

A Study on Inclusive Education towards Teacher's Perspective at Raipur District Chhattisgarh in India

¹Amena Banoo Khanani

¹Assistant Professor

¹Department of Zoology,

¹Kalinga University, Kotni near Mantralaya, Naya Raipur, Chhattisgarh, India, Pin- 492101

Abstract: Inclusion is an educational approach and a philosophy that provides all student members of the community and greater opportunities for academic and social success. Inclusion is to ensure that each student feels welcome and that his or her unique needs and learning styles are addressed and enhanced. Research shows that most students learn and behave better when exposed to the richness of the general education curriculum, provided that there are adequate strategies and adaptations. In this research work, a study on inclusive education was conducted from the point of view of teachers in the Raipur district of Chhattisgarh in India. The study focuses on the opinions, motivations and results of an inclusive education and the participation of teachers (men and women) from public and private schools. The collected data were evaluated using the T value test and the results show that female teachers dominate male teachers in teaching inclusive education in both governmental and non-governmental schools.

Index Terms - Inclusive Education, Inclusive Education Policy and Special Education, Raipur.

I. INTRODUCTION

Inclusion is a practice and a basic foundation of modern educational philosophy. The practice of inclusion in public schools is based on the legal concept of the less restrictive environment (LRE). The less restrictive environment is known, through legal challenges and due process, since the educational experience is more similar to that received by non-disabled students. Schools are expected to offer a full range of placements in the best interests of children, from full inclusion, which means receiving all instructions in the context of general education, residential treatment, when it is in the best interest of the child and all alternative courses Restriction levels have been exhausted.

Inclusion improves learning for students, both with and without special needs. Students learn and use their learning differently; the goal is to provide all students with the instructions they need to succeed as students and achieve high standards, together with their friends and neighbors. Supporters of integration argue that students with special needs should be placed in the context of general education only when they can meet traditional academic expectations with minimal assistance. It is not enough to locate students with special needs in the normal class to influence learning. Teachers in an inclusive school must vary their teaching styles to suit the learning styles of a diverse population of students. Only then can the individual needs of all our students be met. The schools of the future must ensure that each student receives individual attention, adaptations and supports that will translate into meaningful learning.

II. RELATED WORK

There is no research available on inclusive education in the Raipur district. In this section we present some works by other authors on inclusive education in India.

Dr. Sumita Chakraborti-Ghosh [1] provided a comparative overview of inclusive services worldwide to describe the progression of inclusive services for children with exceptional needs in Indian schools since independence. The author has tried to highlight the key issues and challenges against successful inclusive education, and has provided some suggestions that can help provide inclusive education for people with disabilities in India.

Teena Sarao [2] highlighted the obstacles and elaborated the challenges in the field of inclusive education in India, with particular reference to the preparation of teachers. For inclusion to be appropriate, the preparation of teachers for inclusive education must be mandatory in all teacher education programs, regardless of the elementary or secondary level.

Md. Amzad [3] evaluated the philosophy of thought and acceptance that evolved rapidly in the last century and continues to evolve, in response to federal and state laws, along with our changing social and political beliefs. As we strive to address these challenges, the participation and cooperation of educators, parents and community leaders is vital to creating better and more inclusive schools.

J D Singh [4] discussed in detail the concept of inclusive education, including the importance, challenges and measures to implement inclusive education in India. He concluded that it is necessary to develop an inclusive learning project so that education is joyful for all children, so that education for them is welcoming, friendly and beneficial to the student and they feel part of it, not part her.

Dr. Sudha Pingle and Dr. Indu Garg [5] discuss the effect of the inclusive education awareness program, developed to raise awareness among teachers working before the service. The methodology used was a quasi-experimental pre-test and post-test group, together with a factorial project to study the interactive effect of moderation variables in treatment. A questionnaire on awareness of inclusive education was prepared, consisting of 48 items, and its reliability index is 0.85 for the half-period method and 0.88 for Cronbach Alpha. The intentional sampling technique was used and the sample consisted of 77 pre-service teachers in the experimental group and 53 in the control group of two universities offering the D.T.Ed course (Diploma in Teacher Education).

Dr.A.Balu and Mr.P.Rajkumar [6] highlight the existing educational environment for children with different disabilities in India. It also focuses on how inclusive education can be made more effective in the Indian context. They argued that children with different disabilities should be treated in the same way as normal children, and instead of looking at them sympathetically; their talents and abilities should be recognized for their self-esteem and the welfare of society. It is important to remember that inclusive education is at a very early stage of conceptualization and implementation in India.

Umesh Sharma and Ajay Das [7] presented a report on various initiatives taken by the government since India's independence in 1947 to provide education for disabled school-age children. Most children with disabilities still remain out of school. They try to identify the challenges that the country continues to face in providing education to this population and the possible ways in which to face the challenges.

III. INCLUSIVE EDUCATION

A. Concept

In India, the National Council of Educational Research and Training (NCERT) joined UNICEF and in 1987 launched the Integrated Education for Disabled Children project to strengthen the integration of students with disabilities in schools traditional. In recent years, the concept of inclusive education has expanded to include not only students with disabilities, but also all students who could be disadvantaged. This broader understanding of the curriculum has paved the way for the development of the National Curriculum Framework (NCF-2005) which reaffirms the importance of including and keeping all children at school through a program that reaffirms the value of each child and enables all children to experience the dignity and safety to learn.

B. History

(a) Pre-Independence: 1909 marks the first part of the attempt of legislation concerning inclusion education in India. Gopal Krishna Gokhale, "Professor of English Literature, Mathematics and Economics, served, for example, in the Poona Municipal Council, the Legislative Council of Bombay and, finally, the Imperial Legislative Council", presented a bill in Council Law 1909 Indian to make elementary education compulsory. "This bill, if approved, would have provided funds for compulsory education for all. However, it was rejected.

The policies and actions of the Indian government regarding special inclusive education in 1940 completely contradicted the other. The Sargent Report of the Central Advisory Board of Public Education in 1944 suggested that children with disabilities should be fully integrated. Instead of discussing the validity of inclusion, the report said Sargent was the only way to provide training. However, both the action and inaction of the Indian government in the 1940s completely contradicted this suggestion. During the 1940s, the Indian government began to create separate laboratories and business schools separate from those for students without disabilities to teach children with disabilities the ability to enter the world of work. Furthermore, this decade has been marked by a sharp increase in the amount of money granted to voluntary organizations to establish special schools. Most of these were expensive and segregated schools were located in urban areas, further marginalizing people with disabilities in rural areas.

(b) Post-Independence: After independence, many policies and practices were made for their inclusion in education in India. Some of the main policies are similar

(i). Inclusive education is written in the constitution of India as a fundamental right for all citizens. In Part IX, Article 45 of the Constitution establishes that the State will try to provide, within ten years of the beginning of this constitution, a free and compulsory education for all children up to the age of fourteen.

(ii). The importance of Article 45 was reaffirmed in 1993 with the Unnikrishnan ruling of the Supreme Court. In this case, the court ruled that Article 45 must be read together with Article 21 of the Constitution, which states that "No one can be deprived of his life or his personal freedom, except according to the procedure established by the law".

(iii). The 86th amendment to the constitution, section 21A states: "The State will provide free and compulsory education to all children from six to fourteen years in a manner that the State can determine, by law.

(iv). The 1960s marked an important change in the organization and financing of special education in India. The Ministry of Education has been divided and a new section has been created called the Ministry of Social Security. The ministry of social welfare has received responsibility for the "weak and vulnerable" sectors of society.

(v). The Indian government created the Kothari Commission in 1964, named after its president, P.S. Kothari. This commission was created because the Indian government wanted to create an action plan to improve the education system. The action plan created by the Kothari Commission included people with disabilities, but unfortunately the Indian government has never implemented it.

(vi). The Ministry of Welfare created the Integrated Plan for the Disabled Children Education, not to be confused with the Integrated Child Development Plan in 1974. The program included children with disabilities With the intention of using this aid to include children in common classrooms; financial support for books, school uniforms, transport, equipment and special aid.

(vii). The National Policy on Education (NPE) was established in 1986. Continuing with the spirit of the IEDC 1974, the NPE establishes that children with "minor" disabilities must be included in regular classes, while children with disabilities "by moderate to grave" They must be included in segregated schools. The 1992 action program (POA, for its acronym in English), created to implement the 1986 NPE expands the definition of NPE, which should be included in general education, and that "a child with a disability who can be educated at school complete should not be in special school". He says that once children with disabilities acquire basic life skills, learned in resource rooms or special schools must be built.

(viii). The year 1992 was also the year of the Law of the Rehabilitation Council of India (RCI). The RCI law has provided standards for rehabilitation professionals; one type of rehabilitation professional is special education teachers. This act is important because it establishes the consequences for teaching without a license. Unlicensed teachers can be sentenced to up to one year's imprisonment, receive a Rs 1000 fine or both.

(ix). In 2002, amendment 86 was made to the constitution, which requires free and compulsory education for all children aged 6 to 14 years. And with the help of the World Bank, the Indian government has started Sarva Shiksha Abhiyan-SSA (Education for All) in India.

(x). The Indian government has decided to amend amendment 21A of the constitution, which gives children between the ages of 6 and 14 the right to free, appropriate and compulsory education in a single act. In 2005, the Ministry of Human Resources Development drafted the law on the right to education. This bill, framed through a "perspective of social justice and collective defense" rather than through a framework of individual rights, is not specific to disability, but includes children with disabilities, with specific sections dealing with students' educational rights with disabilities. The law on the right to education was approved in 2009 and entered into force in 2010.

(xi). It was extremely important that India create a bill on sections 45 and 21 (A) of the Constitution, which became the law on the right to education that was originally established in 2005. However, in the same year, the Ministry also drew up a draft for the development of human resources the action plan for Inclusion in Education of Children and Youth with Disabilities (IECYD). The plan specifically seeks to move from integration to inclusion, stating that while in place in the current IEDC scheme (Integrated Education for Disability Children), children with disabilities are placed in a normal school without making changes to the school. In order to satisfy and satisfy different needs, the IECYD revision will, on the contrary, modify the existing physical infrastructures and teaching methods to meet the needs of all children, including children with special needs.

(xii). In 2008, the government reformed the Integrated Education Program for Disabled Children (IEDC) and created an inclusive education for people with disabilities in the secondary phase (IEDSS). It entered into force on 1 April 2009. The IEDC was reformed to take into account the resources provided for students with disabilities aged 6 to 14 years under Sarva Shiksha Abhiyan. The goal of the IEDSS is to enable disabled children who have completed eight years of primary education to continue their secondary education in an inclusive environment in regular schools.

(c) Education policies since 2016: Here's a look at the major and minor education policies being introduced in 2016. The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments. From the 'No Detention Policy' to a barrage of new education policies, here's a look at integral policies related to education that were introduced this year:

(i). No detention policy ends for classes 5 and 8: the Ministry of Human Resources has decided to review the old policy that promoted all students in grades 5 and 8. Now, with the new policy, it will be mandatory for all students of classes 5 and 8 to pass the exam to enter the next class. According to the Right to Education (RTE), on 1 April 2010, this policy was applied to provide education to each and every one of the children between 6 and 14 years of age.

(ii). Compulsory education to gender: the Telengana has become the first Indian state to make gender education compulsory at the degree level and has introduced a bilingual manual Towards a world of equals in engineering colleges affiliated with the Jawaharlal Nehru University of Technology (JNTU- Hyderabad).

(iii). The ICSE and ISC schools now have compulsory yoga classes: all ICSE and ISC schools have been directed by the Council for Indian School Certification Exams (CISCE) to ensure that students receive regular yoga classes.

(iv). Free higher education for the poor: the government of Assam has announced free upper secondary education courses, three-year undergraduate degrees and polytechnic diplomas for students who cannot afford them.

(v). Educational facilities for students with disabilities: students with special skills in Guwahati will soon be freed from paying their schools and tuition fees, as the state government has announced a free education plan for these students from class 9 at the university level. It will include higher education institutions administered by the government, including professional engineering institutes, doctors and polytechnics.

(vi). Government school teachers will be sent abroad for training: the Delhi government has announced that teachers and school directors will be sent to renowned foreign institutions for training. The principals and teachers of the Delhi government schools will also have to receive similar training as the teachers of the best schools in the world are trained.

C. Need

International efforts have been made to include children with disabilities in general education. To get a truly inclusive education, we need to think about and integrate children with special needs into regular schools; especially because these children face a kind of obstacle to learning and participation in the classroom. As general education classrooms include increasingly diverse students, teachers understand the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even if their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Research shows that most students learn and behave better when exposed to the richness of the general education curriculum. The growing body of research has shown that children get better academic results when they are in

inclusive environments and inclusion provides opportunities for developing relationships. Some of the advantages include: friendships, social skills, personal principles, comfort level with people who have special needs and solidarity class environments.

The most important function of friendships is to make people feel kept, loved and safe. In an inclusive educational setting, students with inadequate performance can get extra help even if they do not qualify for special education. Classmates of students with disabilities also experience a growth in social cognition, often being more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report feeling more comfortable with people with special needs because of their children's experiences. Students with disabilities can create lasting friendships that otherwise would not be possible, and these friendships can give them the skills to navigate social relationships later in life.

D. Challenges

In India, the number of people with disabilities is so great, their problems are so complex, resources are so scarce and social attitudes are so harmful. The path to achieving inclusive education is long and varied, where challenges and opportunities arise. India is a multilingual, multicultural, multi-religious country and its people are layered along socio-economic and high-caste lines. With an estimated 1.21 billion people, India is the second most populous country in the world after China. It has 17% of the world population and 20% of children who do not go to school in the world. The goal of inclusion is to provide support to students. The main purpose has become more challenging as the schools welcome students with different backgrounds and skills. According to official estimates by the Indian Census (Government of India, 2011), the number of people with disabilities in the country is 26 million, about 2.1% of the total population. However, the UNICEF Report on the Status of Disability in India (2000) states that there are about 30 million children in India who suffer from some kind of disability. 10% of the world's population lives with a disability and 80% of these people with disabilities live in developing countries. But 75% of people with disabilities live in rural areas of India.

There are particular challenges around negative attitudes and behaviors, both from teachers and parents, in relation to the ability of children with disabilities to learn. Another serious challenge is the fact that most people with disabilities are still excluded from equal access to general education.

Most Indian school staff is not trained to design and implement educational programs for students with disabilities in regular schools. Most teacher training programs in India do not have a unit of disability studies. Most schools in India are poorly designed and few are equipped to meet the specific needs of students with disabilities. It is also worth noting that there are difficulties in obtaining and allocating resources for assistive devices.

E. Issues

Some of the obstacles related to inclusive education with special reference to teacher preparation are:

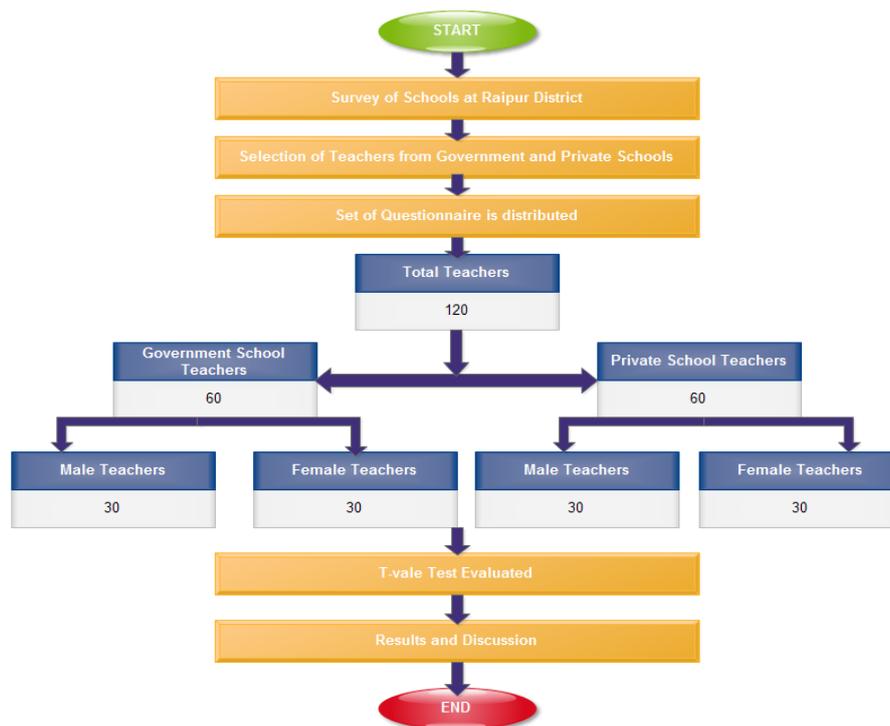
- (i). Lack of Teacher preparation Institution
- (ii). Lack of Competent Teacher Educator
- (iii). Lack of Infrastructure and Resources
- (iv). Lack of Proper Curriculum with special reference to Inclusive education during teacher preparation
- (v). Lack of proper strategies to improve practical skill and competency development on the part of student teachers.
- (vi). Lack of time for preparing teachers for inclusion in general classes
- (vii). Lack of continuous workshop, seminar, projects, internship for special children education.
- (viii). Lack of adequate pedagogy and strategy to educate children with special need

IV. RESEARCH METHODOLOGY

The study has been conducted via set of questionnaire to School teachers including government and private sectors at Raipur District. The research methodology is shown in figure 1 and the details are shown in following table 4.1.

Table 4.1: Sample Number of Teachers

| # | School Name | Kind | Number of Teachers | | Total |
|---|---|--------------|--------------------|-----------|-----------|
| | | | Female | Male | |
| 1 | Devbati Sonkar HS School | Private | 16 | 4 | 20 |
| 2 | Ujjawal Public School | Private | 17 | 3 | 20 |
| 3 | JK Dani HS School | Private | 17 | 3 | 20 |
| | | Total | 50 | 10 | 60 |
| 4 | Govt. HS School Purani Basti | Government | 11 | 9 | 20 |
| 5 | Govt. HS School Khokopara | Government | 15 | 5 | 20 |
| 6 | Govt. Anirudh Singh HS School Kushalpur | Government | 15 | 5 | 20 |
| | | Total | 41 | 19 | 60 |



V.

Figure 1: Research Methodology

The standard deviation of the mean (SD) is the measure of the spread of values in a distribution. SD is calculated as the square root of the variance (the average squared deviation from the mean). Variance in a sample is:

$$\sigma^2 = \frac{\sum (x - \mu)^2}{n}$$

[x is a value from sample, μ is the mean of all x, n is the number of x in the sample, Σ is the summation] Variance is usually estimated from a sample drawn. The unbiased estimate of sample variance calculated as:

$$s^2 = \frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n - 1}$$

[x_i is the ith observation from a sample, x-bar is the sample mean, n (sample size) - 1 is degrees of freedom, Σ is the summation] The standard error of the mean is the standard deviation of means of several samples; this is estimated from a single sample as:

$$SEM = \frac{s}{\sqrt{n}}$$

[s is standard deviation of the sample mean, n is the sample size]

(i) To study school teacher attitude towards Inclusive Education in government and private sector

The study is been evaluated to know the school teachers attitude towards Inclusive Education in government and private sector. Standard Deviation and T-value Test are calculated from the collected data which is shown in table 4.2 below. It is found that there is more positive attitude towards Inclusive Education by Government sector teachers as compared to Private sector teachers.

Table 4.2: T-value for number of teachers

| School Kind | Number of Teachers | Median | Standard Deviation | T-Value Test |
|-------------------|--------------------|--------|--------------------|--------------|
| Government School | 30 | 37.33 | 1.20 | 16 |
| Private School | 30 | 32.53 | 1.30 | |

(ii) Female teacher’s attitude to teach Normal and Disabled Students

The study is been evaluated to know the female teachers attitude towards Inclusive Education in government and private sector. Standard Deviation and T-value Test are calculated from the collected data which is shown in table 4.3 below. It is

found that there is more positive attitude towards Inclusive Education by Government sector female teachers as compared to Private sector female teachers.

Table 4.2: T-value for number of female teachers

| School Kind | Number of Teachers | Median | Standard Deviation | T-Value Test |
|--------------------------|--------------------|--------|--------------------|--------------|
| Government School | 30 | 33.90 | 1.57 | 10.5 |
| Private School | 30 | 37.47 | 1.20 | |

V. RESULTS & DISCUSSION

The study has been conducted via set of questionnaire to School teachers including government and private sectors at Raipur District on about 120 candidates. T-value test is been carried out to study school teacher attitude towards Inclusive Education in government and private sector and Female teacher's attitude to teach Normal and Disabled Students. Standard Deviation and T-value Test are calculated from the collected data which is shown in table 4.1 and table 4.2 above. It is found that there is more positive attitude towards Inclusive Education by Government sector teachers as compared to Private sector teachers. It is found that there is more positive attitude towards Inclusive Education by Government sector female teachers as compared to Private sector female teachers. Following are the key point which could be helpful in Inclusive classroom practices and design from teacher's perspective.

- Speak only positively about all children in the classroom and to other staff – present the positive aspects of each student
- Take clues from the child, think in terms of strengths and progress rather than deficits
- Give students a sense of control over their own learning
- Cue students who do not respond well to change in advance of daily program/subject transitions
- If the teacher sets the tone for acceptance, students will follow the example
- Involved students in supporting each other
- Don't carry problems over from day to day
- Don't blame the student for a lack of proper resources
- Express student's positive accomplishments to parents
- Make an effort to listen to and understand the knowledge of parents
- Collaborate with other teachers involved with the same students

VI. CONCLUSION & FUTURE WORK

In this research work, a study on inclusive education was conducted from the point of view of teachers in the Raipur district of Chhattisgarh in India. The study focuses on the opinions, motivations and results of an inclusive education and the participation of teachers (men and women) from public and private schools. The collected data were evaluated using the T value test and the results show that female teachers dominate male teachers in teaching inclusive education in both governmental and non-governmental schools.

Included in training is an approach to educating students with special educational needs. According to the inclusion model, students with special needs spend most or all of their time with students without disabilities. The implementation of these practices varies. Schools use them more frequently for selected students with minor to severe special needs. Inclusion can be organized in different ways and at different levels, but essentially, it is the team of teachers who must face a growing diversity of students' needs within their own school and classrooms, and must adapt or prepare the curriculum of such that the needs of all students are happy. All areas of education have changed in recent decades, with important changes in the role of teachers, along with the introduction of new approaches to curriculum and evaluation.

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