

Need Assessment for Instructional Materials for Successful Implementation of Inclusive Education



Sumeeta Zia Rana

ID# 111288003

DEPARTMENT OF EDUCATION
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES
University of Management and Technology
Lahore

2015

**Need Assessment for Instructional Materials for
Successful Implementation of Inclusive Education**



Sumeeta Zia Rana

ID# 111288003

**A thesis submitted in partial fulfillment of the requirements for the
Degree of M. Phil in Education
in the
Department of Education**

School of Social Sciences and Humanities

University of Management and Technology

Lahore

Certificate of Approval

The thesis titled **“Need Assessment for Instructional Materials for Successful Implementation of Inclusive Education”** has been accepted by the Faculty of Department of Education, School of Social Sciences & Humanities, University of Management and Technology, Lahore in partial fulfillment of the requirements for degree of M.Phil in Education.

Supervisor

External Examiner

Director, Graduate Studies SSSH

Chairperson

Department of Education

Dean, SSS&H

Date: _____

TABLE OF CONTENTS

CHAPTER

TOPIC

PAGE

CHAPTER I	INTRODUCTION	1-14
	Objectives of the Study	11
	Questions of the Study	12
	Significance of the Study	12
	Procedure of the Study	13
	Data Collection	13
	Data Analysis	14
	Limitation of the Study	14
	Delimitation of the Study	14
CHAPTER II	REVIEW OF THE RELATED LITERATURE	16-48
	Introduction	16
	Special Education	16
	History of Inclusive Education	19
	Definition of Inclusive Education	21
	Report of the Commission on National Education	23
	Benefits of Inclusive Education	24
	All Children are same	25

Children learn differently	26
Inclusion is important for every child	26
Instructional Materials used for Inclusive Education	27
Teaching Practices and instructional materials in Inclusion	30
Tips for Planning	30
Enhancing Inclusive Education	32
Barricades to inclusive education	33
Modification in curriculum and instructional materials	36
Students and instructional materials	39
Elements affect behavior of educators toward inclusion	44
Current Issues according to special children	47

CHAPTER III METHODOLOGY 50-59

Design of the Study	50
Conceptual Framework	51
Methodology	53
Methods	54
Instruments	54
Sample	55

Interviewees	56
Obtaining permission	56
Conduct of Interviews	57
Procedure of the Study	57
Data Analysis	58
Limitation of the Study	58
Delimitation of the Study	58
Hypothetical Framework	59

CHAPTER VI DATA ANALYSIS 61-69

**CHAPTER VI SUMMARY FINDINGS CONCLUSION AND RECOMMENDATIONS
71-78**

References

Appendix

ACKNOWLEDGEMENTS

Thanks to ALLAH, the Almighty, who is our guide in times of darkness and our aid in times of distress. He gave me the potential and ability to complete my work.

All respects are for the Holy Prophet Muhammad (S.A.W), the greatest human educator, to whom we love more than anything in the world.

I am highly grateful to Professor Dr. Abdul Hameed, Dean of SSSH, UMT for his precious guidance, keen interest, motivation, supervision, sincere involvement, valuable suggestions and kind help.

Last but not least, I am grateful to my Father Zia-ul-Haq Rana and my Mother Azra Zia Rana, for providing me with support to keep myself organized and work on schedule everyday in every way, whenever I needed their help.

Abstract

This study was conducted to examine the need assessment for the instructional materials for the successful implementation of inclusive education. The study therefore selected fifteen schools of Punjab Province in Pakistan, striving for the implementation of inclusive education. The participants selected for

interviews were the directors and teachers of the inclusive schools. The schools which were used for data collection are doing great work for inclusive education. These schools allowed children without discrimination into their schools for getting education according to their level. The selected schools are prominent for implementing Inclusive education and have done a kind of adaptation in their school's policies and plans in order to include all the children. The nature of study followed qualitative method of research. In this study, the researcher selected the methodology, predominantly on the basis of research objectives and questions and the study was carried out using a qualitative methodologies conforming to Semi structured interviews and Checklist. The standards for testing the practices of inclusive education were based on the variables like accessibility of all pupils to school, atmosphere, students, background of teachers and their education, curricular and learning activities, learning and teaching interaction, learning results, societal support, management and major problems and restraints faced by the schools that are practicing inclusive education. In this study, all the interviews have done by the researcher himself as the study requires deep and thorough discussion with the semi structured interview. After collection of data it was analyzed manually. The findings showed that no serious effort is done till now. The current system of inclusive education is seen in few of the ordinary schools. The infrastructure of the school has not made according to the needs of the children with special needs. The schools need funds and resources in order to make the school feasible for the children with special needs and there is a strong need of teachers training for the betterment of children with special needs. It is recommended to develop a linkage among special, ordinary and inclusive schools for the better practices. The school must start training courses for the teachers, so that the students show better results in inclusive education. The schools must change their infrastructure and curricular activities for the successful implementation of inclusive education.

