

Inclusive Education for Children with Special Needs at Elementary Stage in Jammu and Kashmir: Status, Challenges and Suggestions

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Abstract

Inclusive education is one of the most urgent needs of 21st century and the pre-requisite to achieve the goal of “Education for All”. Inclusive education welcomes and involves all children together with their peers in the same learning environment in the same school. To ensure equal and inclusive education to all the children from pre-nursery to senior secondary stage first integrated scheme Samagra Shiksha has been implemented in India since 2018. Teachers play an important role in implementing inclusive education at school level. The present paper aims to explore the status of inclusion of children with special needs, check the awareness among teachers regarding inclusive education, focuses on challenges being faced by teachers in implementation of inclusive education and obtain certain suggestions for effective implementation of inclusive education. The investigator used descriptive survey method for the present study. The study was conducted in Jammu Province. Proportionate Random sampling technique was used to select 5% schools of total number of schools in which CWSN were enrolled, which constituted a sample of 85 schools. Teachers sample size comprised of 170 teachers (two from each school) selected purposively. Self prepared questionnaire and checklist were the tools used to obtain data from the sample. Percentage technique was used to analyze the data. Findings of the study regarding status revealed that few CWSN received aids and appliances according to their requirement and the school infrastructure was not appropriate for CWSN. The study revealed that infrastructural barriers, inadequate provisions and resources, lack of trained teachers, non-cooperation of parents were the challenges faced by the teachers in implementing inclusive education. The study also presents certain suggestions of the teachers such as improvement in infrastructure, increasing awareness level of parents, trained staff and sensitization of normal students for effective implementation of inclusive education.

Keywords: Inclusive Education, Children With Special Needs, Status, Challenges and Suggestions.

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Introduction

Education is a vital human activity and is observed as the most valuable investment. It is the pre-requisite of intellectual power which shapes the power profile of a nation. The progress of a diverse country like India depends on the quality of its education system (Pathak, 2010, p.1). India is a democratic country and every Indian child has the right to get education. Equal opportunity should be provided to all the children especially the children with special needs so that they can learn best according to their capacities (Dash, 2011, p.1). If we look at the education of children with special needs, earlier education to these children was provided by establishing special schools for them but these schools failed to integrate children with disabilities in social mainstream as there were few number of special schools which did not provide lasting solution to the problems faced by CWSN (Berwal & Sangeeta, 2011, pp. 311-317). Mainstreaming

of the differently abled students is must, as they have proven themselves by excelling in different fields. So, the countries don't want to waste the talents of a vast section of children only just because they have some disabilities (Agrawal & Rao, 2011, p.1). It is, therefore, universally accepted that the only way to achieve the noble goal of “Education for all” is the principle of inclusive education. Inclusion revolves around the philosophy of equality and ensures that all children are equal, should be respected and valued. Inclusive education, therefore, welcomes and involves all children together with their peers in the same learning environment (Berwal & Sangeeta, 2011, pp. 311-317). Inclusive education not only provides quality education to all children but also changes discriminative attitudes towards children with disabilities and helps to develop an inclusive society (Ranganathan, 2011, p. 209).

In Indian education system, the concept of mainstreaming of disabled children has constantly been developing from

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last five decades. The Government of India under MHRD department has framed number of policies and programmes which stresses on enrolment of differently abled children in schools. In 1974, for the first time, the necessity of integrated education was clearly emphasized under the scheme Integrated Education for Disabled Children (IEDC). In the pursuit of the goal of providing basic education to all, the National Policy on Education (1986) and its follow up actions have been major landmarks. The World Declaration on Education for All adopted in 1990 further boosted up the various process already set motion in the country. The Rehabilitation Council of India Act 1992 initiated a training programme for the growth of professionals to respond to the needs of students with disabilities. The People with Disability Act in 1996 made it mandatory to provide education to the children with disabilities in an appropriate environment until the age of 18 years. In 1999 the government passed the National Trust for Welfare of Person with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act. The Government launched two major initiatives for achieving the goal of Universalization of Elementary Education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha Abhiyan (SSA) in 2002. Three important aspects of UEE are access, enrolment, and retention of children under age group 6-14 years in schools. For education of children with special needs SSA focuses on: early detection and identification, functional and formal assessment, educational placement, aids and appliances, support services, teacher training, resource support, parental training and community mobilization, removal of architectural barriers, research, monitoring and evaluation. Programmes launched in the recent past have been able to make only a limited impact in terms of increasing the participation of children with disabilities in formal education. With Indian commitment to UNCRPD (United National Convention on the Rights of Person with Disability), the landmark Act of Right To Education 2009 (RTE) and its amendment in 2012, which has made education fundamental right for all children in the age group of 6-14 years, has immense significance for the education of children with disabilities (Chakraborty & Sen, 2013, pp. 9-10).

In year 2018, Indian education system has observed implementation of new Integrated Scheme “Samagra Shiksha”– combination of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Abhiyan and the Teacher training programmes. The chief motive behind implementing an integrated education system was to facilitate effective and optimal utilization of budgetary allocation and human resources. The scheme aims to ensure inclusive and equitable quality education from pre-school to senior secondary in accordance with sustainable development goal four (SDG-4). Samagra Shiksha (2018) mentioned in the Chapter-4 “Inclusion of Children with Special Needs” of the scheme has been especially formulated to cater to the needs of children with special needs and their inclusive education (MHRD, GOI, 2018). National Educational

Policy (2020) also stresses on inclusion of children with special needs in regular schools and recognizes creating enabling mechanisms for providing same educational opportunities to children with special needs (CWSN) as are availed by normal children. As per recommendations of this policy all children with disabilities have to be supported by assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to ensure their full participation and inclusion in the classroom with their peers (Ministry of Education, GOI, 2020)

Review of Related Literature

A few numbers of studies have been carried out to find out the status of inclusive education and challenges in implementing inclusive education. Although the Government of India has attempted to create several policies for inclusion of people with disabilities since independence but educational institutions in India were not prepared to accommodate all children with disability and address their educational needs to reach the goal of “Education for all” across the country (Nagpal, 2018 & Sharma, 2018).

Condition of teaching work is critical input in implementing inclusive education programme in schools. As teachers require to play crucial role in inclusive education they should be introduced to new approaches to curriculum and assessment. Although teachers wanted to involve CWSN in classroom activities but they were not well-versed with the effective use of instructional strategies to involve children with disabilities in classroom (Astha, Bhargav & Vats, 2012 and Amzad, 2016). In-service teachers were exhibiting negative attitude towards learning of differently abled children in inclusive set-up which affected implementation of inclusive education. Lack of accountability of teachers and untrained teachers were barriers in implementing inclusive education as teachers were not aware about actual concept of inclusive education (Dua & Dua, 2017; Howladar, 2018; Malik et al., 2019; Mondal, 2021). Moreover, studies revealed that the teachers had neither attended special training program nor their school has organized such special program in the school (Mondal, 2021; Sheikh & Thoker, 2018; Sood & Agnihotri, 2015). It has been found that success of implementation of inclusive education is hindered by socio-cultural factors such as community's negative attitude towards disability, less involvement of stakeholders, limited resources and less involvement of Government as compared to the non-government organizations (Mwangi, 2014 and Parveen & Qounsar, 2018). Moreover, it has been found that children with disabilities faced a lot of problems such as getting admission in school and social barriers while learning and participating with their peers in the classroom activities (Singh, 2020). It has been found that the major obstacles in promoting inclusive education in India with reference to teacher preparation include lack of teacher's preparation institutions, lack of proper curriculum with reference to

inclusive education in the course of teacher preparation, lack of adequate pedagogical skills and strategies to educate children with special needs (Sarao, 2016).

It has been found that children with special needs faced difficulties in participating indoor and outdoor activities in school due to either social, physical, infrastructural or architectural barriers as classrooms were filled with barriers (Mwangi, 2014; Sharma & Kohli, 2018; Sheikh & Thoker, 2018). It has been found that special students faced challenges regarding availability of assistive devices, inadequacy in provisions for learning in schools (Howladar, 2018 & Singh, 2017). A systematic review of studies have been conducted between 2018 and 2021 to highlight the challenges of implementing inclusive education in developing countries and found that societal attitude towards people with disabilities, inadequate infrastructure, poor attitude of government and poor funding are key factors frustrating implementation of inclusive education in developing countries (Sijuola & Jeelna, 2022). It has been found that attitudinal barriers and parental fears of their neurotypical children were preventing mainstream schools in accepting children with disabilities (Yasmin, Mukherjee & Abidi, 2020). Nembambula (2023) reported that despite progressive inclusive education policies, implementation remains incomplete in South Africa. During the COVID-19 pandemic, teachers experienced limited instructional time, lack of resources, and minimal support from support teams appointed on school-based. Kumar (2025) found that schools in Chandigarh were inclusive, but policies and programs, lack of teacher training, lack of resource persons were challenges in effective implementation of those inclusive educational policies.

On the basis of above literature review it is found that most of the researches were conducted at national and international level to investigate the issues faced by learners with special needs. All studies have been conducted at secondary level. Moreover no comprehensive study has been conducted to assess status and problems faced by teachers in implementation of inclusive education at elementary stage. Thus, the present research work aims to study the status of inclusive education, get insight into challenges faced by teachers in implementing inclusive education and seeks some suggestive measures from teachers to overcome these problems in the Jammu province of the UT of Jammu & Kashmir.

Objectives of the Study

1. To study the status of inclusive education of Children With Special Needs at elementary level in Jammu Province in respect to the following aspects:

- a. Supply of Aids & Appliances, Assistive Devices Provided to Children With Special Needs.
 - b. Measures Adopted by Elementary Schools to Remove Architectural Barriers.
 - c. Support services provided to the Children With Special Needs.
2. To check awareness among general teachers about inclusive education, Acts, Policies and Schemes related to education of CWSN.
 3. To find out the challenges faced by teachers in successful implementation of inclusive education in Jammu province.
 4. To obtain suggestions from teachers for effective implementation of inclusive education.

Research Method

Survey method of descriptive research has been used in the study.

Population and Sample

There are total 10 districts in Jammu province, out of which four districts (Jammu, Kathua, Rajouri and Udhampur) were selected by employing random sampling technique. Population for the present study comprised of all the government schools in which Children with Special Needs are enrolled. There are total 1689 government schools in four districts of Jammu Province in which children with special needs are enrolled at elementary stage (Source, Directorate of Samagra Shiksha Office, Jammu for the session 2020-21). Proportionate random Sampling technique was used to select 5% of total schools in each district which constituted about 85 schools. From these selected schools, 95 children with severe disability were selected by using purposive sampling technique for assessing the availability of assistive devices and aids and appliances. The sample of 95 children with special needs was comprised of: children with low-vision (30), children with hearing impairment (deaf and hard of hearing) (20), children with locomotors disability (38), children with muscular dystrophy (2), children with specific learning disabilities (3) and children with autism disorder (2). The sample of teachers was selected by using purposive sampling technique. Two teachers from each sampled school who were dealing with Children with Special needs were included in the sample. The sample of teachers came out to be 170.

Sample Profile

Sample for the present study consisted of as given in table No.1

Table 1
Showing the Distribution of Sample

Districts	Total No. of Schools with CWSN	Sample of schools	No. of Teachers	No. of CWSN
Jammu	352	18	36	18
Rajouri	540	27	54	34

Kathua	325	16	32	17
Udhampur	472	24	48	26
Total	1689	85	170	95

Tools Used

- In the present study investigator used Checklist for gathering information regarding status of Inclusive education for children with special needs with regard to supply of aids and appliances, assistive devices and measures to remove architectural barriers.
- Self constructed Questionnaire was used in the present study. For the construction of questionnaire investigator studied the related literature. Besides, interactions with twenty teachers, (ten from each district of Jammu and Kathua) who were associated with CWSN were held. After literature review and interactions, items for the questionnaire were framed. Items were checked by the language expert. The content of the questionnaire was validated by ten teachers, who were associated with the CWSN. The

questionnaire was piloted on 15 teachers. Final questionnaire was prepared after incorporating suggestions and changes at the pilot study stage. The final questionnaire consisted of 7 close ended questions pertaining to awareness of inclusive education among teachers and 2 open ended questions pertaining to challenges faced by teachers in implementation of inclusive education and their suggestions to overcome these problems.

Statistical Techniques

For analyzing the data percentage technique has been employed.

Analysis

Analysis of the data regarding the status of Inclusive Education for children with special needs

Table 2

Assistive Devices, Aids and Appliances for Children With Special Needs

Disability of CWSN	Assistive Devices and Aids and Appliances	Number of students who required assistive device	Yes	%	No	%
Low-Vision (30)	Eyeglasses	30	10	33	20	67
Locomotors /Muscular Dystrophy (40)	Wheelchair	19	08	42	11	58
	Walker	05	01	20	04	80
	Prosthetic devices	02	0	0	02	100
	Crutches	21	0	0	21	100
	Tricycle	01	0	0	01	100
	Writing tools	09	0	0	09	100
	Clubfoot brace	07	0	0	07	100
Hearing Impairment (20)	Hearing aid	20	09	45	11	55
	Sign language board	20	0	0	20	100
Specific Learning Disabled Children (3)	Big alphabetic charts	3	0	0	3	100
	Different types of shapes	3	0	0	3	100
	Writing practice books	3	0	0	3	100
	Mathematic kit	3	0	0	3	100
Autism spectrum disordered students (2)	TLM for Concept formation	2	0	0	2	100
	Flash cards	2	0	0	2	100
	Pictorial charts	2	0	0	2	100
	Mathematic kit	2	0	0	2	100
	Science kit	2	0	0	2	100
	Models	2	0	0	2	100

Interpretation

- The above table shows that out of 30 children with low vision, 10 (33%) have been provided eyeglasses whereas 20 (67%) children have not been provided eyeglasses. This may be due to insufficient funds from the government.
- The above table shows that there were 40 children with locomotors and muscular dystrophy enrolled in selected 85 schools from class VI-VIII. Out of 40

children, 18 children required more than one device. On the basis of requirement of devices, number of children with special needs were categorised to find out the availability of assistive devices and aids and appliances which were given to CWSN. Out of 19 children, who require wheelchair 8 (42%) have been given this device whereas 11 (58%) have not been given this device. Out of 5 children who require walker 1 (20%) has been given this device whereas 4 (80%) have not given this device. All the children who

required prosthetic device (2), crutches (21), tricycle (1), writing tools (9) and clubfoot brace (9) as assistive device have not been given the respective device.

- The above table shows that out of 20 children with hearing disability, 9 (45%) have been given the hearing aid whereas 11 (55%) students have not been given hearing aid. Apart from hearing aid, sign language board is also required as assistive device for hearing impaired children. This has not been provided to any sampled schools due to shortage of funding.

- The above table shows that all the students 3 (100%) have not been provided special assistive devices like big alphabetic charts, different types of shapes, writing practice books and mathematic kit.
- The above table shows that all the children with autism spectrum disorder (2) have not been provided learning assistive devices like teaching learning material (TLM) for concept formation, flash cards, pictorial charts, mathematic kit, science kit and models.

Table 3

Measures Adopted by Elementary Schools to Remove Architectural Barriers

S. No.	Measures	Number of Schools= 85			
		Yes	%	No	%
1.	Drinking water	78	92	7	08
2.	Accessible playground	72	85	13	15
3.	Ramps	62	73	23	27
	Hand rails for ramp	51	82	11	18
4.	Clear and Labelled path from entrance gate to school building	58	68	27	32
5.	CWSN toilet	03	04	82	96

The above table indicates that in majority of the schools 78 (91%) drinking water facility was available, in 85% percent schools playground for children with special needs were accessible, in 62 (73%) schools ramps were there but out of 62 ramps, 51 (82%) have hand rails whereas 11

(18%) have without handrails, in 68 % schools there was clear and labelled path entrance gate to school building and in only 3% schools there was CWSN toilet whereas in majority (96%) of the schools CWSN toilets were not available.

Table 4

Support Services to Children With Special Needs

S. No.	Support services	Number of schools = 85			
		Yes	%	No	%
1.	Medical services	75	88	10	12
2.	Guidance and Counselling	63	74	22	26
3.	Special teacher	03	04	82	96
4.	Resource material	02	02	83	98
5.	Resource room	0	0	85	100
6.	Transportation	0	0	85	100

The above table indicates that in 88% schools children have received medical services, in 74% schools guidance and counselling programmes for CWSN were available, in 4% schools special teachers pay visits to facilitate the Children with special needs and in only 2%

schools facility of resource material is available. There was no resource room and no transport facility was available to the children with special needs in all the sampled government schools.

Table 5

Showing the Responses of Teachers Regarding Awareness about Inclusive Education and its Policies

S. No	Statements	Number of Teachers = 170			
		Yes	%	No	%
1.	Awareness about the term inclusive education	162	95	08	05
2.	Awareness about acts, policies and schemes:				
	• The Mental Health Act 1987	98	58	72	42
	• Rehabilitation Council of India Act 1992	85	50	85	50
	• Person with Disability Act 1995	105	62	65	38
	• National Trust Act 1999	73	43	97	57
	• National Policy for Person with Disability	121	71	49	29

	• Rights of Persons with Disability Act 2016	128	75	42	25
	• Samagra Shiksha Scheme	162	95	08	05
3.	Satisfaction with the present system of inclusive education	70	41	100	59
4.	Involvement of children with special needs in co-curricular activities organized by the school.	105	62	65	38
5.	Provision of escort allowance for children with special needs	66	39	104	61
6.	Received training programmes to deal with children with special needs	31	18	139	82
7.	Barrier free school building for children with special needs	94	55	76	45

- The above table shows that majority of the teachers i.e., 162 (95%) responded that they are aware about the term inclusive education as they teach children with special needs along with normal children in the school.
- The above table shows that only 98 (58%) teachers responded that they are aware about the Mental Health Act 1987, 85 (50%) responded that they are aware about Rehabilitation Council of India Act 1992, 105 (62%) responded that they are aware about Person with Disability Act 1995, 97 (57%) responded that they are not aware about National Trust Act 1999, 121 (71%) responded that they are aware about the National Policy for Person with Disability 2006, 128 (75%) responded that they are aware about Rights of Person with Disability Act 2016 and majority of the teachers 162 (95%) responded that they are aware about Samagra Shiksha.
- 100 (59%) teachers responded that they are not satisfied with the present system of inclusive education. This may be due to the reason that these schools do not have enough resources to accommodate children with special needs in inclusive set-up.
- 105 (62%) teachers responded that they involve children with special needs in co-curricular activities organized by them in the schools.
- 104 (61%) teachers responded that no escort allowance is given to children with special needs. This may be due to unawareness among the parents of children with special needs about the Government schemes.
- 139 (82%) teachers responded that they did not receive any sort of training programme to deal with children with special needs. The reason for this response was that the training has been given to less number of teachers.
- Only 94 (55%) teachers responded that school buildings are barrier free for children with special needs, as ramps were constructed for easy access of physically challenged children.

Challenges faced by teachers in implementing Inclusive education in schools

Themes were identified on the basis of responses given by teachers on open ended item of the questionnaire regarding challenges faced by them in implementing

inclusive education in general schools. The following challenges faced by teachers have been identified:

- **Infrastructural barriers:** Infrastructural barriers such as non availability of ramps, no special room, no playground, no CWSN toilet, and inappropriate seating arrangement for children with special needs in classroom is the major challenge faced by teachers in implementing inclusive education as it limits the CWSN students to come and learn together with normal children in schools.
- **Challenges related to family and society:** Non-cooperation on the part of parents and society is one of the major challenges in success of inclusion. Non-involvement of parents in monthly parent teacher meeting (PTM), poor family background of students, socio-economic diversity, non-cooperation of VEC members, lack of learning environment for children in home are challenges that affect the inclusion of children with special needs in regular schools.
- **Challenges related to teachers:** Untrained teachers, lack of special training programmes to deal and address the needs of special children, non-availability of professional teacher who have specialization in special education, lack of understanding and assessment of CWSN, lack of experience among teachers to teach CWSN, difficulty in dealing with children with special needs and lack of teacher training institutions offering special education courses also hinders the implementation of inclusive education.
- **Inadequate provisions and resources:** Inadequate provisions and resources for children with special needs such as no escort allowance, non-availability of aids and equipments, problem of transportation, insufficient funds, lack of teaching aids, no special teaching learning material, delay in providing facilities, lack of guidance and counselling services, sanitary issues, irregular medical check-ups, non-availability of first aid kit in school are creating hurdles in implementing inclusive education.
- **Academic and Non-Academic Activities:** There is a challenge in organising curricular and co-curricular activities in schools. At present school curriculum is not favourable for CWSN. Curriculum is not flexible because of which special children cannot cope up with

normal children. Teachers reported the challenge of less indoor sports activities and lack of sports equipments for indoor games and sports activities for children with special needs.

- **Neglect of children with special needs:** Neglect of children with special needs in schools is the main challenge in implementing inclusive education. Teachers face difficulty in giving individual attention to each student within 40-45 minutes of class with large number of normal students in same classroom. Teachers have to complete the syllabus in time. Hence children with special needs are neglected. Lack of positive attitude among some teachers, students and parents towards CWSN is also challenge faced by teachers.
- **Psychological barriers:** Lack of interest and understanding of curriculum aspects by CWSN, inferiority complex among students, adverse affect of presence of CWSN in same classroom on educational development of normal children, bullying of CWSN by normal students and communication gap between teacher and students are also challenges reported by the teachers.

Suggestions obtained from teachers for effective implementation of inclusive education in schools

- **Proper Infrastructure:** Infrastructure of the schools with respect to CWSN such as disabled friendly toilets, ramps and playground should be improved and should be made equally accessible to the students who are facing any sort of difficulty.
- **Training Programmes for Teachers:** Training programmes should be organised for teachers for dealing with CWSN so that differently abled children will get maximum benefit of inclusive education.
- **Special Teacher:** Schools with enrolment of CWSN students should be provided special teachers who are well versed with special needs of special children and help general teachers in implementing inclusive education successfully.
- **Awareness camps:** Awareness camps should be organised for mobilization of parents and community members regarding education of children with special needs along with children without special needs in same school as well as to develop positive attitude towards children with special needs.
- **Support Services:** Children with special needs should be provided all support services which they require to make their learning successful in inclusive set-up such as assistive devices, aids and appliances, teaching learning material (TLM), escort allowance, transportation, resource material and guidance and counselling services. Non-availability of support services in school limits children with special needs to come school on regular basis.

- **Flexible Curriculum:** Curriculum and co-curricular activities should be framed according to the needs of special children as rigid curriculum limits the participation of children with special needs in school.
- **Regular Assessment of CWSN:** Regular camps for identification, assessment and medical check-up of children with special needs should be held as irregular assessment of children limits the children to get appropriate aids and appliances for their learning.

Discussion of the Results

This study focused on the status of inclusive education for children with special needs at elementary stage in government schools. The findings of the study reveal the non-availability of assistive devices and aids and appliances for children with special needs in government schools. This finding is supported by the study of Singh (2017) wherein it was reported that visually impaired children faced challenges in inclusive classroom due to non-availability of aids and appliances. The findings of the study also show that school building is not barrier free. Only 3 schools (out of 85 sampled schools) have disabled friendly toilets. In 62 (out of 85 sampled schools) ramps were there. Out of 62 ramps, 51 (82%) were with hand rails whereas 11 (18%) were without handrails. These finding of the study are in agreement with the findings of Sheikh & Thoker (2018), Sharma & Kohli (2018) and Mondal (2021) which reported few disabled friendly toilets, ramps without hand railings or with defective railings in inclusive schools. Findings of the study show that lack of support services like Teaching Learning Material (TLM), resource room, resource material and transportation affect the inclusion of CWSN in regular schools. These findings are in consonance with the findings of Sheikh & Thoker (2018) and Mondal (2021), Nengnong (2023) and Swain & Sarangi (2024) who found lack of audio-visual aids, Braille kits, Braille books, assessing tools, MR kits and transportation for CWSN. Findings of the study show that there is non-availability of special teacher and few numbers of teachers have received short-term training to deal with CWSN in school. These findings of the study are supported by the findings of Dua and Dua (2017), Sheikh & Thoker (2018), Meena (2022) and Abeykoon (2024) who reported lack of trained teaching staff especially for blind, hearing impaired, intellectually impaired and autistic children with special needs. Findings of the study reveal that curriculum is not flexible for CWSN. This finding is in agreement with the findings of Dua & Dua 2017who found that school curriculum was unable to meet the needs of Children with Special Needs.

Conclusion

From the above findings it can be concluded that the study which was conducted to know the status of inclusive education and awareness among teachers about inclusive education. The study unveiled the status of inclusive education in government schools regarding provision of aids and appliances and school infrastructure. According

to the study few CWSN received aids and appliances and school infrastructure was not adequate to fulfil the needs of CWSN. The study highlighted the challenges being faced by teacher in implementation of inclusive education and also sought suggestions from teachers for effective implementation of inclusive education. Teachers enlisted number of problems like poor school infrastructure, insufficient funds, inadequate aids and equipments, lack of teacher training programmes, unawareness among parents of CWSN and improper execution of policies and plans for inclusive education faced by them in implementation of inclusive education. Teachers also suggested number of measures for the effective implementation of inclusive education in Jammu and Kashmir such as provision of adequate funds, regular workshops and training for general teachers, modification in infrastructure, mobilization of parents and implementation of policies at grass root level. Flexible approach should be adopted towards educating children with disability and learning difficulties under a secure roof including well trained teachers, staff, peer group so that they can understand the needs of each other in a better way.

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