# Inclusive education in Bangalore: Practices and Barriers

By

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## Abstract

*In Bangalore, like in other cities and states of India, the concept of inclusive education is gaining more importance to provide equal opportunities of education for all. The purpose of inclusive education program is to include students with special needs in the regular classrooms. However, the major challenge this program is facing is lack of knowledge and lack of awareness among parents and teachers about inclusive education. The key question addressed in this article is inclusive education in Bangalore: Practices and Barriers. Inclusive education is considered as one of the priorities of the NEP 2020 and therefore also the CBSE schools in India. This article focuses on the role of education of all stakeholders as a very important tool for ensuring and encouraging inclusive education in all the schools. Data was collected in different rural and urban schools of Bangalore. Our research aims to find out if schools situated in rural and urban areas follow inclusive practices and, once it has been put into practice, what strategies are being used and what are the barriers they have faced while implementing inclusive education program. To this end, we designed a questionnaire addressed to the different schools of Bangalore. The results obtained demonstrate that rural areas do not support inclusive education because of lack of awareness and facilities.*

**Key words: Inclusive Education, Special Needs Children, Challenges and Barriers, Role of Education.**

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# INTRODUCTION

National Education Policy 2020 highlights that education is essential and needed for achieving the HOLISTIC development of an individual in VARIOUS / different areas, i.e., economically, socially, psychologically, which helps to IN TURN promote national development. India is committed to providing universal access to quality education FOR all children, which is the key to India's continued ascent and leadership on the global stage in terms of economic growth, equality, social justice, scientific advancement, national integration as well as cultural preservation. By definition, inclusive education is about the child's right to participate and to accept that child. A great deal of research on inclusive education has focused on establishing the trustworthiness of the argument that classroom inclusion is beneficial to learners with disabilities. In this regard, several studies, including those by Brady and Taylor (1989), Snyder (1999) and Kavale (2002), have demonstrated that learners with disabilities benefit from classrooms socially and psychologically with minimal negative effects. For many educators, however, as Davis (1989) aptly points out, classroom inclusion remains a leopard with several spots. While there seems to be sufficient beneficial social and psychological effects of classroom inclusion on learners with disabilities, little research focuses on such effects on learners without disabilities. In consequence, this study sought the insights of four teachers of inclusive classes on the social and psychological impacts of classroom inclusion on learners with disabilities and their peers without disabilities.

The inclusive education model aims to ensure provision of a supportive school environment so that successful socialization of children with special educational needs can be guaranteed. Meanwhile, apart from the social dimensions this pedagogy has psychological ones. What is meant here are the subjective experiences of children with special educational needs who are included in the regular/main stream educational system. In this sense when the effectiveness of the inclusive education model is discussed, the psychological dimension of the problem should be kept in mind, too.

**Inclusive Education** refers to a model wherein special needs students spend most or all of their time with non-special (general education) needs students. It arises in the context of special education with an IEP (individualized education program) and is built on the notion that it is more effective for students with special needs. Inclusive education is concerned with the education and accommodation of ALL children in society, regardless of their physical, intellectual, social, or linguistic deficits. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Inclusive education differs from the 'integration' or mainstreaming model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

**Special NEEDS children** are those who have a disability or a combination of disabilities that makes learning or other activities difficult. Special-needs children, these include those who have: intellectual disability, which causes them to develop more slowly as compared to other children. Speech and Language Impairment,

such as a problem in expressing themselves or understanding others. Physical Disability, such as hearing, vision problem, cerebral palsy, or other conditions. Learning Disabilities, Emotional Disabilities, such as antisocial or other behavioral/ conduct disorders/ problems.  The term **special needs** is a catch-all phrase which can refer to a vast array/MULTITUDE of diagnoses and/or disabilities. Children with special needs may have been born with a syndrome, terminal illness, profound cognitive impairment, or serious psychiatric problems. Other children may have special needs that involve struggling with learning disabilities, food allergies, developmental delays, or panic attacks. children with special needs have challenges which are more severe than the typical child, and could possibly last a lifetime. These children will need extra support, and additional services. They will have distinct goals, and will need added guidance and help meeting academic, social, emotional, and sometimes medical milestones.

**Role of education:** The most important job / GOAL of special education is to provide students with special needs with development opportunities and a learning process that will improve the quality of their life by helping them develop to the maximum potential. This can only be done through the support of schools and government institutions that provide free appropriate education. The Department of School Education & Literacy, MHRD was previously implementing Sarva Shiksha Abhiyan (SSA-RTE) as the core programme for universalizing elementary education for all children from 6-14 years of age. SSA had adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN was being implemented. The Right to Free and Compulsory Education (RTE) Act, 2009 mandates free and compulsory elementary education to all children including CWSN. This act provides a legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education.

**Barriers to Inclusive Education**: Inclusive education is a binding and priority for government of India. However, a wide gap in policy and practice exists in the country with respect to inclusive education. There are a number of barriers that hinder proper practice of inclusive education in Bangalore and they are as:

1. The inefficiency of teachers to develop and use instructional materials for inclusion students.

2. Attitudes towards inclusion and disability among teachers, administrators and policy planners

3.  Attitudes of parents of children without disabilities

4.  Lack of awareness about children with disabilities among general teachers

5.  Improper curriculum adaptation

6. School environment, School management, Support services, Family collaboration

7. Insufficient and improper pre-service teacher education

8.　Negative self-perceptions of children with disabilities, Negative attitudes of normal peers.

9.　Difficulties in physical access and Expenses involved

# REVIEW OF LITERATURE

Researcher reviewed seven studies (Wagithunu 2014; Pryde 1997; Manason 2009; Barrette 2001; Ciyer 2010; Vyas 2010 and singal et al. 2011) based on policies, practices and implementation of inclusive education, out of which two studies conducted in India and five in abroad. From the above studies it was observed that most of the studies were survey where educational policies, practices and its implementation in special schools and inclusive schools were observed. While others focused on attitude of regular teachers, proper supplementary aids and services for children with disabilities. The major observations were as follows: 1. Special Needs Education training develops positive attitude in regular teachers. 2.  Supplementary aids and services helps including children with severe disabilities in regular education. 3.  Policies and practices play very critical role in providing educational opportunities for children with disabilities. 4.  Effective implementation of inclusive practices depends upon the principal of the schools.

Mr. J. Antony Joseph & Dr. P. Ganesan (2021): the main aim of their research was to investigate and awareness of inclusive education among teachers. The study concludes that Correlations analysis indicates that there is a significant relationship between teacher morale and awareness of inclusive education and result of study shows that there is a significant Positive good correlation between the teacher morale and awareness of inclusive education.

J. Antonio (2015):  the results of this research depict that rural areas do not take full advantage of the context they are in to favor of inclusion processes and continue to develop proposals that are merely integrative.

Salend (2001) defines classroom inclusion as a philosophy that brings learners, families, educators and community members together to create classrooms, in the context of this study, based on acceptance, belonging and community. As already alluded to, classroom inclusion is not, in its general application, necessarily just focused on learners with disabilities as is the case in this study. The purpose of this review of related literature is, therefore, to examine the potential social and psychological effects of classroom inclusion on learners with disabilities and their peers without disabilities.

Lipsky and Gartner (1997) assert that the broad benefit of classroom inclusion resides in the strategy of designing supports which are built around innovative approaches to learning, differentiated instruction and curricular adaptations for every learner in the classroom. In this sense, classroom inclusion is also a philosophy which allows all learners to be valued and supported to participate in whatever they do. Advocates for classroom inclusion have, over the years, argued that classroom inclusion can be beneficial to all learners in a class, not just those with special needs.

Mowat (2010), for instance, maintains that the long-term positive effects of classroom inclusion on learners without special needs manifest themselves in heightened sensitivity to the challenges that others face, increased empathy and improved leadership skills. However, critics of classroom inclusion argue that while the concept is philosophically attractive, it is impractical. .

The main objective of the research paper is to study challenges and barriers in inclusive education in rural and urban areas of Bangalore. The emphasis will be focused on to find out if schools situated in rural and urban areas follow this principle and, once it has been put into practice, what strategies are being used and what are the barriers they have faced while implementing inclusive education program.

**Research variables:**

**The dependent variable of this research paper is:**

- **Inclusive education**

**The Independent variable of this research paper is:**

- **Locality: Rural/Urban**

**Objectives**

The main objective of this research paper is as:

1. To study the challenges and barriers in inclusive education on the basis of the locality (Rural/Urban) of the school.

**Hypothesis**

On the basis of above objective, the following hypotheses were formulated:

1. There will be significant difference in inclusive education based on the locality (Rural/Urban) of the school.

**Research procedure**

The procedure incorporates data compilation, data tabulation, scrutiny, interpretation, elucidation and conclusion. The data collection was done in an intended framework so as to have ample and adequate depictions of respondents. The collected data was analyzed manually.

**Research methodology**

The methodology used in this study conforms to the broad qualitative research tradition. According to Bell (1993: 6), qualitative research is more concerned to understand individuals' perceptions of the world", and therefore seeks quality and meaning". It was, therefore, in the context of this paradigm that the researcher sought an in-depth understanding of how classroom inclusion affects both learners with and those without disabilities socially and psychologically from the perspectives of teachers of inclusive classes. Data was generated through google form, face to face and semi structured interviews.

**Data Analysis**

**Table 1: Showing number of Inclusive schools in Rural areas**

| Block | Total Number of schools with CWSN | Total number of trained special educators | Total number of resource rooms with equipments |
|---|---|---|---|
| Devanhalli | 15 | 0 | 0 |
| Doddaballapur | 15 | 2 | 1 |
| Hosakote | 13 | 3 | 0 |
| Nelamangala | 9 | 1 | 0 |
| Total | 52 | 6 | 1 |

**Table 2: Showing number of Inclusive schools in Urban areas**

| Block | Total Number of schools with CWSN | Total number of trained special educators | Total number of resource rooms with equipments |
|---|---|---|---|
| Anekal | 8 | 1 | 1 |
| Bangalore east | 15 | 6 | 6 |

| Bangalore north | 18 | 8 | 7 |
|---|---|---|---|
| Bangalore south | 11 | 9 | 8 |
| Total | 52 | 24 | 22 |

The above table reveals that schools in urban areas are very supportive than schools in rural areas. Urban schools provide equal opportunity for all the students, they have Well-planned and designed curriculum that have a positive impact on student achievement.

## DISCUSSION AND CONCLUSION

Through this study an attempt has been made to study barriers in the field of inclusive education. During this study an attempt is made to determine the positive effect of inclusive education on cwsn. The results of this study confirm the need to establish inclusive educational schools in rural Bangalore.

The results of this study also clearly suggest that there are many positive educational, social and psychological effects/ IMPACTS of classroom inclusion where both the learners with disabilities and their peers without disabilities benefit. This study reveals that inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children- as urban schools are including all children together for education. They are also finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the schools. Inclusive education is not just for some children. Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned.

### Beliefs and Principles

- All children can learn

- All children attend age-appropriate regular classrooms in their local schools
- All children receive appropriate educational programs
- All children receive a curriculum relevant to their needs
- All children participate in co-curricular and extracurricular activities
- All children benefit from cooperation, collaboration among home, among school, among community.

Inclusive education is a way of thinking about how to be creative IN ORDER TO  make our schools a place where all children can participate AND GROW. Creativity may mean teachers learning to teach in different ways or designing their lessons so that all children can be involved.  Lack of adequate financial resources is a big challenge to inclusive programS. For inclusion every institution would be required to make financial provisions for providing /ENSURING facilities like lifts, ramps, barrier free classrooms, toilets. Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with disabilities and learning issues. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system

As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life.

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