DECLARATION

I, Aarti Singh, do hereby declare that the work reported in this thesis entitled "Study
of Inclusive Education in the Elementary Teacher Education Programme in Assam" is
entirely original and has been carried out by me, under the supervision of Dr. Pratima
Pallai, Department of Education, Tezpur University. No part of this thesis has been
submitted anywhere else for any other degree. The materials which are obtained from
the various sources have been duly acknowledged at appropriate places of the thesis.
Place:
Date:

Aarti Singh



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 (03712) 275651

दूरभाष/Phone:

जिला: शोणितपुर, असम, भारत/District: Sonitpur, Assam, India 275650

फेक्स/Fax : (03712)

Dated: 05/06/2023

ई-मेल/e-mail: hod edu@tezu.ernet.in

F.No. 6/6-4/2023/PC/67

CERTIFICATE OF THE SUPERVISOR

This is to certify that the thesis entitled "Study of Inclusive Education in the Elementary Teacher Education Programme in Assam" submitted to the Department of Education, School of Humanities and Social Sciences of Tezpur University in partial fulfilment for the award of degree of Doctor of Philosophy for the research work carried out by Ms. Aarti Singh under my supervision and guidance.

All the assistance received by her from various sources has been duly acknowledged.

No part of this thesis has been submitted elsewhere for the award of any other degree.

Dr. Pratima Pallai Date:

Supervisor

Place:

Department of Education

Tezpur University

School of Humanities and Social Sciences

iv

DEDICATION

I dedicate this thesis to my loving parents Suresh Singh and Sulekha Singh for their years of hard work and constant support in achieving my dreams and teaching me to develop love for academia, providing me all kinds of support, love and having a strong belief in me for which I am forever indebted to them. This thesis is dedicated to all the sacrifice my parents made for me.

This thesis would not have been possible without the support of my entire family members my uncle and aunty.

I dedicate this thesis to my younger sister and brother who took care of all the responsibilities while I was preparing for this.

I also dedicate this thesis to my *Papaji* Kashinath Singh for always encouraging me to pursue my passion and dreams. Your belief in me was the great source of energy for me to continue. I wish you were here, but I hope you are proud on me.

I dedicate this thesis to my mother-in-law and all my extended family for showing years of support and encouragement in the completion of this thesis.

ACKNOWLEDGEMENT

I am forever thankful to God, for providing me the strength, persistence and courage to carry out my work and for guiding me in every aspect of life. I am grateful to my both set of parents for inspiring me to carry out this study. My research work "Study of Inclusive Education in the Elementary Teacher Education Programme in Assam" is an outcome of the valuable time, effort, ideas, guidance, and support offered to me by a number of people around. I cannot go without appreciating and acknowledging their contribution in the completion of this thesis.

First of all, I express my heartfelt and a deep sense of gratitude to Dr. Pratima Pallai, Assistant Professor, my supervisor, Department of Education, Tezpur University; for the constant guidance, unstinted and continuous encouragement, valuable research input and for providing me strength and encouragement throughout. She has been a constant source of inspiration for the entire journey of this research work. I would always be grateful for the humane support she provided me throughout for developing my personal and professional skills. I feel very fortunate to work under your supervision.

I extend my deepest gratitude to the Vice-Chancellor, Tezpur University for the opportunity, kind support and all the resources provided for conducting and completing the present research work.

I am thankful to Dr. Biren Das, Registrar, Tezpur University, for providing me with all the facilities to complete the present research work.

I am immensely thankful to my institution, Tezpur University, for the opportunities, facilities and resources. I am indebted to the faculty members of Department of Education, Tezpur University for all the inputs and guidance during my research work.

I express my sincere gratitude to the doctoral committee members Prof. Nil Ratan Roy, Head of the Department and Dr. Sashapra Chakrawarty, Assistant Professor, Department of Education of Tezpur University for all the valuable suggestions, contribution and support during my research work.

I am grateful to Tezpur University and National Council for Educational Research and Training for providing me financial assistance for carrying out the research work.

My sincere gratitude to the faculty members Dr. Yeasmin Sultana, Dr. Hitesh Sharma, Dr. Sanghmitra Das, Dr. Rajinder Singh, Dr. Gopal Singh, Dr. R.D Padmavathy, Mr. Mohammed Asif and Dr. Sradanjali Pradhan, of Department of Education, Tezpur University for the continuous support during this work.

I extend my deepest gratitude to Prof. Rajendra Pal, CIET, NCERT, New Delhi; Prof. Debraj Goel, M.S University, Baroda; Prof. P.K. Gupta, NEHU, Meghalaya and Dr. Akash Ranjan, Rajiv Gandhi University, Arunachal Pradesh for providing me immense guidance, continuous suggestions, and knowledge for my research work.

I extend my sincere thanks to Dr. Bharti Kaushik, CIET, NCERT, New Delhi for providing me her expert advices and all kinds of material and intellectual research support throughout the research work.

I thank, NCERT, NIEPA Library, JNU Library for providing me materials for my research work.

My sincere gratitude to Mrs Rekhamoni .Boruah, Dr. Nabanita Deka, Mr. Pulak Bhattacharyya, Dr. Rashmi Rekha Devi, Dr. Aparajita, Dr. Pallavi and Dr. Alebachew Alemnew Wobete for all the encouragement guidance and support provided to build my motivation.

I would like to thank Dr. Raj Kiran Doley, Lecture, DIET, Biswanath Charali for helping me immensely during the data collection process.

My acknowledgement and sincere gratitude to the head of the institutions and the teacher educators and student teachers of the sampled DIETs of Tinsukia, Dibrugarh, Jorhat, Biswanath Charali, Nagaon, and Kamrup; for their kind responses and contribution for the completion of this research work.

I thank my co-scholars and friends Ramanath, Dr. Happy Saikia, Dr. Swapna, Dr. Pranjal, Priyanka Basumatary, Gaurav, Kathryn, Devolina, Seema and Rashmi Das. I am extremely thankful, for their continuous support, feedback and suggestions throughout this journey. I will forever be indebted to my friends Sunita, Puja, Akankhita and Dr. Aftab for being the greatest emotional strength and support for me

in the entire journey. Thank you- Arpana, Lohita, Munmi, Namrata Gogoi, Juri, Parashmoni Borah, Dr. Shilpa, Amardeep, Panchraj, Hemant for making this journey beautiful, smooth and memorable.

I extend my deep gratitude to my partner Mukesh Singh for always being a great source of strength to me throughout, for providing me emotional strength and space to focus on my research work.

I pay my sincere gratitude to all my family members and my extended family members for their belief and for making this journey smooth for me.

I extend my regard to our department staff Mr. Suman Handique, Mr. Amarnath Sah, Mr. Anupam Saikia, Mrs. Nilakshi Saikia, Mr. Chandan Nath and our MTS Mr. Nitai Bauri for all kinds of support during the course of this work.

I thank all the printing stations, amenity and all the food courts for giving me beautiful memories to cherish for life.

Lastly, I would like to thank all the people of my village Borjan Gaon who have inspired me to work hard and become first doctorate in the village. I am grateful to everyone who has extended their kind support to me in any way for the completion of this research work.

List of Tables

Table No.	Title of Tables	Page
		No.
Table No. 3.1	List of DIETs in Assam	84
Table No. 3.2	Sample of the Study	86
Table No. 3.3	Gender wise distribution of sample of Teacher-Educators	87
Table No. 3.4	Gender wise distribution of sample of Student Teachers	87
Table No. 3.5	Level of education wise distribution of sample of Teacher	87
	Educators	
Table No. 3.6	Gender wise distribution of Sample of Student Teachers	88
Table No. 3.7	Dimension wise description of Items of the scale	93
Table No. 3.8	Norms for Interpretation for TEIP scale	94
Table No. 3.9	Objective wise techniques of Data Analysis	95
Table No. 4.1.1	Paper-I Childhood child protection and the development of	98-102
	children	
Table No. 4.1.2	Paper-II Early childhood care and education	102-105
Table No. 4.1.3	Paper-III Understanding language and early language	105-107
	development	
Table No. 4.1.4	Paper-IV Towards self-understanding	107-109
Table No. 4.1.5	Paper-V Proficiency in English –I	110-112
Table No. 4.1.6	Paper-VI Pedagogy of Mathematics-I	112-116
Table No. 4.1.7	Paper-VII Art and Creative education-I	116-117
Table No. 4.1.8	Paper-VIII Yoga education	117-119
Table No. 4.1.9	Paper-IX Work and Education	119-123
Table No. 4.1.10	Paper-I Education in Contemporary Indian Society with	123-126
	Special Reference to Assam	
Table No. 4.1.11	Paper-II Understanding Society, Education and Curriculum	126-128
Table No. 4.1.12	Paper-III Pedagogy OF MIL –I	128-130
Table No. 4.1.13	Paper-IV Proficiency in English- II	130-132
Table No. 4.1.14	Paper-V ICT Integrated Pedagogy- I	132-133
Table No. 4.1.15	Paper-I Cognition, learning and socio-cultural context	133-136

Table No. 4.1.16	Paper-II Pedagogy of English	136-139
Table No. 4.1.17	Paper-III Art and Creative education –II	139-141
Table No. 4.1.18	Paper- IV Children's physical and emotional health education	141-143
Table No. 4.1.19	Paper-V ICT Integrated Pedagogy-II	143-146
Table No. 4.1.20	Paper-I School culture, leadership and teacher development	146-149
Table No. 4.1.21	Paper-II Diversity, gender and Inclusive Education	150-152
Table No. 4.1.22	Paper-III Mathematics	153-155
Table No. 4.1.23	Paper- IV Science	155-157
Table No. 4.1.24	Paper-V Social Science	158-161
Table No. 4.1.25	Paper- VI English	161-162
Table No. 4.1.26	Paper-VII MIL	163-164
Table No. 4.1.27	School Internship Activities I	164-165
Table No. 4.1.28	School Internship Activities II	165-166
Table No. 4.1.29	School Internship Activities III	166-167
Table No. 4.1.1.1	Analysis of 1st semester papers of D. El. Ed Curriculum	167
Table No. 4.1.1.2	Analysis of 2nd semester papers of D. El. Ed Curriculum	167
Table No. 4.1.1.3	Analysis of 3rd semester papers of D. El. Ed Curriculum	168
Table No. 4.1.1.4	Analysis of 4th semester papers of D. El. Ed Curriculum	168
Table No. 4.1.1.5	Analysis of internship activities of D. El. Ed, Curriculum	169
Table No. 4.2.1	Availability of Infrastructural Facilities	175-176
Table No. 4.2.2	Availability of Administrative Facilities	178
Table No. 4.2.3	Library Facilities	179
Table No. 4.2.4	Classroom facilities	179-180
Table No. 4.2.5	Human Resource Facilities	181
Table No. 4.3.1	Perception of Teacher Educator and Student Teachers towards	185
	concept of IE and IC	
Table No. 4.3.1.1	Perception of Teacher Educator and Student Teachers towards	187-188
	Benefits of Inclusion in Education	
Table No. 4.3.1.2	Perception of Teacher Educators and Student Teachers	189
	towards facilitating inclusion of students with special needs	
Table No. 4.3.1.3	Perception of Teacher Educator and Student Teacher towards	191
	Better chances of learning of specific disability students in IE	

Table No. 4.3.2	Perception of Teacher Educator and Student Teacher towards	
	Infrastructural Facilities for IE	193
Table No. 4.3.3	Perception of Teacher Educators and Student Teachers	194
	towards classroom management in IC	
Table No. 4.3.4	Perception towards Psychological and behavioural aspects of	196
	students in IE	
Table No. 4.3.4.1	Perception towards Behavioural problems of students in IE	198
Table No. 4.3.5	Perception of Teacher Educators and Student Teachers	200
	towards Curriculum for IE	
Table No. 4.3.5.1	Perception of Teacher Educators and Student Teachers on	202
	Nature of Inclusive curriculum	
Table No. 4.3.5.2	Problems faced by Teacher Educators and Student Teachers	203-204
	in developing lesson plan	
Table No. 4.3.6	Perception of Teacher Educators and Student Teachers on	205
	Pedagogy for IE	
Table No. 4.3.6.1	Perception of Teacher Educators and Student Teachers on	207
	teaching	
	strategies in Inclusive classroom	
Table No. 4.3.6.2	Description of the suitable teaching methods/strategies for	208-209
(a)	various learner groups	
Table No. 4.3.6.2	Description of the suitable teaching methods/strategies for	210-211
(b)	various learner groups	
Table No. 4.3.7	Perception of Teacher Educators and Student Teachers on Co-	212-213
	curricular activities	
Table No. 4.3.8	Perception of Teacher Educators and Student Teachers	214
	towards teachers in IE and Teacher-Training Program	
Table No. 4.3.8.1	Perception of Teacher Educators and Student Teachers	216
	towards type of Incentives for teachers	
Table No. 4.3.9	Perception of Teacher Educators and Student Teachers	217
	towards the Role of Administration in Inclusive Teacher	
	Education	
Table No. 4.4.1	Level of Self-efficacy of Teacher Educators	228
Table No. 4.4.2	't' score of gender differences among teacher-educators	229

Table No. 4.4.3	Dimension-wise comparison of gender scores through t-test among Teacher Educators	230
Table No. 4.4.4	Level of Self-efficacy of Student Teachers	230
Table No. 4.4.5	't' score of gender differences among Student Teachers	231
Table No. 4.4.6	Dimension-wise self-efficacy t-test report of Student Teachers	232
Table No. 4.5.1	Suggestive Framework for Integration of Inclusive Education in Elementary Teacher Education Program	245-249
Table No. 5.1	Suggestive Framework for Integration of Inclusive Education in Elementary Teacher Education Program	266-270

List of Figures

Figure No.	Title of Figures	Page No.
Figure No. 3.1	Research Design of the study	83
Figure No. 3.2	Geographical Location of the selected districts	85
Figure No. 3.3	Sampling Techniques of the Study	86
Figure No. 3.4	Tools used for Data Collection	89
Figure No. 4.1.1	Criteria of Inclusive Education in the D. El. Ed	170
	curriculum	
Figure No. 4.1.2	Themes of Inclusive Education in the D. El. Ed.	172
	curriculum	
Figure No. 4.2.1	Available Infrastructural facilities	176
Figure No. 4.2.2	Available Administrative facilities	178
Figure No. 4.2.3	Library facilities	179
Figure No. 4.2.4	Classroom facilities	180
Figure No. 4.2.5	Human Resource Facilities	182
Figure No. 4.3.1 (a)	Perception of Teacher Educators towards concept of IE	186
	and IC	
Figure No. 4.3.1 (b)	Perception of Student Teachers towards concept of IE	186
	and IC	
Figure No. 4.3.1.1(a)	Perception of Teacher Educators towards benefits of	188
	Inclusion in education	
Figure No. 4.3.1.1(b)	Perception of Student Teachers towards benefits of	188
	Inclusion in education	
Figure No. 4.3.1.2(a)	Perception of Teacher Educators towards facilitating	190
	inclusion of students with special needs	
Figure No. 4.3.1.2	Perception of Student Teachers towards facilitating	190
(b)	Inclusion of students with special needs	
Figure No. 4.3.1.3	Perception of Teacher Educators towards better	192
(a)	chances of learning of specific disability students in IE	
Figure No. 4.3.1.3	Perception of Teacher Educators towards better	192
(b)	chances of learning of specific disability students in IE	
Figure No. 4.3.2	Perception of Teacher Educators and Student Teachers	193

Figure No. 4.3.3 (a) Perception of Teacher Educators towards classroom management in IE Figure No. 4.3.3 (b) Perception of Teacher Educators towards classroom management in IE Figure No. 3.4.4 (a) Perception of Teacher Educators towards Psychological and behavioural aspects of students in IE Figure No. 4.3.4 (b) Perception Student Teachers towards Psychological and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(b) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum Figure No. 4.3.5.1(b) Perception of Student Teachers on nature of Inclusive
Figure No. 4.3.3 (b) Perception of Teacher Educators towards classroom management in IE Figure No. 3.4.4 (a) Perception of Teacher Educators towards Psychological and behavioural aspects of students in IE Figure No. 4.3.4 (b) Perception Student Teachers towards Psychological and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 3.4.4 (a) Perception of Teacher Educators towards Psychological and behavioural aspects of students in IE Figure No. 4.3.4 (b) Perception Student Teachers towards Psychological and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 3.4.4 (a) Perception of Teacher Educators towards Psychological and behavioural aspects of students in IE Figure No. 4.3.4 (b) Perception Student Teachers towards Psychological and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Psychological and behavioural aspects of students in IE Figure No. 4.3.4 (b) Perception Student Teachers towards Psychological and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (a) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 4.3.4 (b) Perception Student Teachers towards Psychological and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (a) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
and behavioural characteristics of students in IE Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 4.3.4.1 Perception of Teacher Educators towards behavioural problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
(a) problems of students in IE Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural (b) problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 4.3.4.1 Perception of Student Teacher towards Behavioural problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
(b) problems of students in IE Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 4.3.5 (a) Perception of Teacher Educators towards Curriculum for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
for IE Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
Figure No. 4.3.5 (b) Perception of Student Teachers towards Curriculum for IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers on nature of Inclusive curriculum
IE Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers 202 on nature of Inclusive curriculum
Figure No. 4.3.5.1(a) Perception of Teacher Educators and Student Teachers 202 on nature of Inclusive curriculum
on nature of Inclusive curriculum
Figure No. 4.3.5.1(b) Perception of Student Teachers on nature of Inclusive 203
' I
curriculum
Figure No. 4.3.6 (a) Perception of Teacher Educators on Pedagogy of 205
Inclusive Education
Figure No. 4.3.6 (b) Perception of Student Teachers on Pedagogy of 206
Inclusive Education
Figure No. 4.3.6.1(a) Perception of Teacher Educators on teaching strategies 207
in Inclusive classroom
Figure No. 4.3.6.1(b) Perception of Student Teachers on teaching strategies 208
in Inclusive classroom
Figure No. 4.3.7 (a) Perception of Teacher Educators on co-curricular 213
activities
Figure No. 4.3.7 (b) Perception of Student Teachers on co-curricular 213
activities

Figure No. 4.3.8 (a)	Perception of Teacher Educators towards teachers in IE	215
	and teacher-training program	
Figure No. 4.3.8 (b)	Perception of Student Teachers towards teachers in IE	215
	and teacher-training program	
Figure No. 4.3.9	Perception of Teacher Educators and Student Teachers	217
	towards Role of Administration in IE	
Figure No. 4.4.1	Level of Self-efficacy of Teacher Educators	229
Figure No. 4.4.2	Level of Self-efficacy of Student Teachers	231
Figure No. 4.5.1:	Framework for Integration of Inclusive Education in	236
	Elementary Teacher Education Program	

List of Images

Image No.	Title of the Image	Page No.
Image No. 4.2.1	Inaccessible Resource Room	177
Image No. 4.2.2	Inaccessible buildings	177
Image No. 4.2.3	Showing arrangements and comfortability of the	181
	furniture for Inclusive classroom	
Image No. 4.2.4	Showing arrangements and comfortability of the	181
	furniture for Inclusive classroom	

Abbreviation

1. ADHD	Attention deficit Hyperactive Disorder
2. ANOVA	Analysis of Variance
3. B. Ed.	Bachelor of Education
4. B.P.Ed.	Bachelor of Physical Education
5. CAI	Computer Assisted Instruction
6. CMMR	Children with Mild Mental Retardation
7. CR	Covertly Related
8. CWD	Children with Disability
9. CWSN	Children with Special Needs
10. D.El.Ed	Diploma in Elementary Education
11. DEGSN	Department of Education of Groups with Special Needs
12. DIET	District Institute of Education and Training
13. DPEP	District Primary Education Program
14. EHA	Education for All Handicapped Children Act
15. GOI	Government of India
16. IC	Inclusive Classroom
17. ICT	Information and Communication Technology
18. IE	Inclusive Education
19. IEDC	Integrated Education for the Disabled Children
20. IEP	Individualised Education Plan
21. LD	Learning difficulty
22. LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or questioning
23. MHRD	Ministry of Human Resource Development
24. NCERT	National Council of Educational Research and Training
25. NCF	National Curriculum Framework
26. NCFTE	National Curriculum Framework for Teacher Education
27. NCTE	National Council for Teacher Education
28. NEP	National Education Policy
29. NKC	National Knowledge Commission
30. NR	Not Related

31. OR	Overtly Related
32. PWD	Persons' with Disability
33. RCI	Rehabilitation Council of India
34. RPWD	Rights of Persons with Disability
35. RTE	Right to Education
36. SC	Schedule caste
37. SCERT	State Council of Educational, Research and Training
38. SDGs	Sustainable Development Goals
39. SEDGs	Socio-Economically Disadvantaged Groups
40. SSA	Sarva Shiksha Abhiyaan
41. ST	Schedule Tribe
42. TEIP	Teacher Efficacy for Inclusive Practice
43. TEIs	Teacher Education Institutions
44. TLM	Teaching Learning Material
45. UDL	Universal Design of Learning
46. UK	United Kingdom
47. UN	United Nations
48. UNCRPD	United Nations Convention on the Rights of Persons with
Disabilities	
49. UNESCO	United Nations Educational, Scientific and Cultural
Organization	
50. UNICEF	United Nations International Children's Emergency Fund