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Appendix 1

Physical and Human Resource Facilities for Inclusive Set-up

Checklist for DIETs

(Developed for Teacher Educators)

Part A

General information

Name:_____

Age:_____ Gender: Male [ ] ale [ ]

Locality: Rural [ ] Urban [ ]

Designation: Lecturer [ ] dent [ ]

Name of the Institute: _____

Educational qualification:

- Higher secondary
- Graduate
- Postgraduate
- Ph. D
- Any other……………

INSTRCUTION

Given below are some questions related to the perception of students and teachers towards Inclusive Education. This questionnaire includes YES and NO type short questions and open-ended questions as well. In this questionnaire no questions are right or wrong. This information is collected merely for the doctoral research work and it will be used only for research purpose. The confidentiality of the respondents will be maintained.

Physical and Human Resource Facilities for Inclusive Set-up

Sl. No.	Statements	Yes	No	Remarks
1	The Institute have ramp facilities to every building			
2	The entrance of the classrooms is wider for a person with a tricycle or wheel chair to enter			
3	The ramps have handrails on both the sides.			
4	The chair and the tables in classrooms are *adjustable* for the children with special needs			
5	The blackboard/ whiteboard is placed at appropriate height			
6	Spacious and accessible toilets (especially modified for entry of wheel chair and its circular movement inside the toilet).			
7	Separate toilets for Boys and Girls			
8	Separate toilet facility available for students with disability.			
9	Toilets are having grab-rails.			
10	Drinking water facilities accessible to students with disability.			
11	Library seats are accessible to all children.			
12	The book shelves are at accessible height for students with disability.			
13	Doors can be easily opened.			
14	Inside the classroom the furniture are arranged properly for the movement of students with disability.			
15	The sitting arrangements are comfortable for the students with disability.			
16	The height of the desk and benches are appropriate for the students.			
17	Assistive devices are available for teaching Students with disability			
18	Projectors are available in the classrooms			

19	Resources rooms are available in the institute.			
20	The classrooms is designed such a way to get adequate daylight and extra light when necessary			
21	The laboratories are user-friendly for students with disability.			
22	Classroom is free from external disturbances			
23	There is space for teachers to move around inside the classroom.			
24	Easy movement is possible inside the campus.			
25	Classrooms are neat and clean.			
26	Aids and appliances in the institute are in good condition.			
27	Projectors are in usable conditions.			
28	Library is having diverse range of books.			
29	Counselling services are available for the students.			
30	The students with disability can easily access all the buildings.			
31	Special educators are available in the institute			
32	Counsellors visits institute			
33	Therapist visits the institute			
34	Institute have staff to cater for children with special needs			
35	Cell for disability is present			
36	Women's cell is present			
38	Orientation is conducted for teachers to handle children with special needs			

THANKING YOU FOR YOUR RESPONSES

Appendix II

Questionnaire on Perception towards Inclusive Education

1. Does Inclusive education means providing education to all children irrespective of their age, language, social and environmental backgrounds including children with special needs?

   Yes [ ]   No [ ]

   Please justify your answer-

   _____

   _____

   _____

   _____

2. Do you think all students regardless of their ability *or disability* should be taught in regular classrooms?

   Yes [ ]   No [ ]

3. Which of the following are benefits of Inclusion in Education?

   (You can tick mark as much as you think is appropriate)

   a. Developing sensitive attitude towards persons with disability in society [ ]

   b. Helping students who are in need [ ]

   c. Develops right attitude towards education [ ]

   d. Improves team-work and peer learning [ ]

   e. Helps to be a good citizen [ ]

   f. Developing leadership quality [ ]

   g. Develop perseverance among children with disabilities [ ]

   [ ]

   h. Develops Intelligence

4. Do you believe that students with disability can learn better in an Inclusive enviro [   ]   [   ]

   Yes   No

   Please justify with reason.

   _____
   _____
   _____
   _____
   _____

5. Do you think there is need to reduce the social category gap in schools?

   Yes   [   ]   No   [   ]

   Please justify your answer

   _____
   _____
   _____
   _____

6. Can students from Socio-Economically Disadvantaged Groups (SEDGs) easily adjust in the classroom?

   Yes   [   ]   No   [   ]

7. Does a student from SEDG group require special care for adjustment in the classroom?

   Yes   [   ]   No   [   ]

8. How can you facilitate the Inclusion of SEDG's? (SEDG's refers to gender identities, socio-cultural identities, geographical identities, Disabilities)

   a. They should be given extra care and attention to help them in adjustment   [   ]
   b. They should be allowed to adjust on their own   [   ]
   c. They should be provided assistance whenever required.   [   ]
   d. They should be mostly asked to work in groups.   [   ]
   e. Leadership tasks should also be given to them   [   ]

f. Any other..............

_____
____

9. Which of the following have better chances of learning in Inclusive classroom and why?

Types of Students	Your reason
1. Gifted Learners	
2. Students with ADHD	

3. Children with disabilities
  a. Learning disability
  b. Developmental disorder	

c. Physical disability (Blindness, hearing Impairment, speech Impairment)	
4. Socio-economic disadvantaged students	

10. Do you believe-
   a. Teaching children with special needs takes up too much time Yes ☐   ☐ No
   b. Inclusion will increase the workload on the teachers?   Yes ☐ No ☐
   c. Inclusive Education does not prove to be helpful for the benefit of students with special ☐s. Yes ☐   No
   d. Teaching students with disability hamper the achievement of other students in the cl☐oom Y☐   No

11. Do you think inclusion can affects the academic pace of a classroom?

   Yes ☐   No ☐

12. Infrastructural facilities in an Inclusive Classroom

Items	Yes	No	Justify
a. Modified furniture should be provided to the students with disabilities in the regular classroom			
b. Does appropriate Infrastructural facilities are necessary for Inclusive education?			
c. Does comfortable furniture and sitting arrangement is essential for an inclusive classroom? Please Justify			

13. Are you in favour of modifying Classroom arrangements according to the need of the students?

Yes [ ]   No [ ]

14. Do you agree that students with hearing problem and partial visual problem should not be asked to rotate the seats?

Yes [ ]   No [ ]

Please justify your answer

_____
_____
_____
_____

15. Is it difficult to manage students with disability along with normal students in the same classroom?

Yes [ ]   No [ ]

16. Are you afraid that children with special needs will be unsettled in the classroom?

Yes [ ]   No [ ]

17. Do you think Inclusion of differently able person in the school disturbs the school environment?

Yes ☐ No ☐

18. Is it difficult to conclude the syllabus at a given time in inclusive class?

Yes ☐ No ☐

19. Do you think the quality of education is compromised in maintaining inclusion in classroom?

Yes ☐ No ☐

20. Questions related to Psychological or behavioural characteristics of children

Statements	Yes	No
1. Do you believe Inclusive Education will help the students with special needs to adjust into the larger society?		
2. Can Inclusive Education be helpful for developing self-confidence in children with special needs?		
3. Does Inclusive Classroom provide better opportunity for learning to all the students including children with disability?		
4. Inclusive Education does not prove to be successful in providing special care for the students with special needs, it is true?		
5. The academic achievement of students without disabilities is affected, do you agree?		
6. Can Inclusive set up helps general students to become more sensitive and humble towards CWSN?		
7. Will Inclusion develops leadership qualities among the students?		
8. Does Inclusive classroom helps children with special needs to feel belonged to the society?		
9. Will Inclusive classroom help to reduce inferiority complex among the students?		

10. What are the common behavioral problems that may occur in Inclusive classroom between children with and without disabilities		
a. Jealous		
b. Stealing		
c. Fighting		
d. Disruptive		
e. hyperactive		
f. Attention seeking		
g. Destructive		
h. Complaints		
i. Bullying		

21. Do you agree curriculum should be developed keeping in mind the diversity of students?

Yes ☐   No ☐

22. What should be the nature of an inclusive curriculum? (you can tick as many as you want)

a. It should be able to address diversity appropriately ☐

b. The content should be at the level of learners ☐

c. Multiple examples should be given ☐

d. The curriculum should be contextualized ☐

e. Educational aims should be clearly stated addressing the children with special needs ☐

f. As far as possible it should be activity based ☐

g. It should take language, culture and identity into consideration ☐

h. If any other........................

_____

_____

23. Please Tick **Yes** or **No**

Statements	Yes	No
• Do you agree that slow learners should be given extra time and motivation to learn the curriculum concepts?		

• Do you think an Inclusive curriculum can be beneficial for all the students?		
• Do you think that curriculum should be based on individualized needs?		

24. Do you think the existing teacher-education curriculum should be modified to make it more suitable for preparing teachers for an inclusive classroom? Please explain.

_____

_____

_____

_____

_____

_____

_____

_____

_

25. What problems you face in teaching or developing lessons for an Inclusive classroom?

_____

_____

_____

_____

_____

_____

_____

_____

_

26. Do you believe different teaching methods and strategies should be adopted while teaching children with special needs?

Yes [　　　　]　　　　　　　　No [　　　　]

27. What do you understand by inclusive pedagogy or inclusive teaching strategies and approaches?

_____

_____

_____

_____

_____

_____

28. What aspects you keep in mind while developing a lesson plan for an Inclusive classroom? Please Explain.

_____

_____

_____

_____

29. Do you divide the teaching into smaller sequential steps for facilitating the learning of children with diverse needs?

Yes [   ]   No [   ]

30. What teaching strategies are best applicable for an Inclusive Classroom? (you can choose multiple options)

a. co-operative learning   [   ]
b. learning by doing   [   ]
c. peer teaching   [   ]
d. activity based teaching strategies   [   ]
e. brain storming   [   ]
f. individualized learning programme   [   ]
g. universal design of learning   [   ]
h. If any other

_____

31. Tick **Yes** or **No**

Statements	Yes	No
Can Individualized Education Plans be developed for every lesson?		
Can Universal Design of Learning be developed for every lesson?		
Do you ask students to summaries what they have learnt in the classroom?		
Do you think different types of approaches should be used in class to make students with special needs more comfortable?		
Do you believe lesson designed for an inclusive classroom can fulfil the needs of every student including students with and without disabilities in class?		
Do you keep in mind the language diversity while teaching students in the classroom?		
Does student's achievement is affected by the presence of children with special needs?		

32. In your opinion what teaching strategies are best suited for-

Types of learners	Teaching methods/strategies
1. Students with intellectual disability	
2. Students with physical disability	
3. Students with multiple disabilities	
4. Students with chronic neurological and blood disorder	
5. Students with Mental illness (Mental behaviour)	
6. Students from SEDGs (socio-economically disadvantaged groups)	

33. Do you think Children with special needs cannot participate in all the co-curricular activities?

Yes ☐   No ☐

34. Are children with special needs reluctant towards co-curricular activities?

Yes ☐   No ☐

35. Do you think that focus should be given on engaging students in more co-curricular activities?

Yes ☐   No ☐

36. Do you think varieties of co-curricular activities should be introduced where all the students can participate together?

Yes ☐   No ☐

37. Do you agree that the co-curricular activities help students to develop adjustment skills in the society?

Yes ☐   No ☐

38. Does it also provide various opportunities to the children in terms of career opportunities?

Yes ☐   No ☐

39. Does Inclusive Education provide opportunity for the teachers to improve their skills?

Yes ☐   No ☐

Please Justify

_____

_____

_____

_____

40. Do you believe teacher training programmes should stress more on preparing teachers for inclusive classroom?

Yes ☐   No ☐

41. Do you think teachers should be trained to work with professionals like speech therapist special educators etc. in inclusive education?

Yes ☐   No ☐

42. Do you agree that in-service training should give more stress on Inclusive Pedagogy Practices?

Yes ☐   No ☐

If yes, Please specify

_____

_____

_____

_____

43. Is it important to provide hands-on training to teachers for managing an inclusive classroom?

Yes [   ]   No [   ]

44. Do you think that attitude of the teacher towards inclusion is vital in implementing Inclusive Education?

Yes [   ]   No [   ]

45. Do you think the teachers training program is preparing the teachers to address the problems and issues of an inclusive classroom?

Yes [   ]   No [   ]

Please justify

_____

_____

_____

46. What incentives should be given to teachers for working in Inclusive education settings?

_____

_____

_____

_____

47. Do you agree that Inclusive education should be an integral part of the internship in teachers training programme?

Yes [   ]   No [   ]

If yes, then please specify

_____

_____

_____

48. Every student-teacher should be taught to develop Individualized Education Plans, do you agree?

Yes [   ]   No [   ]

49. Suggest topics and themes that may be included in the curriculum for preparing teachers for an Inclusive classroom?

_____

_____

_____

_____

_____

_____

50. The administration should be active in implementing Inclusion in the institution, do you agree?

Yes [　　　　] 　　　　 No [　　　　]

51. Do you think funding for removing infrastructural barriers in schools should be given more importance?

Yes [　　　　] 　　　　 No [　　　　]

52. Do you agree that the administration should collaborate with vocational institutes and training centres for organising workshops and training programmes for student teachers?

Yes [　　　　] 　　　　 No [　　　　]

53. How do you see the role of administration in teacher training institutes in making the training programme inclusive?

_____

_____

_____

_____

_____

_____

_____

Teacher Efficacy for Inclusive Practice (TEIP) Scale

This survey is designed to help understand the nature of factors influencing the success of routineclassroom activities in creating an inclusive classroom environment.

Please circle the number that best represents your opinion about each of the statements.

1	2	3	4	5	6
Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly agree

Sl. No.	Items	SD	D	DS	AS	A	SA
1	I can make my expectations clear about student behaviour.						
2	I am able to calm a student who is disruptive or noisy.						
3	I can make parents feel comfortable coming to institute						
4	I can assist families in helping their children do well in studies.						
5	I can accurately gauge student comprehension of what I havetaught.						
6	I can provide appropriate challenges for very capable students.						
7	I am confident in my ability to prevent disruptive behaviour inthe classroom before it occurs.						
8	I can control disruptive behaviour in the classroom.						
9	I am confident in my ability to get parents involved in educational activities of their children with disabilities.						
10	I am confident in designing learning tasks so that theindividual needs of students with disabilities are accommodated.						
11	I am able to get children to follow classroom						

	rules.						
12	I can collaborate with other professionals (e.g. itinerant teachers or speech pathologists) in designing educational plans for students with disabilities.						
13	I am able to work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with disabilities in the classroom.						
14	I am confident in my ability to get students to work together in pairs or in small groups.						
15	I can use a variety of assessment strategies (e.g. portfolio assessment, modified tests, performance-based assessment, etc.).						
16	I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.						
17	I am confident when dealing with students who are physically aggressive.						
18	I am able to provide an alternate explanation or example when students are confused.						

Thanking You for Your Responses

Appendix IV

Semi structured Interview schedule for Teacher Educators
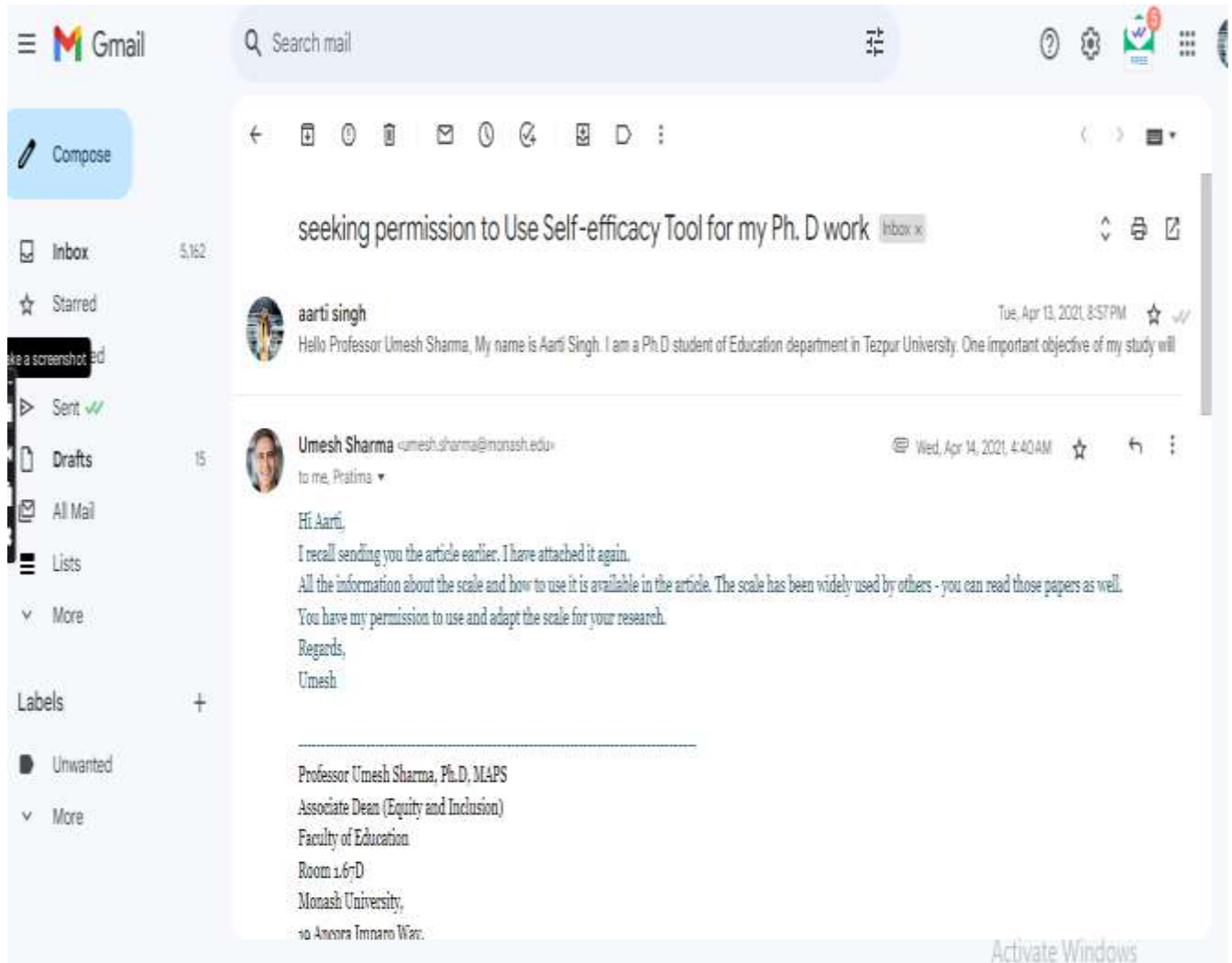
1. What is your idea about Inclusion or Inclusive Education?
2. What do you think about the nature of Inclusion? As per your understanding what are the necessary changes need to be done in the existing system of education for making it Inclusive?
3. While preparing the pre-service teachers do you keep in mind that they are being prepared for an Inclusive Classroom?
4. Do you think new teaching methods or modified teaching methods are required for inclusive classroom?

   -What teaching methods and strategies you adopt while teaching the students in your class?

   -In your opinion what teaching methods are best applicable for an inclusive classroom?

   -How will you manage the diverse learners in your classroom?

   -How will you prepare the students to manage a class of diverse learners?
5. How do you make sure the participation of SEDGs in your classroom?
6. What is the most difficult aspect of Inclusion?
7. Do you think the D. El. Ed curriculum is appropriate for preparing student-teachers for Inclusive education?

   - How should the pre-service teachers be prepared for teaching in an inclusive classroom?
8. Do you believe there should be some adaptations in the teacher education programme and in its curriculum as well?
9. As per your opinion what is the contribution of teacher education in Inclusive education?
10. Do the student teachers prepare inclusive lesson plans for their practice teaching?
11. Do you believe the student teachers at your institute can maintain order and discipline in a classroom with children with disability?
12. Give us some specific suggestions regarding preparing teachers for inclusive classroom?
13. Do you feel competent and empowered for providing training to student-teachers for an Inclusive classroom?
14. How important is community engagement in Inclusive education?

15. How do you make sure to engage parents and other community members in the education of the child?

16. In what way you train your students to engage with the community?

> **Note:** This semi structured Interview schedule is consist of questions on perception and self-efficacy of the teacher educator towards inclusive education.

Appendix V

Permission for the TEIP tool

seeking permission to Use Self-efficacy Tool for my Ph. D work   Inbox ×

aarti singh   Tue, Apr 13, 2021, 8:57 PM
Hello Professor Umesh Sharma, My name is Aarti Singh. I am a Ph.D student of Education department in Tezpur University. One important objective of my study will

Umesh Sharma <umesh.sharma@monash.edu>   Wed, Apr 14, 2021, 4:40 AM
to me, Pratima ▾

Hi Aarti,
I recall sending you the article earlier. I have attached it again.
All the information about the scale and how to use it is available in the article. The scale has been widely used by others - you can read those papers as well.
You have my permission to use and adapt the scale for your research.
Regards,
Umesh

_____
Professor Umesh Sharma, Ph.D, MAPS
Associate Dean (Equity and Inclusion)
Faculty of Education
Room 1.67D
Monash University,
10 Ancora Imparo Way,

Appendix VI
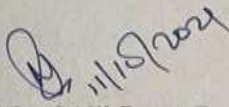
Permission letter from the Department

शिक्षा विभाग/DEPARTMENT OF EDUCATION
तेजपुर विश्वविद्यालय/TEZPUR UNIVERSITY
(A Central University established by an Act of Parliament)
नपाम, तेजपुर – 784 028/Napaam, Tezpur - 784 028   दूरभाष/Phone: (03712) 275651
जिला: शोणितपुर, असम, भारत/District: Sonitpur, Assam, India   फेक्स/Fax : (03712) 275650
ई-मेल/e-mail: hod_edu@tezu.ernet.in

F.No. 6/6-5/2018/Noti/308   Dated: 11/10/2021

TO WHOM IT MAY CONCERN

This is to certify that Ms.Aarti Singh, Research Scholar of Department of Education, Tezpur University doing her Ph.D under the guidance of Dr Pratima Pallai, Assistant Professor, TU. For her work, she needs to collect data from DIETs of Assam. Thus we are kindly requesting your esteemed institute faculties/principal and students to facilitate her by providing all the necessary information for the purpose of her doctoral research work.

(प्रो. नील रतन रॉय/Prof. Nil Ratan Roy)
अध्यक्ष/Head
शिक्षा विभाग/Department of Education

Head
Department of Education
Tezpur University

Appendix VII

List of Publication and Conferences

A. Publication

1. Paper Published in Education India Journal: A Quarterly Refereed Journal of Dialogues on Education titled "Preparing teachers for Inclusive classroom: Re-conceptualizing Elementary Teacher Education program in Assam" 2021. ISSN 2278-2435, Vol. 10, Issue-1.

B. Conferences

1. Presented paper on "Inclusive Education and attitude of Teachers: A step towards achieving sustainable development goal 2030" at National Conference on Achieving Sustainable Development Goal 2030: Education as a catalyst. North East Regional Institute of Education, NCERT from 15 to 16 November, 2018.

2. Presented a paper entitled "Individualized Education Plan (IEP): An Instrument of Inclusion" in the Two Day National Webinar on "Recent Trends in Inclusive Education" on 3rd November 2020 organized by School of Education, Central University of Kerala.

3. Presented a paper entitled "Preparing Teachers for an Inclusive Classroom in Assam: understanding attitude and self-efficacy" in Two days National Conference on NEP 2020: Towards Transforming Teacher Education conducted from 24th to 26th February 2022 organised by Regional Institute of Education, Bhubaneswar.

4. Presented a paper entitled "Inclusive Education in New Education Policy 2020: An Approach to Attain Right to Education" in the International Seminar titled; Reconstruction of Education for Sustainable Tomorrow, conducted in the month of November 2022 at Department of Education, Rajiv Gandhi University, Arunachal Pradesh.