

CHALLENGES FACED BY TEACHERS IN IMPLEMENTING INCLUSIVE EDUCATION: A CASE STUDY OF GOVERNMENT PRIMARY SCHOOL, CHANNA MOHALLA, LARKANA, PAKISTAN

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ABSTRACT

Inclusive education is a universally accepted method, geared towards providing equal educational opportunities to all students, including students with various learning requirements. Nevertheless, it is highly contingent on the readiness of teachers, the support of the institution, and resources. This paper explored the issues encountered by educators attempting to have inclusive education within Government Primary School, Channa Mohalla, Larkana, Pakistan. To examine the lived experiences, perceptions, and classroom practices of teachers, a qualitative research design that was based on phenomenology was utilized. A purposive sample of 10 to 15 primary school teachers who have experience in teaching diverse learners was chosen. Semi-structured interviews were used to collect data which was analyzed using thematic analysis. The results showed that teachers had little conceptual knowledge about inclusive education, although they were familiar with the overall intent. One of the problems that were cited was the absence of professional training resulting in teachers being unprepared to meet the diverse learning needs. Another issue that participants noted was a dire lack of teaching and learning materials, especially assistive technologies and support materials in the classroom. The congested classes also limited the capacity of teachers to offer personalized attention and management of the classroom became more challenging in heterogeneous learning settings. Moreover, a lack of administrative support and parental awareness was also identified as a barrier to effective inclusive practices. All of these interrelated issues had an impact on the quality of the inclusive education within the examined context. The research finds that although teachers are ready to apply inclusive education, systemic factors like lack of training, resources, large classes, and poor institutional support and community support are major obstacles to its success. The results indicate the essentiality of specific teacher training courses, better resource distribution, enhanced school administration assistance, and community awareness campaigns to encourage successful inclusive education in primary schools.

Keywords: Inclusion in education, primary school, classroom management, teacher training.

INTRODUCTION

Inclusive education has appeared as a important international phenomenon pointed at ensuring that all learners regardless of their abilities, background or differences have equal opportunities to quality education. The concept of inclusive education describes the idea that the education systems should put of all students including those with disabilities by combining them into regular classes and giving appropriate hold up to meet their diverse learning needs. Inclusive education provides participants, equality and respect for diversity while ensuring that every student has the chance to learn and succeed within supportive educational environment.

Globally, education systems have progressively admitted the importance of inclusive education as a means of encouraging social justice and equity. The principle of inclusive get powerful international awareness through initiatives of such as Salamanca statement (UNESCO, 1994), which highlighted that schools should combine all students in any case of their physical, mental, social, emotional, linguistic or other conditions. Ever since, inclusive education has become a core idea in educational policies and reforms worldwide. The global undertaking to Sustainable Development Goals 4 (SDG-4) further highlights the need to make sure and inclusive fair quality education and encourage lifelong learning chance for all. Recent reports recognize that countries, including Pakistan, must accelerate attempt to attain inclusive education by labeling structural and institutional hurdles in the educational systems UNESCO (2025).

Inclusive education is not only about placing children with abilities into normal classroom; rather, it requires change educational systems, teaching strategies, school environments, and curricula the need of all learners. According to modern educational scholars, inclusive education encourages equity, participants, availability by describing diversity as a value resources rather than a challenge. It promotes schools to create elastic learning environment that hold up students with different abilities, learning styles,

cultural identities and socio economic states. This approach moves the focus “fixing “students who recognize as different to altering education system so that they can successfully hold up all educators.

In the circumferences of Pakistan, inclusive education obtained raising awareness about the right of students with disabilities and marginalized population. Pakistan has made dedication at the both national and international level to increase inclusive education. Policies such as the National Educational Policy (NEP) and the acceptance of international agreement connected to disability rights manifest to country’s aim to better entrance to education for all students. In the split these commitments, the implementation of inclusive education in Pakistan remains important challenges due to various institutional, systemic, structural and cultural hurdles.

Pakistan faces various educational challenges that instantly impact the spread of inclusive education. A huge numbers of students stay out of school; especially those from underprivileged communities, rural areas and marginalized groups. The matter becomes even more significant with disabilities that frequently face unfairness, social stigma and limited entrance to proper educational provisions. Inclusive education therefore more crucial not only for those with disabilities but also for labeling inequalities connected to gender, poverty, ethnicity and social exclusion.

Research conducted in Pakistan shows that inclusive education has possible to improve institutional outcomes, social growth and personal development amidst students with and without disabilities. When students with extra special educational needs learn alongside of their peers in inclusive classrooms, they program better social relationship, communication skills and confidence. Simultaneously students without disabilities advantages from increased empathy, request for diversity, and collaboration learning skills. Inclusive education is more important to building a more open- minded and socially coherence society.

However, the practical implementation of inclusive education remains in Pakistan is often

obstructing by several challenges. One of the main hinders is the lack of trained teacher who own the obligatory skills, knowledge and experience to manage the diverse classrooms, Teacher preparation program in many institutions still give limited training on inclusive education practices, which influences the ability of teachers to successfully support students with educational needs. Studies have also indicates that inadequate professional development opportunities and limited teacher support system give to the slow progress of inclusive education in Pakistan.

Another remarkable challenge is the lack of sufficient infrastructure and resources in schools. Many schools lack crucial facilities such as understandable classrooms, incline, assistance technologies, and specialized learning material essential for students with disabilities. A recent study highlights inclusive education in schools recognized insufficient infrastructure, inadequate resources and limited teacher training are main barriers to successful implementation of inclusive education (Younas et al., 2024). The obstacles make it difficult for schools to create learning environments that adopt students with diverse needs.

Social norms and cultural attitudes toward disability also play a sufficient role in shaping the implementation the implementation of inclusive education in Pakistan. In my communities disability is often combine with discrimination, dishonor and misconception. Families may hesitate to send their children with disabilities to ordinary schools due to fear of social rejections or lack of support services. Likewise, some educators and community members may have lack of awareness about the advantage and principles of inclusive education, which leads to withstanding towards integrating students with disabilities into regular classroom.

In split of these challenges, these have been promoting efforts in Pakistan to increasing inclusive education through policy reforms, educational program, and cooperative endeavors. Educational researcher and policymakers are highlighting is importance of teacher training, educational adjustment, and school leadership is

increasing inclusive education practices. Studies conducted in recent years indicate that transformational leadership, community engagement, institutional commitments play significant roles in the implementation of inclusive education in education institutions. (Naz et al., 2024).

Moreover, modern research highlights the importance of perspective transformative and critical pedagogy in promoting inclusive education. These approaches Foster teachers and students to reflect on social disparities, challenges inequitable, practices and promote more inclusive perspectives within educational settings. Such pedagogical framework carry the growth of inclusive learning environments that authorities both teachers and students to address step by step hurdles to participation and learning (Saleem et al., 2024).

Recently, the idea of inclusive education needs collaborative initiatives and comprehensive efforts across multiple levels in education settings. Policymakers must develop understandable and actionable plan for implementing inclusive policies, while educational institutions must gives sufficient training and resources for teachers. School must also work deeply with communities and families upraise the recognition about the importance of inclusive education and remove hesitation related to diversity and disability.

In conclusion, inclusive education provides a basic approach to design to reachable and equitable learning chance for all students of Pakistan. While the country has made development in awareness the importance of inclusive, remarkable challenges stay in terms of teacher training, social norms, and infrastructure and policy implementation. Addressing these issues needs a collaborative effort required with government institutions, teachers, educational leaders, families and communities. By embracing inclusive education as a important principle of educational system, Pakistan can move towards attaining educational fairness, sustainable development, social justice for all learners.

Literature review

Inclusive education has increased appreciable awareness in recent years as a plan of action to encourage equity, social justice, equality, equal access to quality education for all learners. Internationally, inclusive education has transferred from a small concentrate on students with disabilities to a boarder framework that labels the needs of marginalized communities. In Pakistan, researcher has progressively explored the theoretical foundation, implementation problem and actionable plan connected with inclusive education.

Conceptual and theoretical perspectives

The literature indicates that inclusive education is established in the principles of equity, involvement and respect for diversity. It highlights transforming education systems preferably than accepting learners to hard structures. In accord to recent studies, inclusive education provides social justice by empowering all students to involve actively in the learning process nevertheless of their capacity or socio-economic settings (Saleem et al., 2024). Transformative learning theories such as critical education and experimental learning are progressively being applied to Inclusive education to motivate reflection, social attention and critical thinking amidst teachers and students. Moreover, research shows that inclusive education should not be restricted to disability but must involve other marginalized communities such as economically drawback learners, cultural minorities and those who face gender discrimination. The large view point line up with global foundation upholder for inclusive and equitable education background.

Policy framework and Developments in Pakistan

Pakistan has made several policy dedications to increase inclusive education, especially in current years. The introduction of policies such as Higher Education commission (HEC) policy for students with disabilities (2021) deliberates the government's attempt to boost entrance and equity in higher education organization

(Manzoor et al., 2024). The policies focus to give obligatory accommodations, assistance and equal learning chance for students with disabilities. Nevertheless, in spite of this Policy development, research recommends that there is an important gap between Policy preparation and implementation. A system review of inclusive education literature in Pakistan establishes that many national and international recommendations are not successfully implemented in school settings (Kamran & Bano, 2022). This gap indicates the need of hard monitoring apparatus, institutional dedication and accountability.

Teacher preparation and professional development

One of the most important discussed themes in the literature is the role of teachers in implementing inclusive education. Teachers are examining key agents in making inclusive classroom; however numerous studies disclose that teachers in Pakistan lack sufficient training and professional development chances.

Recent studies (2025) shows that pre- service teacher training program in Pakistan often fail to give adequate knowledge, practical skills and experience needed for inclusive teaching (Laraib et al., 2025). Similarly, earlier studies have indicated that only a bounded number of teacher education program involved comprehensive direction on inclusive education, which influences teacher readiness to face diverse classrooms (Khurshid & Farooq, 2023).

Besides, teacher capability, skills and perspectives importantly affects the achievement of inclusive education. Studies concentrate on special education requirements, such as autism, emphasize the teachers readiness instantly impacts the use of effectual teaching application, while discern hurdles negativity influences in implementation (Tahreem et al., 2025). These findings highlights the required for continuous ability development initiatives and professional growth.

Challenges in implementing inclusive education

The literature frequently indicates several hurdles to the effective implementation of inclusive education in Pakistan. These issues can be grouped into constructional, sociological and institutional factors.

1: Lack of infrastructure and Resources

Many schools in Pakistan lack begin facilities such as attainable classroom, important learning material and assistive technologies. Insufficient funding and limited provided resources stop the successful inclusive of students with different needs. Research also emphasized the poor infrastructure and inadequate support services stay main hurdles to Inclusive practices (Naz et al., 2024).

2: Socio- Cultural Attitudes and stigma

Culturally awareness, social attention related to disability play an important role in shaping inclusive education. Negative attitudes, lack of awareness and stigma connected with disability often demotivated families from sending children with special needs to mainstream schools. Studies show that communities, opposition and educators are major hurdles to Inclusive (Muhammad et al., 2024).

3: Lack of teacher training

Teacher related issues are amidst the most critical challenges recognizing in the literature. Many teachers lack the obligatory skills, assurance, and comprehensive to handle inclusive classrooms. Research indicates inadequate training and limited submission to Inclusive teaching methods lessen teacher's capability to address diverse to label diverse learning needs successfully (Batool et al., 2023).

4: Weak Policy implementation

Although Pakistan has progressed policies to increase inclusive education, the implementation stay weak. Factors such as lack of inadequate monitoring, coordination and bureaucratic incompetence provides the gap between Policy and practices, (Kamran & Bano, 2022).

Role of leadership and institutional support

Another efficient theme in literature review is the role of educational leadership in increasing inclusive education. School administrations and leaders play a vital role in developing inclusive environment by providing resources, fostering awareness and supporting teachers.

Recent studies indicate that efficient leadership practices, organization support, coordinate efforts amidst stakeholders considerably improve the inclusive education implementation (Naz et al., 2024). Leadership also impact school culture, which is required for promoting agreement , respect and Inclusive within educational background.

Opportunities and Future Directions

Despite the issues, the literature also recognized multiple chances for increasing inclusive education in Pakistan. These contain teacher training programs, social awareness, curriculum revisions, and the use of invention of teaching approaches. Research recommends that converting exiting special schools into resources centers and fostering cooperation between schools and communities can improve inclusive procedures (UNESCO, 2020).

Moreover, the combination of modern pedagogical strategies such as critical pedagogy and transforming learning provides new opportunities for dealing step by step inequalities in education. The issues motivate the teachers and students to challenge ancient procedures and embrace more Inclusive adoptive teaching approaches.

Synthesis of literature

In general, the literature shows that inclusive education in Pakistan is a emerging field with important perspectives for growth. While policies and theoretical framework hold up the idea of inclusive, functional implementation stays limited due to multiple challenges. The key themes developing from the literature involve the importance of social attention, teacher readiness, policy implementation, resources accessibility and leadership support.

The examined studies together recommend that developing inclusive education in Pakistan needs a holistic approach that handling both systemic and learning space challenges. Cooperative approach amidst educators, communities, stakeholders, policy maker are important to arrange an inclusive and equitable education background.

Methodology

The current paper examines the issue of teachers in the implementation of inclusive education in primary schools in Channa Muhalla, Larkana, Pakistan. In particular, the study aims at exploring the perception and the knowledge of teachers about inclusive education, determining the significant challenges associated with it, exploring how insufficient resources, institutional support, and professional training impact inclusive practices, discussing the obstacles to classroom management in diverse learning settings, and proposing effective solutions to enhance the introduction of inclusive education. The study will be informed by the following research questions to respond to these objectives: What is the level of the understanding of inclusive education among primary school teachers? What are some of the challenges encountered by teachers in the implementation of inclusive education in primary classrooms? What influence on inclusive education implementation are lack of resources, training, and administrative support? What are some challenges that teachers face when working with different students in classrooms? What are the current strategies used by teachers so as to overcome these challenges?

The research design is qualitative, since it allowed examining the experiences, perceptions, and issues of teachers with regard to inclusive education in depth. The qualitative inquiry is especially suitable since the concept of inclusive education includes sophisticated pedagogical practices, attitudes, and institutional challenges that cannot be effectively represented by quantitative data (Creswell, 2014). To be more precise, the research methodology is phenomenological to comprehend the

experiences of teachers related to inclusive education and the obstacles that they encounter in actual classroom environments, especially in terms of the lack of resources, insufficient preparation, and a lack of administrative assistance (Creswell, 2014). The study population includes male and female teachers of primary schools in the public sector of Channa Muhalla, Larkana, who are directly engaged in classroom instruction and have a substantial contribution to the realization of an inclusive education in the framework of limited resource environments. A purposive sampling method is used to select a sample of 10-15 teachers with experience in teaching children with different learning needs including children with disabilities. Qualitative research is said to be suitable to purposive sampling since it helps one to select the participants that have firsthand experience with the phenomenon being studied hence producing rich and meaningful data (Patton, 2002).

Before the data are collected, the school authorities are contacted to allow the data collection and the subjects are informed of the intended goal of the study. Informed consent is obtained and participants are assured confidentiality and anonymity, knowing that the information they will provide will only be used in an academic manner. Interviews are semi-structured, and the interviews are done in a comfortable setting within the school premise to facilitate the participants to share their experiences freely, with the researcher adopting a neutral and ethical approach throughout the research process (Creswell and Plano Clark, 2006). The thematic analysis is used to analyze the collected data according to the suggestions of Braun and Clarke (2006) which is considered to be an effective method of discovering, analyzing, and interpreting the patterns in qualitative data. The steps of the analysis process include transcription of interview recordings, repetitive reading of transcripts to familiarize oneself with the transcripts, coding of meaningful statements and responses, building of broader themes through grouping of similar codes and the analysis of the themes in relation to the research objectives and questions. With the anecdotes

provided by teachers in Channa Muhalla, a number of major themes are likely to be discovered in terms of the difficulties and practices involved in inclusive education.

Data analysis

The data was collected from primary school teachers in Channa Muhalla, Larkana exposes multiple main hurdles in the implementation of inclusive education. Using thematic analysis, key patterns and themes were recognized from members responses.

1: Lack of Professional Training

One of the most usual challenges emphasized by teachers was lack of proper training. Most participator announced that they had not obtained specific training on how to teach different leaning needs. Therefore they feel unready and lack of assurance in directly inclusive classrooms.

2: Insufficient resources and facilities

Teachers indicated the lack of teaching materials, adaptive technologies and learning support. School in the area has often shortage of facilities; essential for inclusive education, such as educational material, alternative seating and support staff. This makes it more difficult to use inclusive education effectively.

3: Large classroom size

Another major challenge pointed out was overcrowded classrooms. Teachers said that addressing a large number of students, along with managing individuals educational requirements, is very challenging. This remove their capability to give individuals attention to students which needs additional support.

4: Negative Attitudes and social barriers

Some teachers and parents contain negative attitudes in the direction of students with disabilities. Social disgrace and limited awareness created obstacles to inclusion. Teachers stated that parental collaboration is sometimes restricted, which additional confuses the implementation process.

5: Classroom management difficulties

Teachers expertise challenges in managing diverse actions and educational attainment within same classroom. Without appropriate plans and encourage. Addressing self - control and securing active participation of all students becomes a major issue.

6: Lack understanding of inclusive education

Many teachers reported a basic or obscure comprehending of inclusive education. Some reflect it only as teaching students with disabilities, while others were not well known with its wider concept comprising all learners anyway of their differences. This limited conceptual clarity influences the appropriate implementation implementation of inclusive methods in classrooms.

7: Lack of administration and instructional support

Many responded pointed out lack support from school administration. There is often a limited of clear policies, guidance and support for inclusive education. This limited cooperate support teachers incentives to embrace inclusive methods.

Overall interpretation

The findings show the implementation of inclusive education in primary school of Channa Muhalla, Larkana is influenced by a synthesis of individual, institutional and resources - related issues. The limited teacher training, inadequate resources and weak administration uphold are the most crucial hurdles. These challenges emphasize the requirements of professional development programs, enhanced school facilities and powerful Policy implementation support teachers to develop inclusive classrooms.

Findings and Discussion

The results of this research expose that primary school teachers in Channa Muhalla, Larkana express multiple hurdles in implementing inclusive education. These obstacles comprise lack of professional training, resources shortage, large classrooms, minimal administration help and classroom management problems. This

discussion explains these results related to the objectives of the study and existing literature. One of the primary findings of the study is that all teachers have limited knowledge of inclusive education. Whereas teachers are aware that inclusive education includes teaching students with diverse learning needs, many limited deeper understanding of inclusive education and practices. This findings advices that just knowledge is not enough; teachers also need appropriate direction and practical awareness to implement inclusion successfully. Same findings were explained by Mel Ainscow (2005), who highlighted that teachers' knowledge and personal opinion play a vital role in successful inclusive education.

Another important challenge recognized is the lack of professional training. Many teachers said that they had not accepted specialized training depend to Inclusive education, that why they feel unprepared to manage with students with different needs. The findings uphold the views of John W. Creswell (2014), who underlined the importance of comprehend teacher's skills in educational research. Without proper training, teachers may feel difficult in applying effective teaching methods in inclusive classrooms.

The study also found adequate resources and establishments creates hurdles in inclusive education. Teachers reported that school lack of teaching materials, supported technologies and assistive classroom environment. Lack of educational resources lessens teachers' ability to give equal learning opportunities for all students. These results are consistent with the research of Booth and Ainscow (2011), who explained that assistive resources and school atmospheres are important for effective inclusion.

Overcrowded classrooms were main issue concern from participants. Teachers said that large class sizes make difficult to attention every student with special needs.

Concentrate different learners in one class may affect teaching quality and becomes stressful. Inclusive education needs time, patience and individual support, that becomes challenging when classroom become overcrowded. Furthermore teachers stated with different

leaning needs may difficult to manage classroom and behavior required varied teaching strategies, but teachers limited support and experiences needed to handle such diversity effectively. This research indicates that successful inclusive education depends not only teacher readiness but also on institutional assistive and appropriate planning.

The study further exposed adequate administration and parents support. Some teachers left because of enough motivated, policies, or material for inclusive practices. In same way limited awareness amongst parents sometimes creates hostility towards disable students. These social and institutional hurdles cause negativity impact the implementation of inclusive education.

In general, the discussion indicates that inclusive education in primary schools of Channa Muhalla, Larkana faces several interconnected issues. The findings emphasized the needs of the teachers training programs, assistive school policies, enhance educational materials and awareness programs for communities and parents. Dealing with these challenges can help school create a more supportive and inclusive learning atmosphere for children.

Conclusion

This study analyzed the issues faced by teachers in implementing inclusive education in primary school Channa Muhalla, Larkana. The research disclosed that teachers meet multiple hurdles, such as lack of understanding inclusive education, limited professional training, inadequate teaching resources, large classrooms, insufficient administration support and difficult classroom management. The study shows that although teachers are interested to support all learners, they often limited resources, experiences, and institutional support needed effective inclusive practices. These issues affect capability to give equal learning opportunities with different leaning needs.

The research completed that successful implementation of inclusive education needs insufficient educational resources, continues teacher training, supportive school

administration and strong collaboration amidst teachers, parents and policy makers. Following these challenges can help to develop more Inclusive and cooperative learning environment where every student have opportunity to participate and succeed.

That's why it required that educational authority develop teacher professional training programs , enhance school facilities, and promote awareness related to inclusive education to make sure it's important implementation at primary school level in Channa Muhalla Larkana, Pakistan

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