

Report On
Methodologies to Ensure Inclusive Education for the Students
with Special needs

By

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Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at Brac University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Abstract

This study discusses inclusive education which provides an equitable educational framework for all despite their different background, cultures, languages, learning capabilities, and on and on. Initially, it provides an overview of the rationales and challenges within inclusive education. Then it discusses the strategy of teaching including the universal curriculum for all within inclusive education and how it helps to build up the empathy among the students for each other. This study aims to find a systematic way of teaching strategy to ensure inclusive education for all. Qualitative methodology is used here to conduct the research. The valuable data and insights will be collected from my internship experience, observation, and existing literature.

Key words: *Inclusive education; equity; human rights; diversity; teaching techniques; methods*

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List of Acronyms

IE	Inclusive Education
CLT	Communicative Language Teaching
TBLT	Task-based Language Teaching
GTM	Grammar Translation Method
ELT	English Language Teaching

Chapter 1

1.1 Introduction

Education is the main way of gaining or giving knowledge, skills, and character and thus it is the ladder for the development of a country. The process of education can be happened in a formal way such as in the framework of schools or any other institutions as well as it can be developed through the practical experience from the family, culture, society. Education helps to form the norms, culture, and values in the learners and it helps to develop the skills which are necessary to develop the country's growth. As education impacts increasingly in the growth of the socio-economic development of a country, it is considered as a basic need for all the individuals. Yet in this global world, still not all the individuals are getting the chance of gaining education because of some inequalities such as economic imbalance, cultural diversity, ethnicity, the differences in learning capabilities, behavior differences, and many other factors. However, all the students should get the chance of same educational facilities.

In this internship report, the methodologies of Inclusive education will be focused on. My Internship had been completed from Academia school which is an English medium school. It was started from September 24, 2023 and ended on January 31, 2024. Academia was established in 2002 in Dhaka. Now it has grown into 9 campuses all over the Dhaka city. I had completed my internship from their main campus which is situated in Lalmatia. The educational level were divided into 4 sections which were Elementary sections, junior sections, Middle sections, and senior sections. I was worked as an Intern Teacher in junior section that was started from class 1 to class 4. Through my internship program, I had observed and took classes of diverse students whose learning needs were different from each other. To fulfill all of their learning needs, various methods and teaching techniques were used by me. Through this, I understood the significance of inclusive education and thus I

chose this topic named, “Methodologies to ensure Inclusive Education for the students with special needs” for my Internship report. Inclusive education is the best way for including all the students in one kind of educational system. In inclusive education, the lesson is designed according to all the learner’s needs and capabilities. It refers to the same educational framework for all the students with special needs and for the students without the special needs. Inclusive education involves all students regardless of their background, cultural diversity, language differences, and learning capabilities into one educational methodology. It ensures equitable learning strategies for all kinds of students. It breaks down the obstacles to learning for all the students and promotes the values of diversity. In this education, the environment for learning is created accordingly so that all the students can learn with the same educational methods. All the students are not the same. There must be some behavioral differences, background differences, and cultural differences, and all the student’s learning capabilities may differ. Though having all the differences, excluding them from the rest of the students is not the ultimate solution. It hampers their basic education needs. In addition to that, one of the purposes of education is to ensure the basic human rights of all. Essentially, inclusive education helps the students to develop empathy for all. As inclusive education is different from the traditional education system, it requires more training for the teachers to make appropriate lesson plans for all the students and use a proper methodology to create a learning environment for all the students. This paper aims to find a systematic strategy for teaching all students with special needs and emphasize inclusive education with equitable learning opportunities for all. Furthermore, this internship report on the methodologies to ensure Inclusive education for students with special needs is expected to spotlight the significance of inclusive education for all. Additionally, this internship report will explore how inclusive education is developing empathy and social values and the responsibilities to maintain the human rights of the students for all peers regardless of their differences through

the inclusive educational environment. Moreover, this study will focus on the various teaching techniques and strategies for diverse students and how it fulfills the diverse learning goals of diverse students.

1.2 Research Question

1. What kind of teaching methods are used in Academia to ensure Inclusive education for students with special needs?
2. What are the significances of promoting inclusive education that ensure human rights and reduce discrimination?

1.3 Research Objectives

Through this internship report, the methodologies of Inclusive education will be explored. To reach the ultimate goal of this internship report, research objectives will play a vital role. The objectives of these internship reports is to,

1. Find out the teaching methods to ensure Inclusive Education in Academia.
2. Explore how Inclusive Education is developing empathy and social values and the responsibilities to maintain the human rights of the students for all peers regardless of their differences through Inclusive Education.

1.4 Background

From my early childhood, I was very keen on the teaching profession which led me to take ELT as a major in my undergraduate. As a kindergarten student, I was very into roleplay activities such as playing a teacher's role by wearing a saree and goggles and teaching whatever I had learned by then. The keenness for this profession increased day by day. Whenever people asked me about my aim in life, I always told them about my interest in the

teaching profession and how I would like to take my classes. By then, I was very young and I did not have much knowledge about teaching. The only thing that I knew about being a teacher was to educate the students from the books. Moreover, I was aware of bookish knowledge only. Gradually, I understood that a teacher is a person whose role is to educate learners and shape their minds, behavior, and character. Not only that but also a teacher can mold a learner's nature according to their choice. I wanted to learn more about this Nobel profession and that is why I chose to take ELT as my major area in my undergraduate. This area helped me a lot to learn the different teaching techniques and methodologies. Through the ELT courses, I have learned about various teaching methodologies such as the grammar-translation method, communicative language teaching focuses on the four skills of language learning, and task-based teaching techniques. Furthermore, I have learned about the behaviorist theory. In addition to that, I have also gathered knowledge on classroom management, and how to manage different cultured students. I have also learned about making lesson plans and syllabus according to the learner's needs and expectations. This knowledge helped me a lot during my internship program.

Chapter 2

Literature Review

Inclusive education refers to the educational system where all the students get equal quality education instead of their abilities, background, culture, diversity and many other differences. The main aim of inclusive education is to provide equitable access of quality education for all. This literature review aims to comprehend and analyze the existing research based on inclusive education and to find the systematic teaching techniques in inclusive education. Education is a human right for all perhaps inclusive education is a human right. And to keep these human rights, inclusion in one universal educational framework is necessary. Over the past few years, inclusive education has been vital research. In this literature review, I will seek to identify the rationales of inclusive education, the challenges of inclusive education, and teaching techniques of inclusive education.

2.1 Rationales behind Inclusive Education

Human rights are the principal of Inclusive education and its main process is to ensure education for all. (Kayabaşı, 2020) researchers considered inclusive education as our collaborative imperative for the sake of humanity. (Ackah-Jnr, 2020) In this journal article, the author mentioned inclusive education as a human right and according to him, on the humanitarian ground, all individuals are responsible for implementing inclusive education. In his paper, he argues about some critiques of inclusive education. Yet he focuses on the benefit of implementing inclusive education. He further talked about the disadvantaged children who are needed to get an equitable quality education as their human right. According to him, they should play and socialize with the typically advantaged children equally. He stated that,

“Following this locus, such children or other disadvantaged may need what I term ‘accelerated inclusive education’ since they constitute one of the most vulnerable to exclusion in education and social settings worldwide.” (Ackah-Jnr, 2020)

According to the author, there are some rationales for inclusive education and these are human rights, social cohesion, and reducing the ill effects of segregation. Exclusion always creates fears, and hesitations in students with special needs rather inclusive education always give all students attainable to education without any fear and creates a better way to learn. In this journal article, the authors counter inclusive education based on the ill effects of exclusion in the educational system. Therefore, ethically it is not justified to exclude some students from getting qualitative education because of their differences in backgrounds, language, cultures, and on and on. It does not justify the main goals of education which should be for all. Equity is a prerequisite for education. Inclusive education can ensure equity by providing quality education to all. Inclusion should be implemented socially not just in education because implementing inclusion socially can promote the actual aims of inclusion. Another researcher complimented his statement and noted that inclusive education is not something that can be acquired only at the school. Inclusive education is a prerequisite for inclusion in society, culture, and real life. (Kefallinou et al., 2020) Implementation of inclusive education increases the value of education and hence it makes inclusion a social justification. By encompassing Inclusive education the educator can create an effective learning environment and further increase all the learner’s learning outcomes, also ensure inclusion socially later in life. (Kefallinou et al., 2020)

It is found that inclusive education increases better outcomes in the perspective of economic growth as well. It plays a vital role in enhancing the economic growth of the country.

Inclusive education increases the knowledge and skills that develop the learning capabilities and makes the learners and society productive enough. (Ackah-Jnr, 2020).

2.2 Challenges in Inclusive Education

In a journal titled, “Inclusive education and the challenges” by Amina Parveen and Tamheeda Qounsar assert that, “...there lack of human capital in schools that offer inclusive education settings.” (Parveen and Qounsar, 2018)

Many researchers contradict the challenges of inclusive education. Inclusive education is not just an ideology rather it is a philosophy that cannot be changed overnight. To employ inclusive education educators are facing some challenges as it is a new concept for them to adjust. That is why some researchers focus on the teacher’s challenges in employing inclusive education in the mainstream classroom. According to the researcher, teachers are facing a lack of resources for teaching and learning to incorporate inclusive education for students with special needs. That is why it is difficult for the teachers to instruct a concept to all the students. (Parveen and Qounsar, 2018)

They also confirm that, because of the lack of training on incorporating inclusive education in the mainstream classroom. (Parveen and Qounsar, 2018) Other researchers also compiled it in their articles and noted that most schools are using premade lessons and traditional lesson plans which are preventing students with special educational needs from reaching their learning goals and also retraining them to take full advantage of learning. (Poly and Harishma, 2023)

2.3 Teaching Techniques for Inclusive Education

All the teaching methodologies are not appropriate for all the students with special needs. It varies from person to person. An inclusive classroom requires a universal lesson plan and

teaching techniques that can be beneficial for all and to reach all the student's learning goals as a facilitator. Yet, most of the schools are using premade syllabi and lesson plans as it is cost-effective, and making a new lesson plan is time-consuming as well. The teaching techniques in the inclusive classroom require some methods to ensure equitable education for all. Inclusive education is a large ideology that requires a multimodule. (Mitchell, 2008) The researchers argue on the teaching techniques in Inclusive education. Generally, inclusive education does not require any different teaching rather it requires equitable teaching for all. However, some students with extreme special needs may require different teaching techniques. (Mitchell, 2008) Inclusive education refers to providing the same education for all by modifying curriculum, altering teaching methods, making some alterations in the assessment process, and accessible and flexible adaption for all students. (Mitchell, 2008) In this book, the author argues about the strategies of teaching in inclusive classrooms. According to him Inclusive education does not necessarily require a different set of teaching strategies for the students with special needs rather it means a universal explicit teaching strategy, curriculum, lesson plan, and environment for all the students in the same classroom. Yet some students with extreme special needs require some different teaching strategies such as a deaf student needs some special communicative strategies for learning.

According to the author's perspective, the most challenging technique in inclusive education that educators face is the alteration of the curriculum which is the core part of inclusive education. (Mitchell, 2008) Furthermore, the curriculum should be one and universal for all and it must be accessible and flexible to all students including the students with special needs. To encompass inclusive education in the mainstream classroom, the curriculum should be age-appropriate and must be matched with all the learner's paces and levels to reach out to all the learner's learning need in the classroom. (Mitchell, 2008)

The author further discussed the effective assessment process in inclusive education. According to the author, assessment should not be a criterion to judge a student's knowledge and it does not justify whether he should continue his study or not rather a student should learn for learning not for marks. (Mitchell, 2008) The author argues about the specification of the assessment in inclusive classrooms that assessment should be something that will help the educators to alter the curriculum and teaching techniques according to all the learner's need. (Mitchell, 2008)

Another researcher focused on the formative assessment. According to the researcher in formative assessment, learners are not only responsible for their learning but also learners are served as educators to their peers. (Trumbull and Lash, 2013) In modern years, peer works is another great teaching concept not only for the students with special needs but also for all learners.

In addition to that, the researcher develops some effective and interesting teaching techniques for inclusion. One of the researchers collaborated and noted about mixed ability group which refers to creating a group with diverse abilities and according to the researcher, this is a useful strategy for teaching students with special needs. (Mitchell, 2008) Another researcher discusses cooperative learning as the best strategy. According to him, cooperative learning is an effective strategy for the growth of all the learner's cognitive skills as well as to develop social and emotional capabilities. (Muñoz-Martínez et al., 2020)

Additionally, to implement this strategy into reality teacher training is a must. Some authors further discuss this crucial topic as well. Teacher's training for inclusive education is a must to generate an inclusive classroom effectively. According to the researcher, inclusive education encompasses the values of empathy, equity, human rights, and social justice and to

promote and incorporate inclusive education among the students, teacher training is necessary. (Muñoz-Martínez et al., 2020)

Another author supports this ideology and states that to develop the student's attention, teachers must be trained on the classroom management. (McGhie-Richmond, Underwood, and Jordan, 2007)

The school atmosphere is another concerning fact in inclusive education. A further book confirms to ensure inclusive education, the institution should be committed to these changes and to accept and celebrate inclusion, develop the responsibility for cultural diversity, and set an elevated, pragmatic, and quality educational framework. (Mitchell, 2008) Another author develops that by enforcing IE, a school can provide concrete answers to the moral imperative of IE solve the problems of exclusion, and also bring optimal changes in society. (Blândul & Bradea, 2017)

Chapter 3

Methodology

Research is a systematic way to establish facts and knowledge on a particular issue. Research can be a guideline for the existing information. (Goundar, 2012) Knowledge can be collected by observing and analyzing various sources for instance experience, books, journals, articles and by conducting interviews. Research can be followed various methods. It can be qualitative, quantitative, or mixed methodology. Qualitative methods will be used to address this paper. Qualitative methodology is an in-depth research methodology which basically descriptive and non-numerical. (Goundar, 2012) For examining the complex social phenomenon such as inclusive education, qualitative methodology is the appropriate approach because through this approach the internship experiences, attitudes, and perspectives can be explored in an in-depth way. This research will analyze the existing journals, articles, and e-books to give a structured and descriptive explanation of inclusive education. The data and information for this topic on Inclusive education will be collected through my internship experiences, observation, and the existing literature. During my internship, I observed the classes and took a few classes. Also, I kept hand journals. This internship report will be involved analyzing the own experience and observation.

3.1 Methods of Data Collection

3.1.1 Internship Experience

I had chosen to do an internship because an internship provides the opportunity to explore the learnings from the courses practically. A successful internship helps to flourish the classroom knowledge into the work experiences. Numerous challenges and experience were

encountered by me through this internship program which later mold me for the role of the educator. I started my 4-month Internship in Teaching at Academia school on 24 September 2023 and it ended on 31 January 2024. I had taken a few classes in English Literature and the English language classes of them. They followed Oxford Reading Circles and Nelson Grammar Pupil books. These were different from the traditional grammar books in Bangladesh. My internship experience was so overwhelming. All the teachers and the students were very welcoming. I got the privilege to work with the teachers who was there for me and guided me throughout the process. I enjoyed taking classes there.

3.1.2 Classroom Observation

For the first few weeks, I was assigned to observe the classes to learn and gain knowledge of taking classes. During my observation, I took hand journals. In most of the classes, there were about 20 to 30 students. The infrastructure of the classes was well organized. The classroom was spacious enough. There was different art work on the wall by the students. The classroom was very colorful and well-furnished for all the children. The classroom was fully air-circulated to comfort the students. Also, sufficient natural light was provided in the classroom. Moreover, the classroom's infrastructure was comfortable for all the students.

Traditional seating arrangements were followed in which the students were seated front-facing. Though the classroom looked structured through this seating arrangement, according to me the horseshoe seating arrangement could be more useful for the inclusive classroom. In the horseshoe seating arrangement, students usually sit in a semicircle way where all the student's attention will be on the center of the classroom. This type of arrangement is beneficial in an inclusive classroom as it requires group activities.

Additionally, the seating arrangements were set by the teachers based on their behavior. For example, a well-behaved student sat with a talkative student, so the talkative student could not talk much. Also, a good student sat with a comparatively less good student so that they could learn from each other. However, the subject teacher could change their seating arrangement according to their advantage.

This school followed online media also. For instance, they followed Google Classroom to provide every day's classwork and homework. The teachers and students connected through the Google Classroom. They could easily find their classwork and homework in Google Classroom even if they were absent from the class. They were supposed to learn those from the google classroom before coming to the class on the following day. I believe it is a great way for the students and the parents not to be unaware of their learning. In addition to that they were connected through Facebook pages as well. They had a projector. However, I did not get a chance to observe any class in which they used any modern technologies for their learning.

Through my Internship at Academia school at the Lalmatia campus I had explored many things about the theories of ELT practically. They mostly followed the CLT methodologies where they focused on reading, writing, listening, and speaking equally. All the students were motivated by the teachers to speak in English in the school. They always encourage self-correction. The classroom was mostly student-centered. They were motivated to ask questions. Every class started with warm activities and ended with morals or a lesson.

Effective and universal lesson plan was made for the students by the teachers and took the class accordingly. The lesson plan was effective and universal for all kinds of students in the school. There was an In-Charge for junior section. Lesson plan and classes were monitored by her. She continuously guided the teacher accordingly. Besides the class, they had two

break times. During the break times, the teacher taught the students about the benefits of healthy tiffin and table manners. Along with that, the teacher plays various educative games such as word games. Basically, they learned through fun activities. These kinds of activities helped to develop their learning capabilities. Furthermore, they organized the Math Olympiad, a science fair for the students.

Most importantly, I had learned how to deal with the situation where the learning capabilities differs. During my internship journey I noticed that, in almost every class, there were some students who were different from the rest of the students. It was a challenging situation for a teacher to deal this kind of situation. I faced some situations like that. However, I had learned how to manage a classroom with diverse students from my ELT courses, I coped with up the situation. For example, in some classes, there was a student who used to make noises during the class, he never wanted to listen to the instructions and made sounds during the class. He naturally did that kind of activity. So, as a teacher, I had to be more patient with them to make them understand and calm. Also, in other classes, some students did not understand the lesson easily and became nervous about that. So, in those classes, initially, I had to make them calm and gain their trust to make them understand and feel free to discuss. I believe this kind of situation is inclusivity in ELT which is the acceptance of the students with special needs and making the class with equity. For example, group work and pair work tremendously in this situation. It helps the students to mix with the other students to let go of their nervousness and encourage them to raise their voices. It also allows the student to adjust to the class and the other students. However, there are many challenges in this situation but a proper method of teaching can promote inclusivity in teaching.

3.1.3 Assessment Procedure

In Academia, formative and summative assessment procedures are used. Formative assessments such as quizzes, and group work were conducted during the class. Furthermore, there were star charts on the wall in every classroom in which the teacher used to give points on good behavior, active participation, and healthy tiffin which motivated the students because they got batches made by the teacher for good behavior, active participation, and healthy tiffin. Also, summative assessments were conducted such as half-yearly exams. The exams were age-appropriate in Academia. During my internship, I was assigned to take a few classes and assessment of class 2. It was their half-yearly exam. Yet it was taken during the regular class time which was very effective. For instance, they had their regular class routine, but in some classes, they had their assessment. The assessment was conducted differently. The assessment was divided into five days so the fear about the assessment of the children was not visible. They came and sat for the exam during the class. This procedure is conducted till class 2. However, at a higher level, they had only assessments during the half-yearly exam. They had to sit for the exam in a traditional way.

Furthermore, I also checked their assessment copies. In the assessment copies. I did not give any marks rather I had to give them some comments such as excellent, very good, good, and needs improvement according to their performance. After that, I gave them marks in the logbooks. The process of checking their assessment script was different from the traditional way. It encouraged them to learn for learning not for marks. In addition to that, they provided them with the assessment scripts in a folder with some colorful decorations which encouraged them a lot.

3.2 Research Design

Descriptive research design will be used to design this internship report. Data was collected by observing and analyzing a focus group and other existing resources. Numerous valuable insights regarding inclusive education will be provided through this internship report. A phenomenon, observation, problem, or principle is encompassed descriptively in the descriptive research design.

In this internship report, the perspective of inclusive education will be explored through the observation of class and systematic analysis of the existing literature.

Chapter 4

Findings and Discussion

After analyzing the existing Literature and through my internship experience, I have understood the deep concept of Inclusive education. Furthermore, I have found out the rationale behind the concept of implementing inclusive education internationally. Also, whereas inclusive education is considered as a modern educational framework which can provide quality education for all, there are some challenges to implement inclusive education and most importantly the teaching strategies for inclusive education including curriculum, assessment, school atmosphere, and on and on.

4.1 Teaching Experience

The most focused part of the internship program was getting the chance to conduct my class. I designed lesson plans according to all the learner's needs. The lesson plan was designed according to all the learner's pace and capabilities. I used the CLT (Communicative language teaching), and TBL (Task-based language teaching) methodologies to conduct my classes. CLT methods are the most effective methods in teaching. This teaching technique enables the students to communicate in their target language. (Alamri, 2018) CLT focuses on all four skills of language learning. Those are reading, writing, speaking, and listening. By making the lesson plan interactive, I tried to implement CLT methods in the classroom. The classes were student-centered. For example, mostly the students were asked to discuss in pairs and then answer the question. The focus was on the communication. In the CLT method teachers are expected to focus on communication and introduce activities that focus on communication. (Alamri, 2018) For the teaching the grammar, the Grammar Translation Method was not used. The GTM method focuses on memorizing the grammatical rules which

make the class teacher-centered and deductive. For teaching the grammatical rules, I provided some sentences to the students and by discussing with their groups, they had to find out the grammatical structure of that sentence. The class was becoming more interactive through this process. The CLT method is more famous than the GTM method. The GTM method is a traditional way of teaching. In the CLT method, students consider teachers as their friends and feel free to ask any question. (Natsir and Sanjaya, 2014) Furthermore, I used the Task-based Language Teaching (TBLT) method to conduct my classes. TBLT is a modern language teaching method where authentic and real-life activities are conducted. For example, in one of my classes, students were assigned to do pair work where they had to discuss with their partner their likings and dislikes. After completing the discussion, they had written their dialogue and also, they had to roleplay the dialogue in front of the classroom. TBLT is a teaching technique that is mainly based on communicative and reciprocal activities. (Motlagh, Jafari, and Yazdani., 2014) Through my experience, it was found that these teaching techniques were effective in the inclusive classroom. These methods required group discussion and an effective group discussion made the lesson easier for all the students regardless of the differences.

4.2 Rationales behind Inclusive Education

Initially, this paper seeks to find out the rationale behind the implementation of inclusive education. By analyzing the existing literature, it is clear that the main purpose or basic reason of implementing inclusive education is promoting equitable education for all. It does not only refer to the students with special educational needs rather it refers to all the excluded students from different backgrounds, cultures, languages, abilities, and many more differences. In the existing literature, the researcher argues that education as a human right. It emphasizes on non-discrimination to education despite of the differences as I mentioned before. Essentially, all the learners regardless of their lower income background, abilities,

cultural diversity, and language have equal rights to access quality education with equitable learning resources. There should not be any differences. It is not giving them an opportunity to learn rather it is their right to learn. Inclusive education does not recommend to set all the students with special needs in a mainstream classroom. Instead of that, it fosters change in the whole educational framework and makes it universal for all students so that it can fulfill the diverse learner's needs. Also, in all the research work, the researcher emphasizes on building up the empathy, moral ethics, and respect for all the students through respecting and acknowledging diversity. Even during my internship, I observed how all the teachers encourage students to respect their peers and always encourage them to help others instead of their differences. For example, if one of the students did not bring any tiffin, all the other student gave food from them. It develops empathy for them and promotes the social cohesion. In a school, all the learners have same learning goals, just their learning styles might be different from each other. According to my findings, experience, and observation, I have understood that by encouraging social cohesion and building up empathy and respect for the peers, all the students including students with special needs can reach their goals for learning. During my internship, I noticed that no student ever bullied or harassed anyone for their differences rather they always tried to help each other. For example, one student was deaf, and the rest of the students in that class helped him to understand the lesson. Through my observation, I believe through group work, and project work social cohesion can be developed and it will reduce the negative effects of exclusion. Moreover, inclusive education further develops the country's economic growth. As inclusive education determines to create a learning framework for all who are disadvantaged, it helps to make an educative nation and therefore an educative nation can develop in a nation's economic growth. In article titled, *'Education and Economic growth in a developing country'* by Kale Akwei, Misheck Mutize and Abdul Latif Alhassan stated that,

“Therefore it is a key driver of economic development and is considered crucial in view of the continent’s young and fast-growing population.” (Akwei et al., 2022)

4.3 Challenges in Inclusive Education

Though inclusive education has several incredible benefits, it has some challenges as well. Initially, according to the existing literature the first and foremost challenges is to accept the differences and inclusion by the society. Secondly, there is limited access to resources to implement inclusive education for all. Inclusive education sometimes requires more modern technologies and approaches which can fulfill the expectations of the diverse students. Then, in compliance with the researchers, teachers are not confident enough to teach students with special needs because of the lack of teacher training.

4.4 Teaching Techniques for Inclusive Education

By examining the existing research and concrete observation, I have come to an argument that there are no specific teaching techniques in inclusive education for students with special needs. Although in some extreme cases, it does need some extra strategy such as when a student is deaf, they require more attention to make them understand the lesson. However, in other differences such as low-income background, cultural diversity, language, and other cases they do not need any exceptional teaching strategy rather they require a universal curriculum for all the students to adopt. This universal curriculum needs to design according to all the learner’s learning needs and be accessible to all. According to David Mitchell, the curriculum can be made universal and accessible by adopting four alternatives which are modifications, substitution, omission, and compensation. (Mitchell 2008). This kind of curriculum is appropriate and beneficial not only for students with special needs but also for all.

Another teaching methodology is to take assessments according to the accommodation of the students with special needs. Assessment should be for learning not for learning. To ensure fairness and to make it beneficial, the assessment should design according to the learner's capabilities. Through my internship, I always found the assessment procedure at the school was very effective for all. Both summative and formative assessments were introduced. Formative assessments such as quizzes, and other activities. For example, there were star charts on the walls in every classroom. Students got points on good behavior, healthy tiffin, and proper uniform. Also, they conducted a summative assessment such as half-yearly exams. The assessments were age-appropriate. They designed assessments to ensure all the learner's needs fairly. Also, during the script checking the teacher never put marks on the script rather they put comments like good, excellent, and needs improvement according to their performances which encourages them to learn for learning not for marks. Differentiated instruction was provided. Differentiated instruction is flexible for all students. Differentiated instruction is providing instruction by matching the pace and level of all the students. It was found that by using this technique the classroom became more inclusion-friendly. All the students benefited through this process. Furthermore, by enforcing positive behavior with the students the implementation of inclusive education became stronger. Some students might have some behavioral issues, this positive behavior helps to prevent those unwanted situations in the classroom. During my internship in Academia, I used to maintain a positive behavior with my students. First, I tried to become their friend. Some students had behavioral issues. Yet, because of this technique, they gradually started listening to my instructions. This is how inclusive education can ensure equitable education to all students with special needs.

Additionally, some students might differ from others in terms of learning capabilities. In those terms, they need some extra classes. During my internship, I observed that they arranged some remedial classes after the regular classes for some selected students who

required those classes. It helped them to improve their learning and to reach their learning goals.

Teachers can adopt some strategies to make the inclusive classroom interesting and to promote social cohesion. Those are cooperative classrooms. Through group work, students can learn to discuss and respect other's opinions. Also, it builds up leadership skills in them. In addition to that, students with special needs get benefit by the group work. During my internship, I was assigned to take a class where I gave the students a pair work. During the pair work, they helped each other to reach their goals and develop social cohesion. Also, existing literature supports this strategy. That is why I believe group work helps incredibly in an inclusive classroom.

School atmosphere is another important area for inclusion. School climate should support the idea of accepting inclusion and foster the purpose of inclusive education by adopting a universal curriculum for all.

Chapter 5

Limitations during Research

Limited time and access were other challenges that arose while conducting the research. Inclusive Education is one of the crucial topics for research. This topic requires a generous amount of time to research it. Also, I could not get the chance to hear the student's perspectives on inclusive education which further can be a research topic.

Chapter 6

Recommendations

- Incorporate parent-teacher meetings regularly to make awareness of inclusive education
- Create an inclusive educational environment in the school by accepting inclusion
- Provide teachers training on classroom management in inclusion
- Monitor the progress
- Make a universal lesson plan

Chapter 7

Conclusion

To conclude, inclusive education is necessary to promote an educational framework for all despite having differences. Inclusive education is not only an idea but also it is a set of minds to accept and celebrate diversity. It encourages society to reach all the student's learning goals together. Inclusive education does not need any specific strategy for teaching students with special needs rather it demands the creation of a universal classroom for all students with special needs. Inclusive education demands an equitable learning environment for all. Hence, a universal curriculum, differentiated instruction, accessible resources to all, changes in the assessment process, descriptive instruction, and the acceptance of an equitable educational framework for all students is enough. However, in extreme cases, the teacher needs to follow some teaching strategies which require some teacher training. Moreover, the CLT methods and TBLT methods can be used to incorporate inclusive education in Academia. Furthermore, positive behavior between the teacher and the students will create an inclusive classroom. By implementing inclusive education, Academia can foster empathy and justice for all disadvantaged learners as inclusive education personifies the values of empathy and human rights. Inclusive education is not considered an advantage for students with special needs rather it is their basic human right. It will build up ethical norms to not hamper other's human rights among all the learners which is one of the main purposes of education.

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