

# INCLUSIVE PRACTICES IN ELEMENTARY EDUCATION: WHAT DO THE HEADS OF SCHOOLS PERCEIVE?

By

SANKAR PRASAD MOHANTY \*

NISHIPADMA NANDA \*\*

\* Lecturer, Department of Education, Brajrajnagar College, Brajrajnagar, Jharsuguda, Odisha, India.

\*\* Assistant Professor, Department of Education, Chetana College of Special Education, Bhubaneswar, Odisha, India.

Date Received: 17/07/2017

Date Revised: 24/07/2017

Date Accepted: 26/07/2017

## ABSTRACT

*The purpose of this study was to explore the perception of elementary school heads about inclusive education practices followed at elementary schools. Grounded in positioning the theory, the study was conducted with a sample of twenty Headmasters (N=20) from Garadpur block of Kendrapara district (Rural) and Cuttack city (Urban) of Odisha. Interview Schedule containing six dimensions was used for data collection. Qualitative research analysis was used to explore how Heads of Elementary Schools are prepared for inclusive education practices. The main findings show that, perception of head masters was negative towards Inclusive Education. Heads or Headmasters need to be adequately trained so that they acquire skills and knowledge that would help them in their classroom teaching and practices, especially on inclusive settings. Because of this lack of training, HMs lacked confidence in teaching children with special needs in their classrooms especially if it had to take place in an inclusive setting. The findings of the study have significant implications to the school administrators, teachers, and other stakeholders who are directly and indirectly involved in implementing inclusive education.*

*Keywords: Inclusive Education, Elementary School Heads, Elementary Schools, Classroom Management, Teaching Learning Process.*

## INTRODUCTION

The concept of inclusive education may be understood in the way that allows students with special needs to be placed and received instruction in the mainstream classes and being taught by mainstream teachers. Inclusive education has been at the forefront of education system in the 21<sup>st</sup> century. The UNESCO Salamanca Statement and Framework for Action (1994) proclaimed that, "Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning (UNESCO, 1994). Every child has unique characteristics, interest, abilities and learning needs, education system should be designed and educational programmes to take into account the wide diversity of these characteristics and needs. Those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy, capable of meeting these needs". This is being

supported through various projects implemented by the government both at central and state level including RTE-Sarva Shiksha Abhiyan. Over the past few years special education service delivery models have moved towards eliminating segregated classrooms and accepting inclusive services. (Lindsay, Proulx, Scott & Thompson, 2014). With this shift however novice teachers may feel unprepared with regard to their attitudes towards a new role in inclusive classes (Mastropieri and Scruggs, 2001). It is an accepted concept that inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, learning is enhanced. Acceptance of such children in a common class is important. The hallmarks of inclusive education, is the teachers' willingness to accept children with special needs. Their attitudes and knowledge about inclusive education

are important as these are indicators of such willingness (Mohapatra, 2015).

## 1. Review of Related Literature

The studies related to the present work are reviewed and presented here. Ali, Mustapha and Jelas (2006) have studied teacher's perception towards inclusive education in Malaysia and the findings revealed that teachers might form perceptions based on a number of discrete factors that is how the teachers perceived inclusive education programme. They opined on the team effort or collaboration between teachers and how they view the possible ways of improving the related aspects of Inclusive Education. Besides, they indicated that, teachers had a positive perception towards the implementation of the inclusive education programme.

It is clear from the literature, novice teachers' perception towards inclusive education is a considerable factor in educational reform. In order to achieve successful inclusion, teachers need a firm understanding over inclusive education practices as well as the ability to implement appropriate inclusive strategies. Throughout the literature, majority of children are excluded from learning inside the classroom and the teachers appeared to have very negative attitude. Language and expression of teachers showed that teachers had low level of expectation from these children (Jament, 2010) where in teachers' opinion concerning inclusion of students in a full-day classroom program was not favorable (Ross, Francine, Wax & Ilene, 1993).

Heiman (2004) in a study opined that students could be included in mainstream classes based on a multidimensional diagnosis including psychological and educational tests. The students usually receive additional academic support from a special education teacher in their regular classrooms or in a resource room. To provide flexible inclusion in the least restrictive environment, the schools need to train more mainstream teachers to handle and cope with special needs students in their classes.

Ross & Wax (1993), through a survey and a follow-up interview, found that teachers' opinions concerning inclusion of students in a full-day classroom program was not favorable. All the teachers felt that they had been given

additional responsibilities without the necessary technical and administrative supports. Teachers were most concerned about their lack of knowledge about specific language/learning disabilities; their unmet need for modeling of effective teaching strategies and collaboration with special education teachers and their lack of planning time and paraprofessional help.

Hwang and Evans (2011) revealed that teachers expressed that they did not have enough time to effectively meet the needs of students with disabilities as well as those without disabilities simultaneously. Contrary to the above findings, Ali, Mustapha and Jelas (2006) found that, in general, teachers have positive attitude towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students, and minimizes negative stereotypes on special needs students. Teachers who have been implementing inclusive programs have active experience of inclusion and possess more positive attitudes (Avramidis, Bayliss, and Burden, 2000).

Training plays a major role towards creating a positive attitude towards inclusion. Indian Council of Medical Research (2009-10) studied the impact of inclusive education interventions on education of Children with Special Needs (CWSN). There is a positive attitude of children and parents towards schools and teachers on education of CWSN. Avramidis, Bayliss and Burden (2000) found that teachers with university-based professional development training appeared to hold more positive attitude towards inclusive education. Burke and Sutherland (2004) found a statistically significant relationship between prior experience and knowledge of students with disability and attitudes towards inclusion. Pre-service teachers with more experience and knowledge held more positive attitudes towards inclusion. Dickens and Smith (1995) found that attitude of both regular and special educators towards inclusion were favorable after their in-service training. They concluded that staff development is the key to the success of inclusion.

Hwang and Evans (2011) revealed that the teachers' reluctance towards the practice was due to lack of training in the area of Inclusive Education. However, Ahsan, Sharma

and Deppeler (2012) found that pre-service teachers attitude are still less than optimal supportive of inclusive education. Pre-service teachers were less concerned about peer acceptance towards children with disabilities and about their stress levels.

With the increasing trend to eliminate segregated classrooms and increasing inclusive practices, there is a concomitant need of research to identify the unknown barriers and ensure the specific perceptions of teachers in implementation of Inclusive Education practices.

## 2. Significance of the Study

The review of literature indicates empirical research in this area has been inadequate and less amount of literature are published (Singal, 2006) more specifically in the context of Odisha state. It is clear from above literature that although now inclusive education is an integral part of teacher education curriculum, there is a big gap between theory and practice. As the acceptance of children in a common class becomes important, the hallmarks of inclusive education stands on the teachers' willingness to accept children with special needs. Their attitudes and knowledge about inclusive education are important as these are indicators of such willingness (Mohapatra, 2015). Here, the present study explored the perception of elementary school headmasters and teachers about inclusive education practices followed at elementary schools. In connection to the above, the study aims to answer the following research question:

- To what extent headmasters perceive about inclusive practices at elementary level (i.e., conceptualization/ concern on inclusive education, admission process, teaching learning process, curriculum, learners' participation, and evaluation process)?

## 3. Objective of the Study

To address above research questions the objective is formulated as:

- To study the perception of headmasters of elementary schools about inclusive practices at elementary level pertaining to the dimensions such as: conceptualization/ concern on inclusive education, admission process, teaching learning process, curriculum, learners'

participation, and evaluation process.

## 4. Methodology

Descriptive survey method was followed in this study. The population for the study comprises all the elementary school Head Masters of Cuttack and Kendrapara district of Odisha. Twenty elementary schools were selected randomly from these districts of Odisha covering rural and urban locations.

The study included twenty headmasters (N=20) across twenty elementary schools of both the districts. Participants ranged in age from approximately 23 to 55 of age. From all the participants 15 participants were female.

The data from the HMs were collected through interview schedule pertaining to the dimensions set in the objectives of the study. The interview schedule contains items pertaining to the dimensions such as:

- Conceptualization/ concern on inclusive education,
- Admission process,
- Teaching learning process,
- Curriculum,
- Learners' participation, and
- Evaluation process.

### 4.1 Interview Schedule

The interview schedule for headmasters was developed through an interactive process over the course of two pilot studies and consisting 25 questions. The participants of the pilot study reported no confusion or ambiguity in any of the questions and gave their valuable suggestions. The questions were open ended in nature, specific to measure the perception of the headmasters of elementary schools and their professional knowledge to manage diversity inside classroom pertaining to the above dimensions. To follow up the interview schedule some sections of the tool were modified to make them relevant to the Odisha situation. Validity and reliability of the schedule was established through expert judgments as well as the results obtained from pilot study.

The data collected through interview schedule were analyzed qualitatively with thick description. The researcher reviewed all the dimensions to confirm that analysis were

consistent with all field experiences.

## 5. Results

### 5.1 Perception of Head Masters

The perception of HMs was explored and reported pertaining to the research question and objective earmarked as follows:

To position the results, descriptive analysis was done on headmasters' perception. The researcher embarked and engaged in an inductive process of coding data to identify major themes in the data. The researcher carefully read the transcribed data and divided the data into certain units. The coding process was done by segmenting text to form descriptions and broad themes of data (Taylor & Bogdan, 1998).

#### 5.1.1 Concerns about Inclusion

All the headmasters showed positive perception and described RTE act as a good governmental step towards inclusive education. Some of the headmasters considered the act as a support service for poor socio-financial families to send their children to schools. The headmasters described the act as an opportunity for all children belonging to all sections of the society but they accepted the act lacking proper implementation.

*"Focus should be given by the Government for proper implementation of RTE Act in Tribal areas because people in tribal areas don't have sufficient knowledge about the importance of education yet"* (One of the responses obtained from the headmasters).

Responding to 25% reservation in private un-aided schools for SC, ST, PWD and Minorities, Headmasters reported a mixed response. About half (50%) of the headmasters described it as a good provision for mentioned categories. They expressed their dissatisfaction about the poor conditions in government school.

*"Govt. schools do not have adequate facilities for pupils belonging to weaker sections where as private schools facilitate them a good environment to grow up. It is preferable to increase these free seats". "Private schools are technologically advanced which will provide more facilities to these pupils"* (As reported by the Headmasters).

Besides, the headmasters reported the provision could be

a barrier for other unreserved talented students. Although headmasters hold a positive disposition for including all types of students in one classroom by indicating inclusion as a pathway for reducing social discrimination, some of them also mentioned it as an issue.

One of headmaster among them stated *"If inclusive education means all children in the same classroom, then what should I do with those who are mentally disabled? Are they fit for my class? It is not possible to include all children...we can segregate them according to their severity..."* These headmasters indicated special schools for special categories of students.

#### 5.1.2 Perception of Headmasters on Admission Process

Most of the Headmasters showed an overarching disposition towards admitting different categories of students in elementary schools. Many of the Headmasters expressed a deep sense of isolation for CWSN when responding to the admission of all categories of children in elementary schools. Secondly headmasters linked over the issues indicating those elementary school teacher faces while facing different category of students in one classroom.

One reflection indicated that *"Getting admission is not a big task as well; the real problem is the provisions availed in school for each category of children. It is right that separating any category may create a feeling of segregation but it is equally important to send them where they can find perfect education..."*

Headmasters pointed out elementary schools were positively working with the 'Zero rejection policy' adopted by SSA and taking all types of students into their school but they equally expressed their fear and concerns about the academic success of their school. They expressed majority of teachers did not take any practical training on managing CWSNs with non-disables. Many Headmasters indicated their schools were having all facilities for SC, ST, OBC category of children but not for CWSNs. Furthermore few headmasters also revealed there were no facility for taking HIV affected children into school. They suggested schools having strong medical facility and appropriate faculties having good class control skill can include HIV affected students in their schools.

One of the participant stated *"Allowing HIV affected students with non-affected peers may create mental stress among children, and if the other students especially mentally retarded pupils had to present inside classroom there is always a possibility of contamination of HIV to them because they don't have general awareness about the disease..."*

### 5.1.3 Perception of Headmasters on Teaching Learning Process

Lack of training and experience to control inclusive classrooms is a major issue as mentioned by headmasters. For which they do not feel confident enough to manage the classrooms. Headmasters express their concerns over lack of knowledge to understand disability and suggested orientation programmes related to inclusive education in schools.

One respondent stated *"I'm reading theoretically but practically never experienced any such classroom. It is necessary to take training to teach in such classrooms, where all categories of students are present"*.

Difficulties and issues within an Inclusive classroom were described by headmasters from various perspectives. Giving attention to a different kind of student at one time is a major issue as reported by many headmasters. Some teachers also described IQ level of all students are not same, so including all students cannot provide same level of education. Headmasters felt the long classroom size as an issue in practicing inclusion approach in elementary schools. However these headmasters reported there are no problems in inclusion of SC, ST, and OBC pupils in general schools. But special education is important for special students and they suggest there should be one special school in every block, where the access to education of the CWSN students will be flexible. By describing the issues some headmasters suggested special schools for special students.

As quoted by a respondent: *'Special education is meant for special students and general education is meant for general students. Here the students are different and education system should be different for them'*.

Headmasters talked about the language issue and requested for the support of a translator while teaching to ST

and Deaf students. Most of the HMs faced language issues in first and second grade ST students. They expressed first and second grade students were more acquainted with their mother tongue which creates many problems for a smooth interaction. HMs pointed out the school teachers were not trained to teach the Deaf students so there is always a need for translator or special Educator.

Headmasters expressed the need for stronger collaboration between parents and school teachers. An example cited from one headmaster was when any teacher fails to manage the destructive problem behaviour of any mentally retarded student, and requests to contact the parents, some parents are very negative and some does not respond at all. Headmasters stated, successful inclusion to a large extent is dependent on the positive attitude of parents and a stronger collaboration with the school.

### 5.1.4 Perception of Headmasters on Curriculum

Responding to the Curriculum transaction most of the headmasters expressed positive disposition that the curriculum is constructed in an inclusive manner. Headmasters pointed out although curriculum is perfect for all categories of students, there is always a need of differential instruction according to the need of the student. Elementary schools have a strict time table, common classroom instruction, common formative evaluation which can affect the adoption of total inclusive practice. These HMs expressed their need for a special educator in helping classroom instructions.

*"The inclusive classroom instructions are still a big problem in elementary school like us. There is no time for individualized instruction and we don't have any skill over teaching a Blind, Deaf and Mentally Retarded student individually..."* One of the respondents stated.

Several headmasters pointed out lack of teaching and learning material and resource room in elementary schools. One of the headmasters described the importance of the teaching learning material as below for the curriculum transaction.

*"The materials are not sufficient and if any teacher wants to take a class with disabled children, then they need various materials, such as those for vision impairment or low vision*

*they need a Braille machine, but we do not have one. Some teachers do not know how to use those teaching materials. We have neither appropriate resources, nor specialized skills to help include these children..."*

### *5.1.5 Perception of Headmasters on Learners' Participation*

Headmasters described several factors affecting successful participation of learners' from the school infrastructure perspective. The classrooms and toilets were not barrier free which was a major issue described by headmasters. Some headmasters pointed out classroom structures were not appropriate for all categories of students. Describing the facilities in school for participation of weaker children or disabled children in different activities like sports, annual function and different cultural activities, surprisingly head masters explained the facilities were not available.

One reflection indicated that *"Equal opportunity for all students is obligatory in schools for maintaining the uniformity among all the students. Children from weaker sections or challenged are required to participate along with normal students. Giving extra provision to any particular category may create discrimination among students..."*

*"Children belonging to weaker sections should involve themselves in common school programs. It can increase the sense of equality among them..."* as reported by one headmaster.

HMs expressed unless they understand the need of the child and get mastery over the child's category they may experience guilt of not being able to do best support for the learners' participation.

### *5.1.6 Perception of HMs on Evaluation Process*

Headmasters had very limited idea of evaluating students apart from written evaluation process. Most of the headmasters were unaware of different types of evaluation system to evaluate students according to their type which reflects their lack of training. Very few headmasters pointed out elementary education system requires teacher centric and activity oriented evaluation process. Some headmasters suggested teachers should seek help from

special educators and follow the Individualized evaluation process.

One respondent stated: *"Teacher centric and activity oriented evaluation process should be followed by which teacher can identify the need and strength of the pupils and accordingly prepare the appropriate process for evaluation."*

Several headmasters described the unavailability of appropriate facilities for special categories of students due to a large number of normal students. Responding to the present status of evaluation process, HMs expressed that the disabled category of students were adjusting with the common evaluation facilities available in schools.

*"Our institution does not follow any other special care except one sick room..."* One of the Headmasters expressed.

Headmasters expressed their concerns and believe that if different category of students are included in one general school, the examination process will be affected. All categories of students will equally be affected in this practice. Headmasters suggested Government should create inclusive schools where teachers can find out the best in them. Headmasters also suggested that those school students can visit normal schools for a particular period of time considering on inclusive practices.

## **6. Discussion**

Overall the study provided insight into a range of experiences and expectations held by Headmasters about different dimensions of Inclusive Education practices followed at elementary schools. Such information and particulars may be useful for policymakers, teacher educators and student teachers in actualizing the status of Inclusive education in elementary schools respectively. According to the findings of the study, following are some initial educational implications which can refine the systems and educational Bodies who are directly and indirectly involved in implementing inclusive education.

- The findings revealed from the perception of Heads of schools, that teachers have lack of knowledge about inclusive education and its practices. Parents of CWSNs

were non responsive to problems faced by teachers. Necessary training should be given to teachers in terms of inclusive education and its vital role for society. Adequate numbers of resource persons should be engaged to create awareness among parents.

- Although Headmasters have positive disposition about RTE act, they lack positive interaction knowledge and experience. Headmasters suggested focus should be given by Government in implementation process in tribal areas, because people in tribal areas don't have sufficient knowledge about the importance of education. It is also found that elementary schools are lacking facilities to include mentally handicapped and HIV affected students. Policy makers and associate authorities should reflect upon the Act again and identify the needs for further modification. The authorities should focus more upon the accommodation facilities for every type of children. Teachers should be well aware about the causes and prevention of HIV positive. All the teachers should be provided adequate training to deal with diversity. Teachers should be given training with resource persons and trained personnel to acquire knowledge of identifying appropriate category of student.
- It seems HMs hold a very negative perception towards including all types of children in one classroom. As described by them, school teachers face many difficulties in inclusive classroom management and curriculum is overloaded as per teachers' view. Results suggest that policy makers and other related resource persons should supervise practical situations and take necessary steps accordingly. The existing pre-service and in-service teacher programs need to be re-evaluated and strengthened to develop specific programs for training regular teachers so that they can effectively respond to the needs of all students.
- This study revealed schools do not arrange any special program for participation of children belonging to weaker sections. Schools are lacking necessary aids for the disabled pupils to participate in school programs. Schools should arrange special programs for the participation of children belonging to weaker sections. Government should provide necessary aids as per the requirement of the

schools. Government should take necessary steps to motivate disabled pupils to participate in different programs of school.

- HMs pointed out schools do not arrange differential evaluation for different types of students. Schools are lacking necessary evaluation equipment for evaluating CWSNs. It also revealed that schools are lacking special care to special category of students during examinations. Schools should arrange differential evaluation for different types of students as per their type. Government should provide necessary evaluation equipment to every school for evaluating CWSNs. During examination schools should appoint care takers for taking care of CWSNs. The study recommends providing grounded information and training to pre-service teachers during their initial teacher training regarding the range of resources available to support children with disabilities.

## 7. Recommendations of the Study

The results of the study emphasizes some major areas that may help the headmasters and teachers and other stakeholders who are working in inclusive set ups.

- It is found that the HMs hold a differential attitude towards HIV positive students. Further research is warranted to understand whether these attitudinal barriers have any impact upon the academic and psychological factors of HIV positive students. Further studies are required as the understanding of this phenomenon is limited.
- The policy makers and Government should include school teachers and seek their suggestions focusing upon the conditions of schools from all aspects to support inclusive education.
- The HMs expressed their concerns about lack of knowledge in Inclusive Education and overloaded curriculum which subjected them to additional pressure. Studies are required to understand teachers' stress level and their job satisfaction in inclusive Schools.
- It is recommended further to give grounded level information and knowledge to pre service teachers as they are the future key to practice inclusive education in schools. Researches should also be undertaken in teacher education institutions to understand the concerns of

perspective teachers and teacher educators about Inclusive education.

## 8. Limitations of the Study

The limitations of the study were as follows. First, this study included samples derived solely from Cuttack and Kendrapara districts of Odisha. The results may not be generalized beyond the geographical area. Nevertheless the study may help to some extent as one spotlight on Odisha. Second, the study is not longitudinal in design. The interviewees should have been re-interviewed after some months to compare their initial concerns on Inclusive education practices. The study can be replicated further with longitudinal basis taking more number of samples. Third, there is only one tool to map regarding HMs perception in this study. It could have used some specialized questionnaire and checklists in data collection. Despite above limitations this study has useful and important implications for Odisha education system. The validity and reliability of the tools termed as credibility and dependability could have been established through triangulation, as the study follows qualitative approach.

## Conclusion

The purpose of this paper was to outline the perceptions of Heads of Elementary Schools about Inclusive Education practices. The paper defined a range of issues which affects the Inclusive practices in elementary level schools. It also included recommendations for further researches considering the evidences from this study. The results indicated that the elementary school headmasters, lack adequate content knowledge. The diversity inside classrooms of elementary schools of Odisha calls for well trained, confident teachers and Headmasters who can effectively handle Inclusive classrooms with their inclusive skills. Moreover the elementary school settings warrant additional attention from both policy makers and practices.

## References

- [1]. Ahsan, M. T., Sharma, U., Deppeler, J. (2012). Exploring pre-service teachers' perceived teaching-efficacy, attitudes and concerns about inclusive education in Bangladesh. *International Journal of Whole Schooling*, 8(2), 1-20.
- [2]. Ali, M. M., Mustapha, R., & Jelas, M. Z. (2006). An Empirical study on teachers perceptions towards inclusive education in Malaysia. *International Journal of Special Education*, 21(3), 36-44.
- [3]. Avramidis, E., Bayliss, P. & Burden, R. (2000). A Survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology*, 2(20), 191-211.
- [4]. Burke, K., & Sutherland, C. (2004). Attitudes towards inclusion: Knowledge vs. experience. *Education*, 125(2), 163-172.
- [5]. Dickens-Smith, M. (1995). The effect of inclusion training on teacher attitude towards inclusion. (ERIC Document Reproduction Service No. ED 381 486). Retrieved on February 7, 2010, from EBSCOHost ERIC database.
- [6]. Heiman, T. (2004). Teachers coping with changes: Including students with disabilities in mainstream classes: An international view. *International Journal of Special Education*, 19(2).
- [7]. Hwang, Y., Evans, D. (2011). Attitudes towards Inclusion: Gaps between beliefs and practice. *International Journal of Special Education*, 26(1).
- [8]. Indian Council of Medical Research (2009-10). Impact of inclusive education interventions on education of children with special needs (CWSN), *Research Abstracts* (XI-XIV), 59-60.
- [9]. Jament, J. (2010). Inclusive education in India: The status of children with ADHD characteristics in mainstream schools in Kerala. *ISEC Conference Proceedings*, University of Belfast, Northern Ireland.
- [10]. Lindsay, S., Proulx, M., Scott, H., & Thompson, N. (2014). Exploring teacher's strategies for including children with autism spectrum disorder in mainstream classrooms. *International Journal of Inclusive Education*, 18(2), 101-122.
- [11]. Mastropieri, M. A. & Scruggs, T. E. (2001). Promoting inclusion in secondary classrooms. *Learning Disability Quarterly*, 24(4), 265-274.
- [12]. Mohapatra, N. (2015). Teachers' Perceptions towards Inclusive Education in Primary Schools of Odisha.



*International Journal of Social Science and Humanities Research*, 3(2). Retrieved from [www.researchpublish.com](http://www.researchpublish.com).

[13]. Ross, F. C & Wax, I. (1993). Inclusionary programs for children with language and/or learning disabilities. *Issues in Teacher Readiness*, ED369251. Retrieved from [https://archive.org/stream/ERIC\\_ED381486/ERIC\\_ED381486\\_djvu.txt](https://archive.org/stream/ERIC_ED381486/ERIC_ED381486_djvu.txt).

[14]. Singal, N. (2006). An ecosystem approach for

understanding inclusive education: An Indian case study. *European Journal of Psychology of Education*, 21(3).

[15]. Taylor, S. J., & Bogdan, R. C. (1998). *Introduction to Qualitative Research Methods: A Guidebook and Resource*, (3<sup>rd</sup> Ed.). New York: Wiley.

[16]. UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: Author.

---

## ABOUT THE AUTHORS

*Dr. Sankar Prasad Mohanty is working as a Lecturer in the Department of Education at Brajrajnagar College (Affiliated to Sambalpur University, Sambalpur), Brajrajnagar, Jharsuguda, Odisha, India. Formerly, he was working in Ravenshaw University, Cuttack, India. He has more than 18 years of experience in teaching at higher education, research and extension activities. He has the credit of publishing more than forty research papers/articles in various reputed National and International Journals and has presented more than fifty papers in various National & International Seminars/Conferences. He has published five edited volumes as an editor and co-editor. His editorial works carry an unparalleled academic ambience with the publication of UGC approved Journal of education "Pedagogy of Learning (POL)".*



*Nishipadma Nanda is working as an Assistant Professor in Education, Chetana College of Special Education, Bhubaneswar, Odisha, India (Affiliated to Utkal University, Bhubaneswar). She has done her M.Phil. (Education) at Ravenshaw University, Cuttack, India. She has presented her research papers in different National and State level Seminars and Conferences. Her areas of interest are Inclusive Education/Special Education, Educational Technology & Innovative Practices in Classroom Transaction.*

