

# Research Title- ‘Management Strategies for Inclusive Early Childhood Education Programs’

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## ABSTRACT

*It is of the utmost importance that inclusive schools pay great attention to the cognitive abilities that are developing in children during their early childhood years. This is a vital developmental stage and the golden time of children's lives. The primary objective of this research is to investigate the impact that inclusive education management has on the intelligence levels of children living in the Uttar Pradesh, state of India regions. This research employs both a qualitative method and a case study approach to data collection and analysis. Among the methods that are utilised in the process of data collection are interviews, observations made in the field, and written documentation. The study of the data was carried out in a cyclical fashion, beginning with the display power and culminating with the conclusion. After then, the data reduction took place. The inclusive teaching practices at both schools were demonstrated to be thorough and well-planned for the purpose of fostering the cognitive growth of the children. The process began with identifying the requirements for inclusive education, followed by the development of the curriculum, the implementation of the curriculum in order to facilitate the growth of students' cognitive abilities, and finally, the evaluation of the curriculum. The findings of this study underscore the need of fostering equal rights in schools so that all children may connect with one another, learn from one another, and play together in an atmosphere that is free from discrimination. In addition to this, it indicates methods in which education might be made more accessible and inclusive.*

**Key words:** Early childhood, development, education, Adaptation

## INTRODUCTION

The term "early childhood education" refers to a sequence of activities that are structured and systematic, and it is intended to provide guidance to children from birth (age 0) to the age of six. There is a distinction between those that children not have and those that adults do not have. Because of their inexhaustible vigour, eagerness, curiosity, and passion for everything they come into contact with, it gives the impression that they are always gaining new knowledge and broadening their perspectives. One of the aspects that has to be ready at this time is the character, particularly in light of the difficulties that the 21st century presents. Because each and every kid is taken into consideration in an inclusive classroom, each and every student has the same opportunity to learn. This is accomplished without favouritism towards any particular group or person based on factors such as gender, intellect, physical or psychological characteristics, or IQ. Within the context of inclusive education, the goal is to remove prejudicial views towards educational institutions that do not accept children with special needs. This is done with the intention of humanising these institutions. When it comes to this topic, the term "inclusive education" refers to a method of instruction that includes children who are growing normally alongside those who have special requirements. Because of the location of the school, there is opportunity for individuals to use their creativity in order to fulfil the requirements of kids who have unique needs. The term "inclusive education" refers to a kind of instruction that makes an effort to close the gap that exists in the classroom between children who are developing ordinarily and those who have special need. From a theoretical and paradigmatic point of view, inclusive education is described as the practice of accepting all students without favouritism, avoiding negative categorizations, and including associated parties in its day-to-day operations.

The study is based on the principle of inclusionary education, which maintains that all children, regardless of their differences, should have the opportunity to receive an education of the highest possible quality in the classroom. When it comes to tackling diversity in the classroom, teachers should not take into consideration their students' talents, colour, gender, sexual orientation, socioeconomic position, cultural background, physical appearance, or mental or physical impairments. Nor should they take into account their students' physical appearance. As a consequence of this, and in accordance with the typical practice in inclusive education organisations, the purpose of this article is to investigate the structural obstacles that students encounter while attempting to discover specific parts of their own education. It is the responsibility of anybody working in the area of early childhood education who really values inclusion to be able to assist every child, regardless of the financial level of their family, in fully participating in their education. This is of the utmost importance in order to ensure that children are able to reach their maximum potential in terms of growth. In order for inclusive education programmes to be successful, it is essential to have more time, improved resources, modified instructional strategies, and easily available learning materials that support the development of kids who have a variety of developmental needs.

### **Importance of inclusion in ECCE :-**

Beginning in the very early years of a child's existence is the time when inclusive education must get off the ground in order to realise its full potential. During the first year of primary school, the differences in children' levels of learning and development become increasingly apparent. Therefore, in order to produce effects that are long-lasting, it is more favourable to address educational inequalities at their origin, by taking action as soon as feasible. Children who originate from homes with low incomes may be able to compensate for the difficulties they face at home and get a head start in life that is equivalent to that of their peers who are more fortunate if they engage in early childhood care and education (ECCE) programmes that are of a high quality.

Furthermore, throughout the formative years of infancy, a person's fundamental views and perspectives on society and other people are formed. This is a profoundly significant development. As a result of this perspective, early childhood care and education (ECCE) plays a significant role in assisting young children in the development of traits that are favourable to a society that is harmonious and inclusive. These characteristics include tolerance, kindness, compassion, understanding, and collaboration.

The greatest outcomes are achieved by early childhood care and education (ECCE) initiatives that adopt a comprehensive approach to satisfying the developmental needs of children. The holistic requirements of early children are met when loving individuals who are informed about child development and have the skills to support it in familiar settings respond to the needs of young children. This allows children to learn and grow to their fullest potential. The use of this approach enables children to achieve their full potential in terms of learning and growth, hence maximizing their potential.

The provision of early childhood care and education (ECCE) helps to improve educational systems, which in turn improves the health, resiliency, and productivity of future generations. One of the conditions that must be met in order for this to take place is a reduction in the number of students who are either failing, repeating, or dropping out of school. One of the most important factors that makes this possible is the implementation of learning and teaching that guarantees each and every student will be able to participate in the learning process to the fullest extent possible. This is done with the intention of fostering the individual development of children, assisting them in reaching their full potential, and preparing them to become involved and productive members of society.

Increasing access to early childhood care and education (ECCE) services of a high standard and ensuring that these programmes are easily available ought to be a primary objective for all governments. It is essential to work together across a number of different sectors in order to deliver integrated services in order to accomplish this goal. Through the collaborative efforts of the following ministries, it is possible to accomplish this goal: health—in order to provide screening, assessment, and rehabilitation services; education—in order to collaborate with educators, school administrators, curricula, and professional standards; and social welfare—in order to provide financial assistance.

### **Inclusion in ECCE:**

supports fair opportunities for children to attend, study, grow, and engage in learning and social activities; ensures that these opportunities are freely accessible and affordable to everyone; It ensures that children have access to early childhood education and care programmes of a high quality, which adds to the children's overall development; The individual provides assistance in the ongoing evaluation and monitoring of children's development and learning, as well as assists the transition of children from early childhood intervention services that are predominantly provided in the home to early childhood education and care that is inclusive. Provides equal respect to all children; does not exclude, stereotype, stigmatise, or discriminate against any kid on the basis of their differences; treats all children with same respect. a way of view that sees variety not as a barrier but rather as an opportunity to gain knowledge and create social connections; recognition of the culturally significant traditions and the wisdom of the families that are participating, as well as the promotion of the use of the children's native language; protection of children from emotional and physical abuse, neglect, and stress through the provision of continuous, loving care and protection; and Participates actively in the learning and development of children by establishing close connections with

families and communities, taking into consideration the specific history, requirements, and circumstances of each individual group.

### **Characteristics of Children with Special Needs**

Children who exhibit a diverse range of personality characteristics in a number of areas are included in this group of children. They are comprised of, but are not limited to, the following categories :

#### **Attention disorder**

- Reading difficulties 2.3
- Poor motor abilities
- Written language difficulties
- Oral language difficulties Social skills difficulties
- Psychological process deficits
- Quantitative disorders
- Information processing problems
- Dyslexia

#### **OBJECTIVES**

1. To conduct research on the management strategies for early childhood education programmes that do not exclude any children.
2. The purpose of doing research on the daily learning flow of inclusive education for early childhood

#### **METHODS**

Post-positivism was one of the most famous theoretical frameworks that was used in this study at the time. A technique known as mixed research was used by the researchers because they were interested in both quantitative features and interpretivist concerns on the influence of subjectivity on tactics for kids who have special education needs. Attaining this goal was the objective of the mixed-methods approach. The researchers were able to get useful insights into real practices that are used in inclusive early childhood development settings to boost the effectiveness of teaching thanks to the mixed-methods study design. Within the framework of the post-positivist paradigm, a great number of alternative perspectives on the world, as well as methods of data collection and analysis, were presented. We employed mixed-methods techniques to conduct a survey of individuals from a wide range of backgrounds who had prior experience researching this issue. Our goal was to get a better understanding of the learning process of kids who have special education requirements.

Making use of various materials

The collecting of quantitative and qualitative data simultaneously was made possible by the use of a mixed method design that utilised concurrent triangulation methods. During the process of forming conclusions about the whole, it was intended that each and every piece of data be taken into consideration. In order to create a more comprehensive and comprehensive picture of the practices that early childhood development (ECD) teachers in inclusive ECD classrooms in Uttar Pradesh, state of India, employ to serve children who have special education needs, concurrent design was used.

### **Instruments used in research**

During the course of this research project, semi-structured questionnaires were used to collect responses from both school administrators and early childhood instructors. Additionally, they went ahead and conducted face-to-face interviews with the school administrators and early childhood development instructors who were in charge of the initiatives. We took notes on the instructor quotations that were gathered via the use of open-ended questions in the surveys, and we marked them with the interviewee quotation symbols (Tr and ITr). In a similar manner, IH was used to record quotes from the principals of the schools that were interviewed. Lastly, the FGD was used in order to capture snippets from the interviews that were conducted throughout the focus group talks. Document analysis and observation schedules were two of the methods that were used in order to accumulate information on the specific practices that were utilised by educators in inclusive classrooms. SPSS, which is an abbreviation for "Statistical Package for the Social Sciences," was used in order to input and code the data that was gathered via the use of surveys. For the purpose of conducting the investigation, a univariate analysis was used, which comprised the computation of relevant indicators, the counting of frequencies, and the calculation of percentage breaks. Using multivariate analysis, it was carried out further in order to better identify the interrelationships that exist between the variables. Following the completion of the summarization and evaluation of the replies, the researchers were able to identify the most significant concerns. We were able to do this via the process of grouping qualitative data into common themes that were marked by comparable correlations. The problems that were discovered via interviews, questionnaires, observations, and document analysis were triangulated and included into the conclusions of the research collectively. Validity and reliability (also known as trustworthiness and credibility) evaluations were performed on research instruments via the use of pilot testing and triangulation. The usage of member checking was used in order to further guarantee that the data that was obtained was properly interpreted.

### **RESULTS**

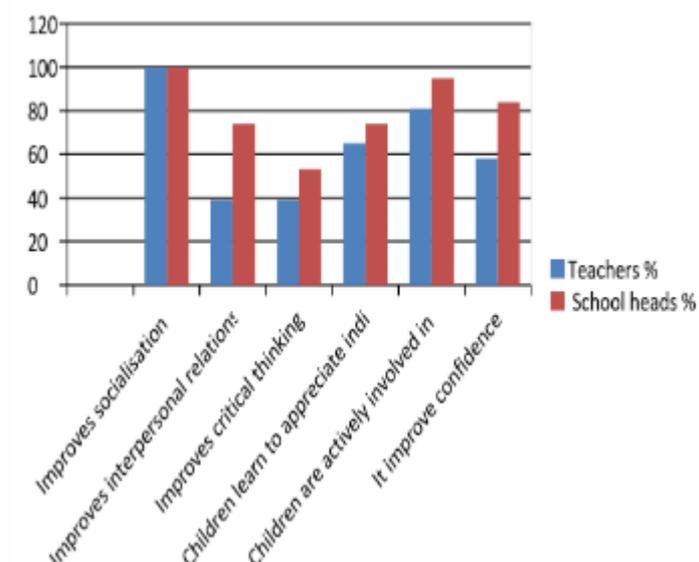
Not only is it vital for early childhood development (ECD) classes to have teachers who have received proper training, but it is also essential to provide children with sufficient resources and to encourage students to take initiative. In the context of inclusive early childhood development (ECD) programmes, productive education refers to the process of ensuring that all children, including those who have developmental delays, are able to learn in a safe setting that encourages collaboration and the exchange of information. When this was taken into consideration, the major purpose of the research was to determine whether or not the classroom settings satisfied the required safety criteria in order to accommodate children who have special education requirements.

#### **Table1: Whether there is safety for learners with special education needs in inclusive ECD classes**

Whether ECD “A” and “B” learning environments were safe for learners with special education needs	Teacher		School head	
	F	%	F	%
Yes	20	65	10	53
No	11	35	9	47

It was reported by sixty-five percent of teachers and fifty-three percent of school administrators that early childhood development centres provided children with special education needs with safe places to learn in.

It was reported by eleven instructors, which accounts for thirty-five percent of the total, and by forty percent of the school administrators that children with special education needs had difficulties in the classroom as a result of overcrowding. This circumstance restricted the students' ability to study independently and participate in group projects. "It is not easy to engage learners with special education needs in large inclusive classes without the use of appropriate teaching strategies," Tr. 5 said in answer to the question. "It is not easy to do so." As a result of the enormous number of students that were present in each class, it was observed that the majority of schools did not offer a secure environment. It was indicated by ITr4 that keeping a tight eye on students while they were engaged in educational activities would be an effective method for ensuring the safety of children who are attending early childhood development institutions. The assertions that were made by ITr1, ITr3, ITr4, and ITr 5 are supported by the fact that we engage in collaborative teaching and work together in order to guarantee the safety of students who have special education needs. When instructors used collaborative teaching strategies, students who had special education needs were able to have a greater sense of acceptance and comfort in the classroom. Students in inclusive environments may have a variety of psychological and social obstacles; nevertheless, the possibility exists for collaboration in the classroom to ease many of these issues. Because they enable children with special education needs to complete activities in groups, build upon past work, and share and receive ideas from their peers, collaborative learning approaches are an essential component of the education of these children. Because of this, the children will have the impression that they are a part of something very remarkable. A more in-depth investigation of the ways in which students in ECD "A" and "B" benefitted from collaborative learning methodologies was conducted by researchers, and the findings are shown in Figure 1.

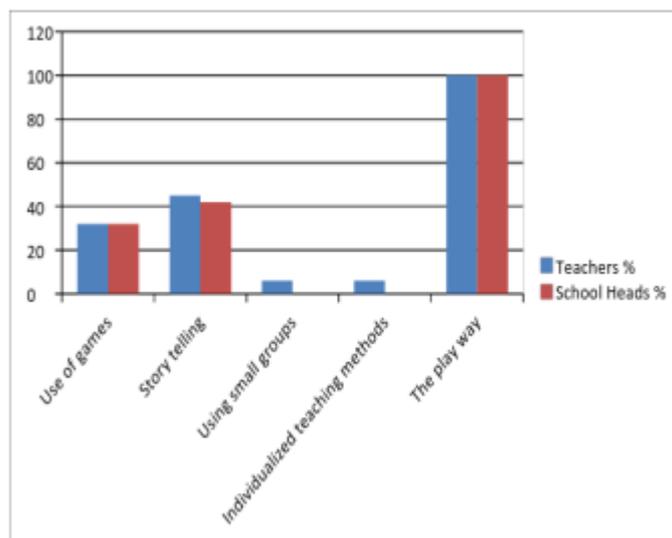


**Figure 1: Advantages Of Collaborative Learning In Inclusive Classes**

It was found that children were able to improve their socialisation abilities via the use of collaborative learning strategies, as stated by one hundred percent of early childhood development instructors and one hundred percent of school heads 39% of early childhood development instructors and 75% of principals said that kids' social skills improved when they worked in groups. This was at the time when this was taking place. Due to the fact that children are able to interact with one another via the process of collaborative learning, it is possible for them to have a sense of belonging despite of the fact that they may be physically, mentally, or emotionally different from one another.

In the study, twelve instructors, which accounts for 39% of the total, and forty-five percent of the principals of schools said that early childhood development teachers used collaborative teaching techniques to encourage students to think critically. Through the assignment of group projects that encourage students to collaborate with one another, teachers in Tr. 6 may be able to assist students in developing their critical thinking abilities. By asking each other pointed questions, they put one other's mental capacity to the test and see how well they can reason. Within the same time frame, 89 percent of school administrators and 80 percent of instructors were of the opinion that using collaborative learning strategies improved students' academic performance. This is due to the fact that children learn most effectively when they are able to demonstrate what they know while others see them in action. In addition, Figure 1 demonstrates that 81% of school administrators and 58% of teachers believe that when students collaborate to find solutions to issues, it helps them increase their confidence, particularly when they are praised for their contributions. It was said by ITR5, who offered a summary of the comments, that it is advantageous to adopt collaborative teaching and learning since it incorporates all of the students. The replies obtained from the participants indicated that they were delighted with the advantages that collaborative learning and teaching offered. This is due to the fact that it stimulated students' overall growth and development, which is a vital component of early childhood education (ECD) learning courses. The large number of students in each class, however, prevented such advantages from being realised. Through careful preparation, educators have the opportunity to increase the advantages to their students.

As seen in Figure 2, an increasing amount of research has been conducted with the purpose of examining the strategies that early childhood educators (ECD) use in inclusive ECD classrooms.



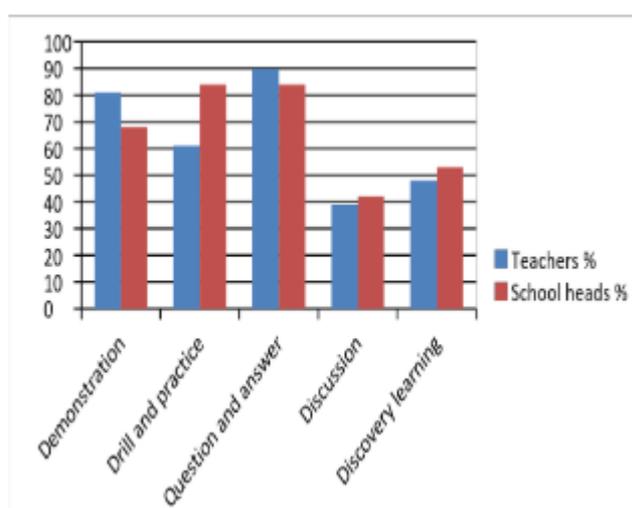
**Figure 2: Teaching methods ECD teachers utilised to support learners with special education needs in inclusive classes**

The use of games as a teaching aid was reported by 32 percent of school administrators and teachers for the goal of fostering early childhood development. According to Tr. 6, games stimulate many parts of children's development, including socialisation, thinking, physical behaviour, social behaviour, emotional behaviour, and creative behaviour. Games also nurture children's creativity. As an additional point of interest, among educators, forty-five percent of instructors and forty percent of school administrators recognised the use of tales as a method of education in inclusive rooms. Through the use of tales, instructors were able to foster students' social growth as well as their critical thinking abilities, as shown by the findings of ITr chapter 5. Not only that, but six percent of educators have claimed that they have used early childhood development instructors to organise small groups with the intention of fostering learning in inclusive classrooms. Furthermore, six percent of educators reported adopting customised lesson plans in their classrooms. When asked whether early childhood development instructors in inclusive classrooms used the play-way technique, each and every participant responded in the affirmative (Figure 2). As can be seen in Figure 2, the majority of educators and administrators were of the opinion that early childhood development instructors were not very enthusiastic about the implementation of customised teaching. IHI2 discovered, for instance, that the implementation of tailored teaching was hampered by the presence of a high number of students in each session.

Pedagogical tactics that are generalizable were allegedly used by the majority of early childhood education instructors who were surveyed. However, these strategies were not successful in meeting the needs of their students who had exceptionalities. Nevertheless, customised instructional strategies proved to be the most effective when it comes to inclusive classrooms. The response that was provided by IHI 9 was as follows: As a result of the fact that young students like reading tales and playing games, the play style is both strategic and flexible to all of the students. On the other hand, ITr 3 made the statement that games, music, and narratives are beneficial to the general development of young learners. Nevertheless, instructors seldom use

these strategies in their courses since they are unable to accommodate students in classes with a significant number of students for each session.

Hence, it came to inclusive early childhood development (ECD) classes, the majority of individuals believed that play-way learning was the most frequent strategy at the time. In addition, the majority of individuals believe that when instructors use play-way approaches, children who are receiving special education actively engage in group activities. All of the individuals who took part in the discussion reached the conclusion that educators of young children were looking for methods to interest their students in the activities that they were participating in. On the other hand, the most significant obstacle was coping with classrooms that were overcrowded, a lack of educational resources, and excessive class sizes. These kinds of obstacles have a detrimental effect on the adoption of customised instructional strategies. Additionally, the researchers investigated the strategies that educators use in the classrooms where they educate on the development of young children.



**Figure 3: Teaching techniques employed in inclusive ECD classes**

The educators of young children used a wide range of instructional methods. To guarantee that we were able to meet the requirements of each and every kid, we used a number of different strategies. The presentation was found to be one of the most often used instructional methods. The data shown in Figure 3 demonstrates that the majority of instructional leaders (68%) and instructors (81%), who are in support of a demonstration strategy, are in agreement with the statement. It was expressly stated in Tr1 that teachers should provide a positive example for their students by holding particular qualities that their students could admire and desire to achieve. mainly due to the fact that infants and toddlers get the majority of their knowledge by mimicking what they see in their environment. According to the information presented in the third paragraph, teachers are obligated to demonstrate to pupils the appropriate way to do the skills when they are teaching reading and expressive arts. In the meanwhile, 84 percent of administrators and 61 percent of instructors were in agreement that drill and practice was a great method for teaching new skills. In response to that argument, IH2 said that in order for pupils to gain the talents, they must first have sufficient time to practice and apply what they have learned several times. When it comes to teaching early childhood development (ECD) courses, the only way that can fit a wide range of student requirements is via the use of practical activities. It is the responsibility of

instructors to ensure that students have sufficient opportunity to exercise the skills, rather than just instructing them on how to do them. Additionally, it was considered that the question-and-answer method was used by early childhood development (ECD) teachers in inclusive classrooms by almost 91 percent of educators and 84 percent of administrators. According to Tr.7, the use of questions and replies is one of the most popular ways of instruction that is used in early childhood development (ECD) large teaching classes.

In the meanwhile, when it comes to working with young children, the conversation technique is used on occasion by 39% of educators and 42% of administrators. IH4 brought it up in one of these statements as an illustration of how the discussion approach is beneficial to students who are working in smaller groups. In addition, while dealing with primary school students, the exploration method is used by 48 percent of teachers and 53 percent of administrators. In accordance with ITr.15, one of the ways in which teachers integrate the discovery method into their social studies and science lessons is by going on nature walks. During their exploration of these paths, children may have the chance to get their hands on and experience some of the most incredible natural phenomena and phenomena. This approach has the potential to cultivate the scientists of the next generation in our country. The findings indicated that the administrators and teachers at ECD "A" and "B" schools were able to cater to the specific requirements of their students by using a variety of instructional strategies. The two methods of instruction, when combined, were able to give students with a more comprehensive education, as stated by the academics. On the other hand, it is likely that the approach of lecturing, which is often utilised, is being detrimental to the development of the younger pupils. Research that demonstrates that the lecture method is ineffective for providing instruction to pupils who have special education needs lends credence to this assertion. Research indicates that inclusive early childhood development classes provide their students with a complete support system by using child-centered pedagogies that place a focus on learning via hands-on, practical experiences.

### **Instructional language used in ECD classes**

In accordance with the Indian Education Act on Language Policy (1987), which was revised in 2004, it is mandated that kindergarten and other foundational courses, in addition to baby and toddler programmes, must be taught in the mother language. As an additional point of interest, the language policy stipulates that, with the exception of situations in which English is a second language, English may only be used as the medium of instruction for students up to the fourth grade According to the Department of Basic Education the official stance on the language of teaching in India is that students in Grade R should be taught in their home language. This is the only language that is considered appropriate for instruction. Exactly the same thing is happening in India. According to the naturalist philosopher John Amos Comenius, the language policy may be traced back to its conceptual progenitor. The importance of speaking one's native tongue is something that Comenius emphasises quite a bit. Children who are participating in an early childhood development (ECD) programme are required to receive education in their native language, as stipulated by international language standards. The reason for this is because studying a child's native language enables them to make sense of the world around them and facilitates the establishment of a link to their personal experiences that they have had at home. On the other hand, teachers often use English or another official language rather than the students' native tongue, which has a detrimental effect on the students' ability to communicate with one another. According to the findings of a study that was carried out in preschools with children who belong to linguistic minority groups, instructors have a tendency to employ a foreign language that they are more comfortable with, while disregarding the natural languages of the students. According to the philosopher John Amos

Comenius, the process of teaching children new languages was not considered to be an extremely significant component of a child's education. In particular, he said that this kind of schooling did not assist children who had specific requirements in the development of their brains.

Using the aforementioned environment as an example, researchers investigated the ways in which inclusive early childhood development (ECD) programmes are beneficial to children whose first language is not English. With that in mind, the following is the answer that IHI 2 provided: It is remarkable that the instructors of ECD "A" and "B" at our school are all native Hindi speakers; nevertheless, it is even more remarkable that they are unable to interact with one another in Hindi. It will not make a difference whether the pupils are Hindi or not; what is important is that they will be able to comprehend and communicate in Hindi. Workshops for professional development are offered at the school level in order to assist teachers in comprehending the Hindi language. There is a shared concern among the administration, instructors, and students of early childhood development (ECD) schools over the internal atmosphere of the school as well as the need of properly enforcing the language policy of the school.

Following is a list of the teaching language that is used in inclusive early childhood development classrooms, as decided by both the first and second Focus Group Discussions: To ensure that pupils are able to react appropriately to directives given in English, we employ the English language. Early childhood educators often display images of things that children use in their everyday life. This is done with the intention of assisting children in making connections between what they learn in the classroom and what they see, hear, and experience at home or in their own environment. In accordance with ITr1, the objective is to enhance both language and communication processes.

To improve the language and communication skills of their Early Childhood Development (ECD) students, teachers used a variety of tactics. According to the findings of Manyike and Lemmer (2012), the development of children's language and skills may be slowed down when instructors use a language that is different from their own. This is consistent with the early childhood development (ECD) theory that was proposed by John Amos Comenius. According to this theory, a combination of the mother tongue and visuals and artefacts that are created locally may give a solid basis for early language acquisition.

In addition, researchers were interested in examining the intervention strategies that early childhood development instructors use on learning materials. They wanted to make sure that these strategies would be beneficial to the development of abilities in children who have special education requirements. Students have the potential to improve their acquisition of essential knowledge and abilities if they participate actively in meaningful activities and make use of appropriate educational resources. When the curriculum is modified to cater to the specific requirements of each individual student, and only when this is the case, is this a need. According to the findings of the research, educators are making concerted efforts to develop solutions that will assist early childhood development (ECD) children who have specific educational requirements in inclusive classrooms. On the other side, there were some instructors who were unable to cope with the large number of students in their courses because the class sizes were too small to offer an adequate amount of personalised attention to each student. Individualised attention was provided to students in the majority of early childhood development (ECD) classrooms who had modest impairments or who learned at a slower pace. There was an issue with these activities because they were sacrificing students who were brilliant. Despite the fact that the majority of the resources were geared to assist children with minor impairments in learning, there were still some courses that included children with severe disabilities. Specifically with the

intention of fostering the growth of children who have unique educational requirements, there was a need for devising solutions that would provide safety precautions during activities that took place outside.

## CONCLUSION

The administration of inclusive education must be organised in a way that is both methodical and organised in order to guarantee that all students, including those with special needs, get services of the greatest possible quality. Because of the inclusive education management system that has been implemented at Uttar Pradesh State of India, it is possible that all of the students may be deemed to be a member of a single coherent group. It is possible for students to increase their cognitive capacities via the use of this method. The administration of inclusive courses at both schools is carried out via the following processes: needs assessment, curriculum building, cognitive intelligence-based teaching, and evaluation. It goes without saying that other schools are unable to simply copy the inclusive education management strategies that these two schools have implemented successfully. As a result of the unique identity that it has, every institution possesses certain qualities. It is possible to modify it so that it meets the requirements of each individual school by taking into consideration the conditions, characteristics, and assessments of the environment that are specific to that school. As a result, this provides the door for future researchers to go further into these topics by investigating them using a variety of examples and features, respectively.

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**CONFLICT OF INTEREST:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. Submitted article is our original research work.

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