



The Practice of Inclusive Education in the Government Schools of Batticaloa District

Kanapathippillai Ketheeswaran

ABSTRACT

This study aims to investigate the extent to which the regular classroom practices have been transformed into Inclusive Education (IE) practices and the progress made for enhancing IE practices in the government schools of Batticaloa district. The research design was multiple case studies, and the approach was qualitative. Five government schools in the Batticaloa district that practice IE were selected using a convenience sampling method. Five Assistant Directors of Special Education/In-Service Advisors Special Education (ADs/ISAs SE), five principals, five class teachers, 10 subject teachers, and five parents of students with Special Educational Needs (SENs) were selected as participants purposively. The interview schedules were administered to gather data from ADs/ISAs SE, principals, class teachers, and parents of students with SENs. The focus group discussion schedule was utilized to collect data from subject teachers of inclusive classrooms. The observation schedule was utilized to collect data from selected schools. Narrative analyses were used to analyze data by coding, categorizing, and theming. Findings revealed that the positive perception on the provisions of information, student interactions, competencies of principals and teachers, links with health services and parents, teaching strategies, curriculum, assessment, and student achievements in IE practices. Also, the practices of collaboration with stakeholders, peer interaction and teacher-student interaction, competencies of principals, and teachers, teaching strategies, curriculum adaptation, assessment, and students' achievements are enhancing IE practices. The absence of a school-level policy for IE practices, safe and accessible physical features, implementation of Individualized Educational Plans, and links for funding and resources hinder the IE practices of these schools. These gaps created negative perceptions towards IE practice among stakeholders. School level IE policies should be developed to facilitate IE practices, improve the physical features of schools for easy accessibility for children with SENs, and improve the links for funding and resources in IE practices in government schools of Batticaloa district were recommended based on the findings.

Key Words: Inclusive Education; Special Educational Needs; Regular Classroom; Individualized Educational Plans; Inclusive Education.

Supervisor:

Dr. (Mrs) Jeyaluxmy Rasaranyagam


Signature

30/08/2021
Date

Co-supervisor:

Dr (Mrs) K. A. C. Alwis



Signature

23.08.2021
Date