentiated Assessments

Figures 4.1 consist of the bar graphs i.e. figures 4.1.1, 4.1.2, 4.1.3, and figure 4.2 consist of the bar graphs i.e. figures 4.2.1 and 4.2.2 represents students' responses to the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive teaching practices through differentiated assessment adopted in mainstream classes by the teachers to promote inclusion.

Figure 4.1 DIFFERENTIATED ASSESSMENTS

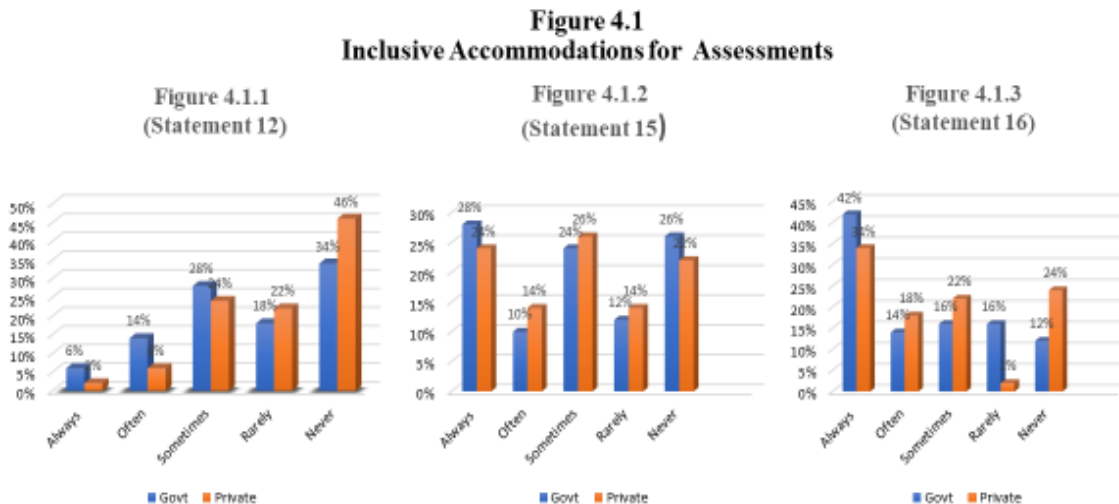


Figure 4.1 is the graphical representation of students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive accommodations for assessments. Figure 4.1.1 shows students' responses with respect to the teacher's acceptance of oral answers given by SEN students during assessments. Figures 4.1.2 and 4.1.3 respectively display students' responses towards the provision of reader/adult prompter/scribe and extra time provided by teachers to SEN students during the examinations (n=100). The respondents of the online survey are students of the CBSE affiliated government and private secondary schools in Delhi.

Figure 4.1.1, statement 12, in this the data analysis reveals that 34% and 46% of students from government and private schools observed that the teachers never accept oral answers from SEN students during the examination. It catches the researcher's attention that still teachers are depending on age-old paper pen tests and emphasis is more on written expression rather than verbal expression which might be a challenge for SEN students. Figure 4.1.2, Statement 15, Interestingly shows the mixed responses from students of both, government and private schools. 28% and

24% of students from government and private schools, respectively shared that their teachers always provide reader/adult prompter/scribe to SEN students during the examination. On the other hand, 24% and 26% of students from government and private schools, respectively shared that their teachers provide this facility to SEN students sometimes. However, 26% and 22% of students from government and private schools, respectively shared that their teachers never provide reader/adult prompter/scribe to SEN students during examinations. This data of mixed responses

reveal that there might be unfamiliarity or lack of implementation of SEN policies hence more data is required to identify the underlined issue to rectify it accordingly. Figure 4.1.3, statement 16, shows that 42% and 34% of students from government and private schools noticed that their teachers always provide extra time during examinations to SEN students. It is an

encouraging sign for inclusion that government and private schools both are implementing the mandatory policy of provision of extra time to SEN students during examinations, however, there is a need to implement this policy more strictly. It also indicates that government schools are implementing SEN policies better than private schools.

Figure 4.2 Differentiated Assessments

Figure 4.2
Inclusive Accommodations for Assessments

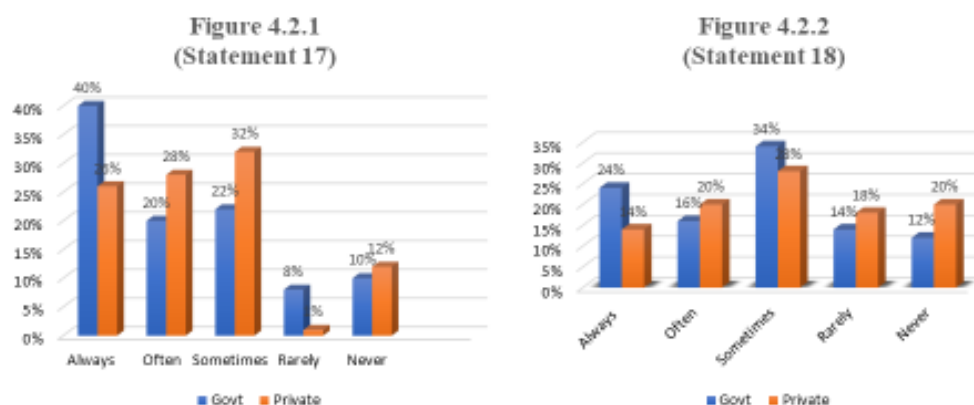


Figure 4.2 is the graphical representation of students' responses on the 5-point Likert Scale i.e. always, often, sometimes, rarely, and never towards inclusive accommodations for assessments. Figure 4.2.1 and 4.2.2 respectively, reveal the student's responses to teachers' acceptance of bad handwriting and spelling errors while assessing the SEN students during examinations (n=100). The respondents of the online survey are students of the CBSE affiliated government and private secondary schools in Delhi.

Figure 4.2.1, statement 17, in this the data reveals that 40% of students in government schools expressed that their teachers always ignore the bad handwriting of SEN students during the examination, however only 26% of students in private schools shared the same. This indicates that government school teachers are more accepting and focused on the content rather than the presentation of written work than private school teachers. On the flip side of it, there is a possibility that they are not so concerned about the presentation of the written work. Therefore, a more in-depth inquiry is required into this area of handwriting and its relevance to SEN students. Figure 4.2.2, statement 18, reveals that 34% and 28% of students from government and private schools, respectively, shared that their teachers sometimes ignore spelling errors of SEN

students during evaluations or assessments. It reveals that teachers need to be more aware of SEN students' limitations to assess their abilities correctly. Further to that, data indicates that government teachers are more compassionate toward spelling mistakes of SEN students than private school teachers. Here, we need to explore the reason behind this is empathy or a lack of responsibility to assess SEN students truthfully.

The analysis of the data obtained from the student's perceptions explored that in the areas of inclusive teaching strategies, inclusive classroom instructions, inclusive accommodation of written work, and differentiated assessments government and private schools are both showing a marginal difference. Therefore, it is evident that the actual status of implementation of inclusive

teaching practices on regular basis in general classrooms in government and private schools in Delhi has not been so satisfactory. In comparison between government and private schools, both educational sectors have been struggling to facilitate these inclusive practices in general classrooms to help SEN students. Further to that surprisingly, teachers of government schools are more actively following most of these inclusive practices than teachers of private schools.

2. CONCLUSION

The analysis of the above data concludes that the students feel that teachers, from government and private, schools are adopting inclusive teaching practices in the general classrooms however, there is a requirement to spread it over all domains of teaching and learning i.e., delivering the lessons while keeping in mind the different learning styles, giving instructions according to student's level of understanding and assessing as per the student's strengths and needs. To uplift the standard of inclusive practices, and to improve the quality and frequency of differentiated content, process, and assessments, continuous and rigorous in-service training is needed for all general teachers. Also keep a check on the teacher-student ratio including SEN students, class size, teachers' awareness of different disabilities, and their attitude toward inclusive education. To maintain the quality of inclusive education and to have an ideal inclusive classroom, it is necessary to consistently revisit current teaching practices to reform and redesign. To engrave inclusive strategies in the education system, there should be regular observations and audit checks for teachers, take reflections of students into account, and above all motivate all stakeholders, teachers, special educators, students, school administration, and parents to work together to make inclusion successful. Inclusive education is not just a target, it is

a continuous journey of accepting differences.

3. REFERENCES:

- [1] Ajay K. Das, Margaret Gichuru & Ajay Singh (2013) Implementing inclusive education in Delhi, India: regular school teachers' preferences for professional development delivery modes, *Professional Development in Education*, 39:5, 698-711, DOI: 10.1080/19415257.2012.747979
- [2] Arya, R. K. (2013). Education of children with special needs: A critical Analysis with special reference in the Chhattisgarh state of India. *European Academic Research*, 1(6), 831-54.
- [3] Asha, S.C.& Venkat Lakshmi H. (2015). Peer Acceptance of Sensory Challenged in an Inclusive Education Environment. *G.J.I.S.S.*, Vol.4(3):44-47 (May-June, 2015) ISSN: 2319-8834
- [4] Buli-Holmberg, J., & Jeyaprathaban, S. (2016). Effective practice in inclusive and special needs education. *International journal of special education*, 31(1), 119-134.
- [5] Chesler- Role-Playing Methods in the Classrooms., **TEACHER RESOURCE BOOKLETS ON CLASSROOM SOCIAL RELATIONS AND LEARNING.** © 1966, Science Research Associates, Inc. <https://files.eric.ed.gov/fulltext/ED075276.pdf>
- [6] Choron., B., (2013). Teacher educator's vision of an ideal inclusive classroom. *edu-reflections* March 2013., ISSN 23213957 Vol.1 No.1
- [7] Das Ph D, A., & Kattumuri, R. (2011). Children with disabilities in private inclusive schools in Mumbai: Experiences and challenges. *Electronic Journal for Inclusive Education*, 2(8), 7.

- [8] Flem*, A., Moen, T., & Gudmundsdottir**, S. (2004). Towards inclusive schools: A study of inclusive education in practice. *European Journal of Special Needs Education*, 19(1), 85-98. DOI:10.1080/10885625032000167160
- [9] Forlin, C. (2013). Changing paradigms and future directions for implementing inclusive education in developing countries. *Asian Journal of Inclusive Education*, 1(2), 19-31. <http://www.ajie-bd.net>
- [10] Haile, G., & Bogale, T. (1999). From exclusion to inclusion: a case of children with mental retardation in Kokebe Tsebah Primary School in Addis Ababa (Ethiopia). See: www.eenet.org.uk/theory_practice/exclu_inclu.shtml.
- [11] Hall, T. (2002). Differentiated instruction [Online]. Wakefield, MA: CAST. Available: www.cast.org/publications/ncac/ncac_diffinstruc.html
- [12] Huebner, Tracy A., (2010). Differentiated Instruction. *Educational Leadership*. 67. 79-81.
- [13] Jones, V. F., & Jones, L. S. (2004). *Comprehensive classroom management: Creating communities of support and solving problems*. Boston: Pearson/Allyn and Bacon.
- [14] Jones., Forlin & Gillies., (2013), *INTERNATIONAL JOURNAL OF WHOLE SCHOOLING*. Vol. 9, No. 1, 2013 60 The Contribution of Facilitated Leadership to Systems Development for Greater Inclusive Practices <https://files.eric.ed.gov/fulltext/EJ1016799.pdf>
- [15] Kaul Pallavi, (2015). A study of Status of Inclusion of Children with Special Needs at the Elementary School Level. <http://hdl.handle.net/10603/188404>
- [16] Kopcha, T.J., Ding, L., Neumann, K.L., & Choi, I. (2016). Teaching Technology Integration to K-12 Educators: A 'Gamified' Approach. *TechTrends*, 60, 62-69. <https://doi.org/10.1007/s11528-015-0018-z>
- [17] Lawrence-Brown, D. (2004). Differentiated instruction: Inclusive strategies for standards-based learning that benefit the whole class. *American Secondary Education* 32(3), 34.
- [18] Meenakshi Aggarwal, (2015), Supporting the Inclusive Education., RNI. 23508/1970 ISSN : 0378-1003 *Indian Journal of Psychometry and Education.*, Vol. 46 (2) July, 2015 <https://e-adhyapak.com/Data/Product/PRO-156/PRO-156-ExtDemo.pdf>
- [19] Nizeyimana Pamela., (2016), Impact of Inclusive Education to Children with Special Needs_An Educational Survey in Selected Inclusive Primary Schools of Uganda, Veer Narmad South Gujarat University, <http://hdl.handle.net/10603/263473>
- [20] Riegert, J. (2006). Teacher attitudes on the effect of inclusion on students without disabilities.
- [21] Singh, Budh & Kumar Prajapati, Abhishek. (2021). *Inclusive education*.
- [22] Smith, T. E., Polloway, E. A., Patton, J. R., Dowdy, C. A., & Doughty, T. T. (2014). *Teaching students with special needs in inclusive settings* (Vol. 6). Upper Saddle River, NJ: Pearson.
- [23] Van Garderen, D., & Whittaker, C. (2006). Planning differentiated, multicultural instruction for secondary inclusive classrooms. *Teaching Exceptional Children*, 38(3), 12-21.
- [24] Vernon Jones, V. S.; Jones, Louise *Comprehensive Classroom Management: Creating Communities*

- of Support and Solving Problems.
ISBN 13: 9780205625482
- [25] Walsh, M. (2018). The inclusion of students with special needs in the general education classroom. <https://doi.org/10.33015/dominican.edu/2018>
- [26] Walther-Thomas, Lorinek, McLaughlin, & Williams, 2000. https://issuu.com/educationmattersie/docs/irelands_yearbook_of_education_2018_1748ce984c6402