



RESEARCH ARTICLE

EXPLORING STAKEHOLDERS' ATTITUDE AND PERCEPTIONS TOWARDS INCLUSIVE EDUCATION IN DARJEELING DISTRICT OF WEST BENGAL, INDIA

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ABSTRACT

The present study was conducted to assess teachers' attitude and principals' perception towards inclusive education. Principal's present opinion towards inclusion of students with special needs in regular education classrooms could aid in the development of remedies and supporting procedures adopted to improve the inclusion programmes' outcomes. A sample of 200 secondary teachers and 10 principals were taken randomly from secondary schools of Darjeeling. Simple and stratified random sampling techniques were adopted. Teachers' attitude scale towards inclusive education (TASTIE) standardised by Dr. Vishal Sood and Arti Anand were used to collect data from teachers. Cronbach's Alpha reliability was found to be 0.726. The Splits-Half gives a result of .638 (p-value $0.00 < 0.01$) positive correlations at 0.01 level and co-efficient reliability of the whole scale was found to be .771, reliable to the context of Darjeeling (West Bengal). In-depth interview was chosen to gather perception of principals. No significant difference was found among secondary school teachers regarding their gender, management, and ages. Significant association was observed between attitude and gender, attitude and management and attitude and age group of secondary school teachers. Darjeeling's education authorities should focus on professional development programs that emphasise effective inclusive strategies, directly impacting classroom practices and student outcomes.

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INTRODUCTION

Inclusive education, a transformative approach in contemporary pedagogy, involves collaboration among students, parents, educators, and other stakeholders to ensure students of all abilities thrive together. It integrates all students into mainstream education to receive high-quality instruction, interventions, and supports that enable them to succeed in the core curriculum. Despite facing challenges due to varying interpretations and contexts, inclusive education promotes diversity, empathy, acceptance, and the overall development of all students (Jardinez, 2024; Makoelle, 2014). Special Education Needs aims to provide academic, vocational, and social inclusion for students with special needs. The concept of inclusive education was promoted through two significant conferences: the 1990 Jomtien Conference introduced "education for all," and the 1994 Salamanca Statement emphasized building schools with an inclusive focus to enhance educational efficacy and cost-effectiveness (Holmberg & Jeyaprabhan, 2016). While global policies like the CRPD and India's RTE promote inclusive education, their implementation in Darjeeling faces unique challenges. The region's mountainous terrain and limited infrastructure, such as inadequate roads and transport, restrict access to education for

students with disabilities. Only 57 out of 727 schools surveyed in West Bengal had organized transport, and 199 had wheelchair-accessible toilets (Government of West Bengal, 2021). Furthermore, the lack of trained teachers is evident, with only 80 schools reporting at least one teacher trained to support children with special needs, while 634 schools lacked such trained personnel. Cultural biases and limited awareness further complicate inclusive education efforts, highlighting the need for focused teacher training and community engagement (Government of West Bengal, 2021). Darjeeling, known for its landscapes and tea plantations, faces specific challenges in implementing inclusive education, influenced by geographical barriers, limited resources, socio-economic factors, and cultural attitudes. The region's hilly terrain makes it difficult for many children, particularly those with disabilities, to access educational institutions, and this problem is compounded by limited transport facilities and inadequate school infrastructure (Government of West Bengal, 2021). Additionally, there is evidence of cultural attitudes in some areas that contribute to exclusionary practices, where a lack of awareness about disabilities affects the integration of students with special needs

into mainstream education. These challenges directly impact the goals of the National Education Policy, 2020 (NEP, 2020), which seeks to ensure equitable access to quality education, including barrier-free environments, by 2030 (Government of West Bengal, 2021; Rangarajan *et al.*, 2023). This study focuses on the attitudes of secondary school teachers and principals in Darjeeling towards inclusive education. The objectives include evaluating the attitudes of teachers, differences in attitudes based on gender, school type, and age, and the opinions of principals towards inclusive education. The hypotheses test for significant differences and associations in attitudes based on these factors.

Research has shown varying attitudes towards inclusive education. Dey and Bika (2023) revealed moderate to above-average attitude of teachers towards inclusive education. Furthermore, no significant difference was found in the attitudes of teachers toward inclusive education with regard to their gender. Mahajan (2022) revealed moderate level of teachers' attitude and no differentiation among teachers pertaining to their gender. Singh and Bhullar (2022) found that teachers in Punjab District have less receptive attitudes compared to other Districts. Jorge *et al.* (2021) noted a lack of positive attitudes among teachers. Kanapathippilai (2021) conducted a qualitative study on the implementation of inclusive education in Government schools. Narrative analysis revealed that participants have a positive impression of inclusive education. Teamwork with stakeholders, peer and student-teacher engagement, principal and teacher competencies, teaching methodologies, evaluation, curriculum, and student achievement were all explored as ways to improve inclusive education practices.

Nwosu *et al.*, (2021) revealed that, the socio-demographic features of teachers are open to the inclusion of special pupils in mainstream classrooms. The study also studied that psychological distresses do not affect the desire of teachers for integration of special students in mainstream classroom. Geleta (2019) highlighted supportive attitudes but low implementation due to resource constraints. Saloviita (2020) accessed the attitudes and opinions of teachers and principals toward the possibility of inclusion. Differentiation between the categories of teachers was also found. With the exception of special education teachers, the respondent's position was likely to be negatively influenced.. Polyzopoulou and Tsakiridou (2019) participants hold the belief that the school should provide supportive services and implement a comprehensive training program that focuses on theoretical foundations and successful inclusive practices. Simsek and Kilcan (2019) revealed that teachers have a common idea about inclusive education. As per the opinion of teachers, inclusive education is essential. Mishra *et al.*, (2018) found that most teachers lacked training in inclusive education, though they were generally supportive. Paramanik and Barman (2018) reported moderate attitudes among teachers in West Bengal, with no significant differences based on gender or experience. Nguluma *et al.*, (2017) identified factors influencing school administrators' attitudes, including special education training and experience. Kumar (2016) found differences in attitudes based on teaching level, gender, and experience, with female teachers being more optimistic. Newton *et al.* (2014) identified key attitudinal elements such as insufficient resources and training. Unianu (2011) revealed a significant difference in the attitude of teachers towards inclusive education concerning their ages.

Teachers struggled to distinguish between inclusive and integrated education was also found.

Objectives

- To find out the status of attitudes of secondary school teachers towards inclusive education.
- To find out the significant difference in the mean scores of attitudes towards inclusive education between male and female teachers at secondary level.
- To find out the significant difference in the mean scores of attitudes towards inclusive education between teachers working in government aided and government secondary schools.
- To find out the significant difference in the mean scores of secondary teachers' attitudes towards inclusive education with regards to their ages (20 to 35 and 36 and above).
- To find out the significant association between gender and levels of attitude of secondary school teachers.
- To find out the significant association between type of school management and levels of attitude of teachers at secondary level.
- To find out the significant association between teachers' age and their levels of attitude towards inclusive education.
- To study the opinion of principals/head of the institutions of secondary schools of Darjeeling towards inclusive education.

Hypotheses

H₀₁: There is no significant difference in the means cores of attitudes towards inclusive education between male and female teachers at secondary level.

Rationale: Mixed findings in studies necessitate investigating gender's role in shaping attitudes towards inclusive education in Darjeeling (Newton *et al.*, 2014; Kumar, 2016).

H₀₂: There is no significant difference in the mean scores of attitudes towards inclusive education between teachers working in government aided and government secondary schools.

Rationale: Inconsistent research findings call for exploring how school management type affects attitudes toward inclusive education in Darjeeling (Geleta, 2019).

H₀₃: There is no significant difference in the mean scores of teachers' attitudes towards inclusive education with regard to their ages.

Rationale: Conflicting results in previous studies on age-related differences in attitudes towards inclusive education warrant investigation in Darjeeling (Mishra *et al.*, 2018; Nguluma *et al.*, 2017).

H₀₄: There is no significant association between gender and levels of attitude of secondary school teachers

Rationale: Examining the relationship between gender and levels of attitude towards inclusive education can clarify support degrees among teachers (Singh & Bhullar, 2022; Kumar, 2016).

H₀5: There is no significant association between type of school management and levels of attitude of teachers at secondary level.

Rationale: Understanding how school management influences attitudes towards inclusive education requires investigating associations beyond mean scores (Geleta, 2019).

H₀6: There is no significant association between teachers' age and their levels of attitude towards inclusive education.

Rationale: Investigating age-related differences in levels of attitude towards inclusive education can provide insights for targeted interventions and training (Mishra *et al.*, 2018).

Research Questions

1. What is the status of teachers' attitude towards inclusive education?
2. What are the opinion and perception of head of the institution of Darjeeling District towards inclusive education?

METHODOLOGY

Study Design: The present study employed a mixed methods approach to explore the attitudes and perceptions of secondary school teachers and principals, respectively towards inclusive education in Darjeeling, West Bengal. The mixed-methods design was chosen for a comprehensive analysis, combining quantitative data from surveys with qualitative insights from interviews, thus providing a deeper understanding of the stakeholders' perspectives. This combination of methods enhances understanding by using quantitative data to identify trends and qualitative insights to explore the context and reasons behind them, providing a fuller picture of attitudes and challenges in the local context (Creswell & Plano Clark, 2018).

SAMPLING METHODOLOGY

The population for this study comprised secondary school teachers and principals within the Darjeeling district. A total of 210 participants were selected using a stratified random sampling technique. This method was chosen to ensure a representative sample across different types of management (government and government-aided schools) and varied demographic characteristics (age and gender). Schools were first stratified based on their management type, and within each stratum, teachers and principals were randomly selected. The sample size was calculated to achieve a 95% confidence level and a 5% margin of error in the quantitative analyses. The sampling criteria involved stratifying schools by management type and further by demographic factors such as age and gender to ensure diversity. Within each stratum, participants were randomly selected to capture varied perspectives, and the sample size was chosen to balance statistical power with the study's practical constraints.

Data Collection Tools

Quantitative Data: The "Teacher Attitude Scale towards Inclusive Education" (TASTIE), developed by Vishal Sood and Arti Anand, was utilized to measure teachers' attitudes towards inclusive education. This scale was revalidated for the local context with a pilot study involving 30 teachers, resulting in minor modifications to enhance clarity and relevance. The reliability of the revalidated scale was assessed, yielding a Cronbach's Alpha of 0.726, indicating acceptable internal consistency.

Qualitative Data: Semi-structured interviews were conducted with principals to gather in-depth perspectives on the implementation and challenges of inclusive education. The interview guide was developed based on literature reviews and expert consultations, focusing on themes such as perceived benefits, barriers, and necessary resources for inclusive education. Each interview lasted approximately 45 minutes and was audio-recorded with participants' consent.

Data Analysis

Quantitative Analysis: Descriptive statistics (mean, standard deviation) and inferential statistics (independent sample t-tests and Chi-square tests) were used to analyse the survey data. These analyses helped identify any significant differences in attitudes based on demographic variables and school management types. Statistical analyses were performed using SPSS version 26.

Qualitative Analysis: Audio recordings from the interviews were transcribed verbatim. Content analysis was conducted to categorise data into recurrent themes. Two researchers independently coded the data to ensure reliability, achieving an inter-coder agreement of 85%. Discrepancies were resolved through discussion until consensus was reached.

Ethical Considerations: The study was conducted in accordance with ethical standards of the institutional research committee and with the 1964 Helsinki declaration and its later amendments. Informed consent was obtained from all individual participants involved in the study. Confidentiality and anonymity of the respondents were maintained, with data securely stored and accessible only to the research team.

RESULTS

Overview of Findings: The analysis of the data from 200 secondary school teachers in Darjeeling district revealed insightful trends in attitudes towards inclusive education. The data were subjected to rigorous quantitative and qualitative analyses to ensure a multifaceted understanding of the underlying attitudes and perceptions. The demographic breakdown of the participants is shown in Table No-1. Of the 200 participants, 107 (53.5%) were female, and 93 (46.5%) were male. The management type of the schools was nearly evenly split with 112 (56%) teachers from government-aided schools and 88 (44%) from government schools. Age was also diversely represented, with 101 teachers (50.5%) aged between 20-35 years and 99 (49.5%) aged 36 years and above. This demographic distribution ensured a broad representation of views within the community. The distribution of attitudes towards inclusive education is detailed in Table No-2. The

findings indicate that a significant majority of teachers hold positive attitudes towards inclusive education, with 5% of teachers having an 'Extremely Favourable' attitude, 26.5% 'Most Favourable', and 52.5% 'Above Average'. However, 18.5% of teachers displayed only a 'Moderate' attitude, and a small fraction (2%) exhibited 'Below Average' attitudes towards inclusive education. Notably, there were no teachers with 'Most Unfavourable' or 'Extremely Unfavourable' attitudes, highlighting a general positive disposition towards inclusive practices in Darjeeling district schools.

$\chi^2(6, N = 200) = 33.696, p < .05$; Management: $\chi^2(6, N = 200) = 34.326, p < .05$; Age Group: $\chi^2(6, N = 200) = 27.877, p < .05$. These findings suggest that while overall attitudes are generally positive, the intensity of these attitudes varies significantly across different demographic groups, highlighting the nuanced nature of teacher perceptions towards inclusive education.

Synthesis of Quantitative and Qualitative Findings: The qualitative analysis through interviews complemented the

Table 1. Demographic Profile of Research Participants

Sl. No.	Demographic Variables	Categories	f	Percentage	Total
1	Gender	Female	107	53.5%	200 Participants
		Male	93	46.5%	
2	Management	Government Aided	112	56%	
		Government	88	44%	
3	Age Group	20-35	101	50.5%	
		36 and above	99	49.5%	

Table 2. Status/levels of Attitude of Secondary School Teachers towards Inclusive Education

Sl. No.	Levels of Attitude	f	Percentage
1	Extremely Favourable	1	5%
2	Most Favourable	53	26.5%
3	Above Average	105	52.5%
4	Moderate Attitude	37	18.5%
5	Below Average	4	2.0%
6	Most Unfavourable	0	0
7	Extremely Unfavourable	0	0
Total		200	100%

Table 3. Means, SD, Independent Sample t-test and Standard Error Mean of Secondary School Teachers with regards to their Gender, Management and Age Group

Demographic variables	Categories	N	Mean	S.D.	SEM	t-value	Decision
1.	Gender	Female	107	110.82	8.51	.82	.328@ (p=0.357)
		Male	93	109.76	7.58	.78	
2.	Management	Govt. Aided	112	111.29	8.11	.76	.750@ (p=0.057)
		Government	88	109.10	7.93	.84	
3.	Age-Group	20-35	101	109.60	8.29	.82	.686@ P=0.201
		Above 36	99	111.07	7.85	.78	

NS: Not Significant

Table 4. Result pertaining association between levels of Attitude and Categories of undertaken Variables (Gender, management, and ages)

Demographic Variables	Categories	Levels of Attitude							Chi Square
		1	2	3	4	5	6	7	
Gender	Female	1(0.9%)	33(30.8%)	53(49.5%)	17(15.9%)	3(2.8%)	0	0	33.696* (p<0.05)
	Male	0	20(21.5%)	52(55.9)	20(21.5%)	2(1%)	0	0	
Management	Aided	0	35(31.3%)	58(51.8%)	17(15.2%)	2(1.8%)	0	0	34.326* (p<0.05)
	Govt	1(1.1%)	18(20.5%)	47(53.4%)	20(22.7%)	2(2.3%)	0	0	
Age Group	20-35	0	23(22.8%)	55(54.5%)	20(19.8%)	3(3.0%)	0	0	27.877* (p<0.05)
	36 and above	1(1.0%)	30(30.3%)	50(50.5%)	17(17.2%)	1(1.0%)	0	0	

1= Extremely Favourable, 2= Most Favourable, 3= Above Average Favourable, 4= Moderate Attitude, 5= Below Average Unfavourable, 6= Most Unfavourable, 7= Extremely Unfavorable.

Statistical tests explored the relationship between teachers' attitudes and their demographic characteristics (Table No-3). Independent samples t-tests indicated no significant differences in attitudes based on gender ($t(198) = 0.328, p = .357$), management ($t(198) = 0.750, p = .057$), or age group ($t(198) = 0.686, p = .201$). These findings suggest that demographic factors such as gender, the management type of the school, and age do not significantly influence attitudes towards inclusive education, implying a uniformly positive outlook across different demographic segments. Chi-square tests were used to examine the association between different levels of attitude and the categories of gender, management, and age group (Table No-4). The results showed significant associations (Gender:

quantitative findings, revealing that while teachers are generally supportive of inclusive education, challenges such as resource allocation, training, and infrastructural support impact the implementation of inclusive practices. Principals noted that more systematic support from education authorities could enhance the effectiveness of these initiatives.

DISCUSSION

Discussion on Inclusive Education in Darjeeling: An In-depth Analysis: The study conducted analysis of 210 stakeholders (teachers and principals) with a mixed-methods approach to explore their attitudes and perception towards inclusive education.

Overview of Teacher Attitudes towards Inclusive Education:

This study reveals that a significant majority of secondary school teachers in Darjeeling hold positive attitudes toward inclusive education, consistent with findings by Mishra *et al.* (2018) and Paramanik and Barman (2018). Quantitatively, 84% of teachers displayed 'Above Average' to 'Extremely Favourable' attitudes, with substantial percentages expressing 'Most Favourable' and 'Extremely Favourable' viewpoints. These statistics demonstrate strong foundational support within the teacher community for inclusive practices, suggesting an established readiness to implement such educational models effectively.

Detailed Analysis of Specific Attitudinal Levels: Delving deeper into the specific levels of attitudes, it becomes evident that while a majority of teachers hold generally positive views toward inclusive education, the relatively smaller percentage of those with 'Extremely Favourable' attitudes could indicate potential areas for intensifying advocacy and training. Research shows that teachers' attitudes are influenced by factors such as the level of training they receive and the perceived availability of resources. Teachers with limited professional training or inadequate resources may exhibit less favorable attitudes, reflecting concerns about the practical challenges of implementing inclusive practices (De Boer *et al.*, 2011; Desombre *et al.*, 2019). The presence of teachers with only 'Above Average' attitudes suggests a baseline approval of inclusive education but may also reflect a lack of deep-seated enthusiasm or comprehensive understanding necessary for optimal implementation (Sharma & Sokal, 2016).

Implications of Non-Significant Demographic Differences:

The finding that there are no significant differences in attitudes toward inclusive education across gender, management type, and age group is significant as it reflects a universal acceptance of inclusive education among teachers, regardless of demographic backgrounds. This uniformity is important because it suggests that inclusive education policies and initiatives may not require demographic-specific adaptations, allowing for the development of standardized approaches. Such consistency across demographics aligns with studies by Paramanik and Barman (2018) and Mishra *et al.* (2018), which found similar uniform attitudes across different demographic groups. These results contrast with findings from Kumar (2016) and Nguluma *et al.* (2017), where demographic factors like gender and experience significantly impacted attitudes. The lack of demographic disparities in this context could streamline policy adoption, simplify training programs, and facilitate the broad implementation of inclusive practices.

Addressing Non-Findings and Their Broader Implications:

The lack of significant differences, or non-findings, highlights a communal consensus on the benefits of inclusive education, irrespective of demographic distinctions. This indicates a strong professional ethos among educators in Darjeeling, driven by a collective understanding of inclusive education's advantages. However, despite the prevalent positive attitudes, the practical implementation of inclusive education faces significant challenges, as identified in the qualitative insights from school principals. Issues such as delays in curriculum delivery and potential neglect of non-special needs students point to gaps between theoretical support and practical application, necessitating robust solutions to bridge this divide.

Integration of Qualitative Insights: Qualitative data from school principals reveal several operational challenges in implementing inclusive education. Principals reported that integrating students with special needs into standard classrooms often disrupted the flow of the curriculum, especially when teachers were not adequately trained or supported. They also highlighted the additional workload on teachers, who felt overwhelmed by balancing the standard curriculum with the diverse needs of all students. Furthermore, principals mentioned societal barriers, such as parental concerns over potential bullying, which complicate efforts to foster inclusive environments. These insights underscore the complexity of implementing inclusive policies, pointing to challenges that extend beyond what is captured by quantitative data alone.

Bridging Theoretical Support with Practical Application:

The qualitative findings suggest critical areas for intervention:

Enhanced Teacher Training: Specifically tailored training programs are essential to equip teachers with the skills needed for effective inclusive education.

Infrastructure Improvements: Upgrading school facilities to better accommodate diverse student needs, ensuring that all students can benefit from educational opportunities.

Community Engagement: Increased involvement of parents and community stakeholders is crucial to foster a supportive environment for inclusive practices.

Comparative Analysis with Existing Literature

Comparative Analysis with Global Trends and Literature on Inclusive Education:

Darjeeling's inclusive education efforts align with global trends, such as the push for inclusive policies and the use of digital tools to create adaptive learning environments. However, the findings from this study reveal unique local challenges not fully captured by global trends. For example, while global literature emphasizes the need for clearer policy frameworks (Lakkala & Óskarsdóttir, 2021), this study shows that Darjeeling faces additional barriers related to its geographical landscape, limited infrastructure, and socio-cultural factors. Unlike the global focus on technological solutions (Mansur *et al.*, 2023), Darjeeling's response has centered more on addressing basic infrastructural needs and increasing community awareness to counter local resistance and misconceptions about inclusive education. These adaptations highlight that while Darjeeling shares common goals with global trends, it requires context-specific strategies to implement inclusive education effectively.

International and Local Policy Dynamics: This study highlights tensions between international inclusive education policies and local implementation in Darjeeling. While international frameworks like the UN's CRPD promote universal practices, local challenges such as inadequate infrastructure, limited teacher training, and socio-cultural resistance impede their effectiveness. For example, Kumar and Singh (2022) note that many Indian schools lack trained staff and infrastructure for inclusion. This gap suggests international policies do not fully consider Darjeeling's unique needs. To bridge these gaps, context-specific strategies such as tailored training programs, improved infrastructure, and community engagement initiatives are needed (Honkasilta, 2024 - Education Sciences).

Practical Challenges and Local Adaptations: The OECD report highlights the importance of localized solutions for addressing unique educational challenges (OECD Education Today, 2020). In Darjeeling, the study identified barriers such as inadequate infrastructure, limited resources, and insufficient teacher training, which affect the implementation of inclusive education. These challenges suggest the need for localized adaptations, such as improving infrastructure and providing targeted training programs, to better align international inclusive education policies with Darjeeling's specific context and needs.

Long-Term Strategies and Future Research in Inclusive Education in Darjeeling: The study highlights the need for long-term strategies to support inclusive education in Darjeeling, addressing challenges such as inadequate infrastructure and limited resources. Findings indicate a lack of sufficient support from educational authorities, which affects the effective implementation of inclusive practices. To bridge these gaps, continuous investment in infrastructure and resource allocation is crucial to ensuring sustainable progress in inclusive education tailored to Darjeeling's specific needs.

Longitudinal Research on Inclusive Education: Longitudinal studies are crucial for understanding the long-term impact of inclusive practices on student outcomes and social integration. In Darjeeling, the study identified gaps in teacher training and infrastructure that hinder effective inclusive education. Similar to the findings of Sharma and Sokal (2016), which highlighted the positive effects of targeted training on inclusive practices over time, longitudinal research in Darjeeling could monitor how such training and infrastructure improvements impact student engagement and integration. This approach would provide a data-driven basis to refine strategies, ensuring they remain effective and responsive to Darjeeling's unique needs.

Policy Evolution in Inclusive Education: This study's findings can inform ongoing policy evolution in Darjeeling by identifying specific areas for refinement. For instance, the lack of adequate teacher training and limited resources highlighted in the study suggests a need for policies prioritizing continuous professional development and resource allocation for inclusive education (Kumar & Singh, 2022). Additionally, gaps in community engagement indicate the potential for policies that foster greater collaboration between schools, parents, and local stakeholders (Lakkala & Óskarsdóttir, 2021). By focusing on these areas, Darjeeling can align its educational policies with actual needs, ensuring adjustments are evidence-based and context-specific (Mansur *et al.*, 2023).

Linking Research with Practical Implementation: The findings from this study provide specific insights that can inform practical implementation strategies in Darjeeling. For example, the lack of specialized training among teachers suggests the need for professional development programs focusing on equipping educators with skills for diverse classroom needs (Sharma & Sokal, 2016). Additionally, gaps in infrastructure, such as the absence of accessible facilities, highlight the need for targeted investment in physical resources (Kumar & Singh, 2022). By addressing these areas, Darjeeling's education authorities can foster a more inclusive environment, enhancing student engagement and outcomes (Lakkala & Óskarsdóttir, 2021).

FUTURE RESEARCH DIRECTIONS

- **Impact of Technological Integration:** Assess how digital advancements support personalized learning in inclusive settings and their practical implementation in classrooms (Social Sciences, 2023).
- **Comparative Studies:** Compare inclusive education outcomes in Darjeeling with other regions to identify effective practices and improvement areas influenced by local factors.
- **Community and Parental Engagement:** Explore how involving community and parents can improve inclusive education, addressing concerns and enhancing the educational environment.

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