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CHALLENGES AND OPPORTUNITIES OF INCLUSIVE EDUCATION IN THE PERSPECTIVE OF TEACHERS ATTITUDE AND CONSCIOUSNESS

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Abstract: Education attainment and status of literacy till now low as compared to number of countries. India has huge number of disable children and more than 10% Indian population are disabled and they faces varies types of difficulties. Like normal children, disable children also have aims and objectives for the betterment of life and achieved their goals. But they have very little opportunities to achieve their targets. Very limited numbers of special school are found in India and worldwide. Under the right to education act, government of India take initiative to offer admission in general school and provide number of facilities. Under this act no school cannot deny to takes admissions any disabled children in general school. The paper tries to investigate the attitude and consciousness of teachers of various affiliated board and try to find out various associated problems. Maximum number of teachers have positives attitude toward disabled children and they have very well knowledge about various laws, legislation and policies.

Keywords: Inclusive Education, Disabled, Teacher Attitudes, Challenges, Opportunities.

Introduction

According to report nearly 93 million children live with disability in the world. Like all normal children, children with physically challenged have dreams and ambitions for their futures and also like normal children, they need special care, modern school, quality education to develop their skills, ability and understand their full potential (Singh, 2016). About 50 per cent of children with physically challenged are not in school, compared to only 13 per cent of their peers without physically challenged. According to census 2011, nearly 10% population has physically challenged and which is more than 120 million people (Census 2011). Yet, children with physically challenged are often overlooked in policy making and also have not government instructions, limiting their access to education and their ability to participate in social, economic and political life. Not only in single country, all over the World, these children are among the most likely to be out of school (Armstrong, et.al. 2005).

Inclusive education is new approach in India which is adapted in the year 2009 under the right to education act. Very large number of Indian children does not get opportunities to take admission in school, colleges due to number of difficulties (Das. et.al. 2013). The most common reasons are poor economic conditions, physical difficulties, lack of institutional infrastructure etc. They need proper education and not only that they also need special infrastructure due to their ill-health conditions. But India, there are scarcity of educational institution for special children. These types of special school only found in urban areas and their encroachment. But more than 70% Indian people are lived in rural areas where till now found various difficulties and lack of transport and communication facilities. Disable children cannot move more distances for education. So, Indian planner's adapted new policy to for all children's and disable children's also take admission in common school and government provide minimum infrastructure in common school for disabled students (MHRD 2000). This is the results of right to education act and it is clear to us that no school can deny the admission of any kind of disability children. The main objectives of right to education acts is provide free and compulsory education every children's all children including disable children between age six to fourteen(MHRD 1986). At present in the field of education inclusion is a debatable subject and also play a significant role. Inclusive education allows all the student taught in main stream and teaching learning process has instructed by the main stream teacher. In the process of inclusive education create a new set up where every child can take education easily (Singh, 2013).

Concept of inclusive education

Inclusive education is the most globally accepted model and effective way of learning to give all types children a fair chance to go to school, learn and develop the skills they need to thrive without any discrimination. Inclusive education refers to all children take admission in the same school and learns in the same classrooms. Another way it should be defined Inclusive education systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all(online available). According to UNESCO, inclusive education is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education." The aims are that this education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity and achieved their objectives in same roof of classes.



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Education is the birth right of every child because it faces him to meet the challenge of life. Disabled children are a part of our society. We cannot separate them in our education system because “Education for All”. After independence, the government of India took various initiatives and passed many laws-legislation has made to provide education for disabled children (Singh & Agarwal, 2015).

Need of the present study

In India the number of disabled people is so large and their problem too much complex. The main problem encountered by parents in educating their children learning disabilities was negative attitude from members of society. The way of achieving inclusive education is too much of a challenge. Over a century various aspects proposed education for disabled children but that was not achieving their aim. At present the new concept ‘inclusion’ indicates that all children can learn in a general classroom and also benefit for society.

Insufficient facilities that are not suitable for disabled students and most of the teachers had negative attitudes also face many problems to meet in the classroom with disabled students. The Indian government declared many laws and legislation regarding inclusive education. But not applied in proper way, in spite of many policies now a huge gap between the policy maker and teacher (Zambelli & Bonni).

Objectives

- To find out the male and female teachers’ attitude towards inclusive, general, special school education in urban, sub-urban areas school
- To study the awareness level and knowledge among teachers general, special school and inclusive school with respect to their age.
- To study the challenges and opportunities of inclusive education in school
- To trace out various qualitative and quantitative attitudes as well as consciousness about various laws, scope and policies.

Hypotheses

There is no significant difference between male and female in various school teachers’ attitude towards general, special, urban, sub-urban school.

Database and Methodology

The primary and secondary data has been used for this study, but more attention given to secondary data based. The primary data was collected from one inclusive school and three normal. Total 150 teachers’ attitudes are considered for this study and five schools considered for this study. 30 samples have been collected from each school and three schools from 24 Parganas North and two schools from Kolkata district. Among the schools, two are special schools, one is inclusive school followed by co-ed school and another one is general boys’ school which covers West Bengal Board of Secondary Education, I.C.S. E& I.S. Eboard. Random samples have been collected from each school. The simple percentage, mean median etc as well as various statistical diagrams are used for this study.

Characteristics of Sample

Location of school: Location of school means, a place or locality where a school is located. In this study location of school is confined to the urban and semi-urban areas. Urban area refers to proper town or city. According to sample selection, about 57.15% of schools are located in urban areas and 42.85% are located in semi-urban areas.

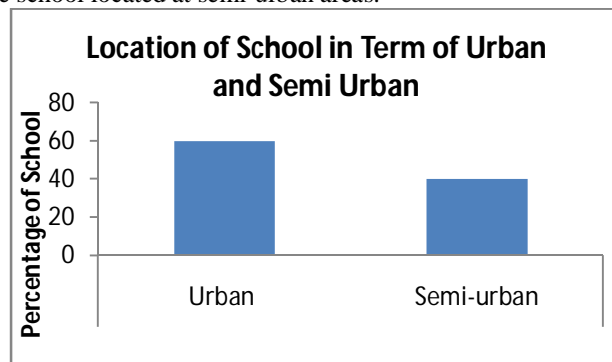


Fig.1



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Demographic Structure of Sample: The gender disparity is everywhere but now days the profession is firstly changing. Male &female ratio as well as male -female teacher ratio is one of the important indicators for balance education. According to the ministry of human resource (2013) development report in 1950,male –female teacher ratio was 80:20. but the ratio jumped to 90 women teachers per 100 men teachers in the country in 2015. In Between 1991-2014, female –male teachers ratio rose from 44 to 88 in primary school, and 44 to 90 in senior secondary school (HRD, 2015). But the state wise widely variation found among various Indian states. According to primary data male female teacher’s ratio is very close and happily informed that 49.33% are female teachers among sample and 50.66% are male teachers which is above national range.

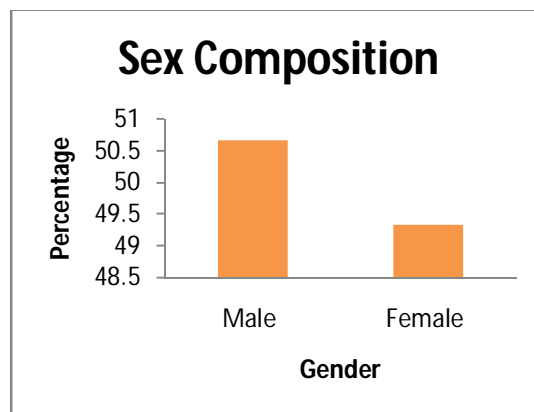


Fig.2

Age of Sample Teachers: The age of teachers has been divided into three categories. The data shows that there are 9.33% teachers who are below 30 years age followed by 56% teachers in between 30 &40 years, and the rest 34% teachers are above 40 years old. This does not mean that the young teachers are necessarily less effective than older peers. It analysed that the result and compared the result depend upon the perception of teachers towards the inclusion.

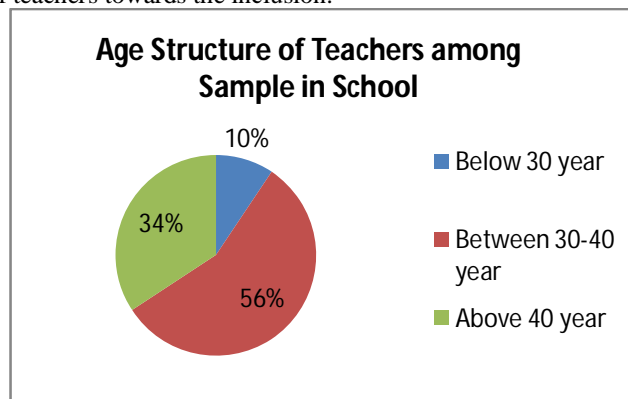


Fig.3

Type of school. School use in different approach to providing special education service to identified student. This sampling school is divided into three categories which is general school, special school, and inclusive school. Here three type schools are defining.

General school: General school are those schools where only normal students’ studies but sometimes disable students also present there. According to right to education 2009 all school are inclusive school that means no school can deny to take admission of physically challenged students. Here more than 40% teachers’ sample have been collected from normal school for sampling.

Special school: It refers to a separate classroom or special school exclusively for disable student with special need. Nearly 40% sample have been collected for this study



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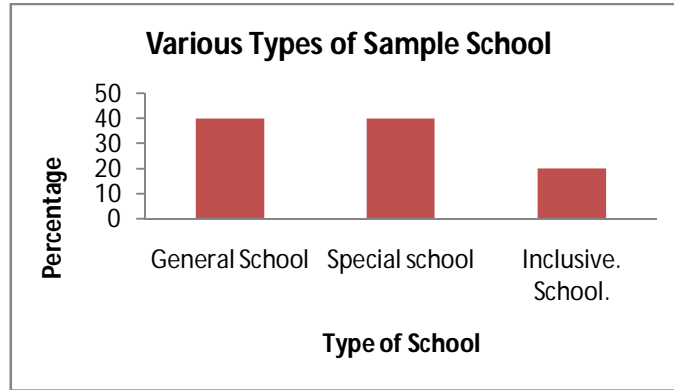


Fig.4

Inclusive school are those school where are admitted all types of students. Inclusive school are those where present disabled student. Nearly 20% data collected from inclusive school for this study.

Qualification of Sample Teacher: The qualification of teachers has been divided into two categories –under graduate and post graduate. The data show that there are 2.66% teachers who are belonging to under graduate, and the rest of 97.33% teachers are complete post graduate.

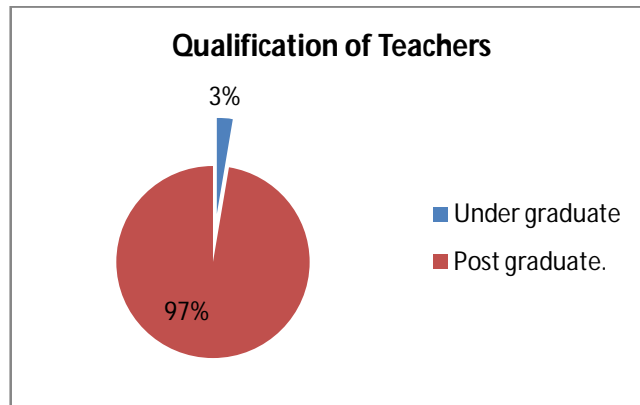


Fig.5

Professional qualification: The age of the teachers has been divided into two categories in this survey. After data collection the data show that there are 56% teachers have profession degree and remaining 46% teachers have not professional degree.

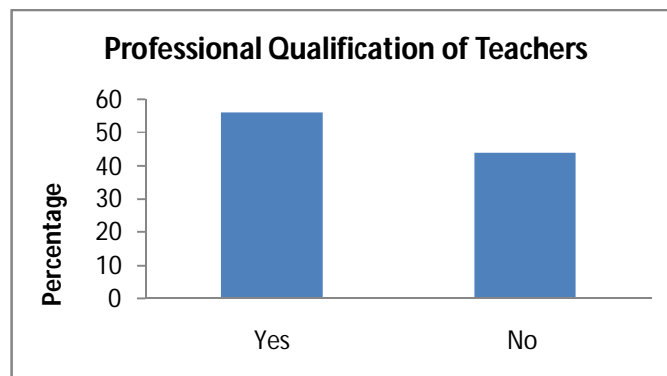


Fig.6



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Year of teaching experience: Teaching experiences also consider for this study, how money year engaged for teaching. Teacher experience means how money year expend in teaching, according to study teachers' experiences have been divided into three categories. Low experience teacher who has less then 3year teaching experience, medium teaching experiences teachers who have teaching experience 3-6 year and high experience teachers who have more than 6-year teaching experiences. According to survey nearly 54% teachers have high teaching experiences followed by medium teaching experiences about 33.33% and low teaching experience only 12.66%. This is very unfortunate to say no single special trained teachers are found in general school but general school have permission to take admission of disabled children. Year of teaching experience with special need are same.

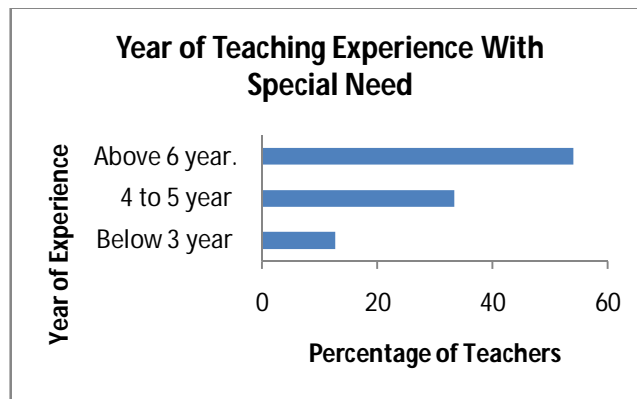


Fig.7

Significant of the study

Education is a significant instrument of nations for development, socio economic changes and to improve the quality of life. Nearly 10% Indian population are disabling and without their contribution any nations or countries not possible to go ahead. So, there are need special school as well as need to provide all kinds of facilities for disabled children. The study needs to understand efficiency of special learner and how to teach them in normal school without help of special teacher. Every child has special ability and its need to manifested their special ability .so, instead of segregation teaching them with other student in normal schools will not feel isolated. They build up a healthy social relationship with their peers and they feel they can achieve their aim. This study tries to see teachers attitude has any effect on inclusion of higher secondary school student. This study tries to find out has any difference in special and normal school teachers' attitude towards inclusion in school.

Nature of sample with dimension aspect

The study based on ten dimensions which are related to various aspects. Knowledge about special education related questions ask and gather information. Most of teachers have good knowledge and aware about special education. According to survey more 71.25% favourable conditions found for special education followed by indifferent 9.21% and unfavourable conditions nearly 17%.

Discussion and Finding

The study based on primary survey, more than 62 questions ask under ten dimensions and the question is qualitative and quantitative. Various dimension and its determinants present below under various heading.

Knowledge Related Information

There are 150 sample considered for this study and ask to the teachers to understand school teacher perspective about inclusive education system. Teachers is the back born for societies and most of the teachers very aware about special education law or policies and primary survey reported that maximum teachers known about it. Numbers of variable are chosen for these studies, according to primary survey more than 83.33% school well aware of special education legislation and policies followed by indifferent 10% and unfavourable 8% in Indian perspective, but in international special educations perspective shows slightly different pictures where more than 74% teachers known about international laws, legislation and policies. About 79.33 teachers inform that they have knowledge of the various categories of disabilities & their needs followed by 1.33% indifferent and have not knowledge 8.66%. About 60% school teachers informed that I'm aware of provision & facilities recommended by various national & international law & policies followed by indifferent 25.33% and don't know about this 12%. During the survey time surveyor asked and 76% teacher informed that I'm aware of the concept of mainstream, integration, architectural barriers, individualize educational plan, universal



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design & accessibility, least restrictive environment, IDEA, ADA, PWD followed by indifferent 12.66% and unfavourable conditions 10%.

Teachers Attitude towards Inclusive Education

Most of the teachers believed that all round development can be done best in an inclusive education setup near about 78.6%believe about the & only 4.66% don't believe a perception. Able & disable students can grow in inclusive education system undoubtedly as more than 80% teacher answered in favour only 6.66% answered adverse .when they were asked if inclusive education system were god in theory but not in practice ,the percentage of positive answered were astonishing as 74% of teacher supported about it only 8% did not believed in the perception .Where about 75% of the teachers believed that all school should be more inclusive as it the best policy to educated future generation .On the other hand when they were asked whether disable children have a permission to study in normal school in normal education system or not,81.33% answered that they have right to chance for entry in normal education system .When 12% answered adversely. 78.60% teachers believed that inclusive education system in very much beneficial all student only 9.33% don't believe this .81.33% teachers believed that regular teachers instructional ability can enhance the student with disabilities in regular classes when only 2% denied on that concept.

School infrastructure & Practice of Inclusive Education

Inclusive education system needs a special atmosphere and the school infrastructure is very important which need for physically challenged students. Teachers' mentality and normal student's behaviours also important because discrimination may be occurred during learning process. So, the school have to be maintained laws, realization and policies in very carefully. According survey 72 % of teachers answered positively and said that their school maintain the climate and provide all kinds of support for proper learning likely to be general students, in the same time nearly 20% of the answered were negative. Another opinion teacher reported that when the disable takes admission in classes that they got sufficient support for professional development activities for the student with special needs for their respective classes. About 78.6%. teachers admits that they got support followed by only 9.33% teachers said that they don't get all kinds of support .Nearly 81.33% of the teachers said that class teacher and resource teacher worked together in their school premises and Only 8% said that they are apart .Primary survey reported that 81.33% teachers agreed that teaching assistance are available for disabled students and they are not facing any kinds of special problems and other hand 13.33% said that they were not getting their assistance in teaching .According to teachers responses nearly 90% Parents of disabled students worked in collaboration with teachers and only 5.33% of the teachers are getting any chance to collaboration with parent of special needs children.

Administrative support regarding inclusive education

Administration of the respective school whether provides all co-operation and assistance for enrolment of special needs and about 90.66%of the teacher admitted that they are getting proper support from administration to encourage to take admission and promised to provide all kinds of facilities. Nearly 91.33% of the teachers claimed that they got sufficient support from school administration and only 1.33% said that they cannot get necessary support to serve their duties.

Parent responsibilities and cooperation

Parents of disable students have not proper ideas to placing their children and 64.66% teachers said that they have concept about reservation for placing their children in the same classroom. At the same time 24% of the parent have not such mentality about the inclusive classroom. Primary survey reported that 74.66% parent are regularly update & interacted regarding their child development where 20.66%parents are not aware of their children development in inclusive education. Nearly.69.33% teachers said that parents are part of decision-making curriculum for their children individualized education programme (IEP) regularly but 22% parents are not interested to take part of the decision making for their children. The parents of disable children are not attended the meeting for planning on regular basis, teachers inform only 66% parents attend meeting & 20% of the parent are not eager to present at the meeting. The teachers point of views 76.66% of the teachers think that the attitude of parents like overprotection, rejection, expectation is barrier to implementation of inclusive education. But 17.33% do not have such mentality.

Student ratio and Class management

Nearly most of the teachers inform that number of students in their classes are reasonable and 85.33 teachers think that number of students in their respective classes are reasonable and only 3.3% do not think the same. Primary report reported that 74.66% teachers think that normal student are cordial & helpful towards to the disabled student and only 7.33% not think in same way. The teacher who thinks that the student with disability or without disability take part in every activity of the school and outside premises of the school followed by 88% and 8% do not agree on that point. About 84.66% teachers think that special needed student is benefited by other students of the classroom as friend's just 1.33% teachers' thinks not as same.



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Teaching practice & personal experience of teachers regarding inclusive education

Teachers who faced difficulties to teach disable student with general student in same classroom in less than 50% i.e., 41.33% on the other hand teachers who do not bother to teach special student with normal ones in also same. On this regard 17.33% of teachers are indifferent .57.33%teachers think that the curriculum which is followed by their school is suitable for all, students either able &disable. But 32% of the teachers' view are adverse.76% teachers followed the Inclusive education policy plan in their teaching procedure .17.33% do not follow Inclusive education policy documents as a part of their teaching practice. The number of teachers who think Inclusive education policy documents are useful tool to facilitate learning is 82.66% & who do not believe the process is 7.33%. Again 82.66% of the teachers love to teach specially able students &only 9.33% of the teachers do not love to teach that type student as it need special attention .In the integrated classroom teachers have to face a real problem, where attention cannot be given to all students equally ,70% teachers admitted the fact but 16% of them produce adverse opinion .The data showed that 75.3% of teachers think that they are able to meet all the needs of all the students in their respective classes only 7.33% fails to fulfil students' needs .48.66% teachers admits that integrated classes are more difficult than normal class. A higher degree of anxiety & stress has to be faced in the classes. But 29.33% teachers have not faced such pressure in their classes. The normal student academic achievement in inclusive classroom has been affected in the 66% of teachers thinks likely but 17.33% teachers said another way.

Teacher professional skill

Only 24.66% of teachers admit that they do not have such skills & knowledge to teach special student in inclusive classes but 56.66% of teachers say that they have such required knowledge & skill. Only 33.33% of the school admit that have not such type of skill to cater the need of special child but 56% of them do not agree with this and 12% of them do not give any view. When they are asked whether they had enough time to plan educational programme for the disable student or not? About 34.66% teachers agreed that they had not time to plan such matter when 58.66% of them gave their views in favour. About 53.33% teachers said that their school have Para-supporting staff for disabled students and 38% teachers are disagreed. According to survey, 60.66% teachers confess that their school have not sufficient staff and only 28% think that the present combination of teaching staff is adequate. Maximum teachers do not agree that they will not be cope with the student who have not a minimum percentage of skill to adopt teaching process.itself-care ability of 56.66% teachers answer is negative for this perception when 32.66% support the views and just 18.66% of the teachers are agreed.

Infrastructure and Resources

About 76.66% teachers agreed that the classroom is accessible for all the student irrespectively normal and special children and 16% of the teachers say that total classroom is not adequate. Inclusive institution needs extra infrastructure facilities for special need student's like's toilets, leisure places, playground etc.About 89.33 % school teachers said that their school have good infrastructure for the disabled students and remaining teachers are not agreed with this. Primary survey reported that 74.66% teachers said that their non-teaching staff in school not trained for caring the special need students and 59.33% school teachers said that they have not sufficient found for arrangement of special need students. Nearly 48.66% school teachers think that their school have not adequate special education instrumental materials and teaching aids facilities. Nearly 71.33% of teachers think that they receive sufficient professional help with respect to special students need in their respective classes, only 2% denied agreeing that they have received such development activities from their respective class room.

The maximum number of teachers answers positively when they are asked about the climate condition of their school for inclusion of special student in regular classes. The statistical data shows that 77.33% teachers in favour of the perception when 10.66% of teachers give different views. 65.33% of teachers views in favour of supportive resource and professional pedagogies which can maintain inclusive education system in their respective school, The teachers who think that they have access to teaching resource which are needed to teach student for special needs in 72.66% .On the other hand 17.33% do not think in same way .62.66% of teachers think that they will have faced difficulty to accommodate different type of disable student due to infrastructural deficiency but 20.66% of teachers support their view.

Special strategies at school to cater needs special needs

About 82.66% teachers work in collaboration with parents of special challenged student to reduce their problem in learning process of inclusive system. But 0.66% teachers' views are different, there are two type of teachers who can serve the student in education system one is classroom teachers and another resource teachers. Nearly 86.66% teachers think that they can work together to teach them appropriately when 5.33% disagree with the perception .The teachers are offer different type of learning process through various type of unique learning activities to cater special child needs – this process is supported by 86.66% of teachers when 7.33% teachers denied to accept this method .The teacher who have accessed students adaption of educational learning is 64% .When 24% of teacher do not maintain that process .70.66% of teachers use differentiation method to cater the needs of different ability group .When



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15.33% do not use the method to cater the special child .Individualized educational programme documents are the past of their teaching practice 59.33% of teachers agree with the system when 25.33% denied to accept such system of teaching in inclusive education programme.

Conclusion

It is clear to that the teachers perception, attitudes and consciousness vary from school to school even within school. Most of the teachers have positive attitudes regarding inclusive education and they are very well known about the various laws, polices and government scheme about special education. But the problems arises that most of the school have not good infrastructural facilities for disabled students. According to teachers views maximum number of schools have not sufficient found to support and developed the infrastructural facilities. The attitudes and consciousness about male and female teachers have not found large differences. The study found most of the special school found in urban and semi-urban areas and till now rural areas are deprived. More attention should be given for rural areas disabled students because most of the parents don't know the facilities and totally unaware about national and international laws and schemes.

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Total Editing Time: 36 Minutes
Last Printed On: 6/3/2021 10:25:00 AM
As of Last Complete Printing
Number of Pages: 8
Number of Words: 4,492 (approx.)
Number of Characters: 25,611 (approx.)