



## A STUDY OF AWARENESS AND APPLICATION OF INCLUSIVE EDUCATION AMONG SCHOOL TEACHERS OF VIJAYAPUR CITY

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### Abstract

*The objective of the present study is to investigate the awareness and application of Inclusive education among school teachers of Vijayapur city. The sample of the study comprised 60 teachers randomly selected from various schools of Vijayapur city. The study reveals that the teachers are aware about Inclusive Education but there is lack of implementation. The study suggests special training for school teacher to practice Inclusive education.*

**Keywords:** *Inclusive Education, application, awareness, school teachers*



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### **Introduction**

Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. The term inclusion specifically refers to the process and practice educating "students identified as having exceptional needs" in general classrooms. Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

### **Inclusive Education in Indian context:**

All the children whether they are disabled or not have the right to education as they are the future citizens of the country.

India is a signatory to or participated in the United Nations Rights of the Child, United Nations Standard Rules on the Equalization of Opportunities, the Jomtien Declaration on Education for All and the Salamanca Statement and Framework for Action states,

"... Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action).

"Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of

children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (Article 2, Salamanca Statement).

The Indian 'Equal Opportunities and Rights of Persons with Disabilities ACT' 1995, rule 26, speak about the 'education of children with disabilities up to the age of 18 years in an appropriate environment'. In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP).

### **Benefits of Inclusive Education:**

All children benefit from inclusive education. It allows them to:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

### **Review of Related Literature:**

The following few research studies reveal the importance of present research.

**Anita Singh (2016)** made an attempt to explore the effectiveness of Inclusive Education in Chhattisgarh state. The investigator found a positive attitude in the teachers towards Inclusive Education and increase in enrollment of disabled children.

**Kamal Lamichhane (2016)** discussed the teaching style of school teachers in an Inclusive setting and showed that teachers years of experience is correlated to teaching style. **Anke de Boer (2011)** conducted a research on "Regular primary school teacher's attitude towards Inclusive Education", and revealed that majority of the teachers hold neutral or negative attitude towards the inclusion of pupil with special needs in primary schools.

**FernandesAmeliya (2010)** intended to study the various aspects concerning Inclusive education in Goa and find solutions to the problems arising in Inclusive Education and make improvement.

**Lani Florian (2008)** examined the relationship between special and Inclusive Education. She explored the implications and use of the concept of special needs in relation to implement inclusion in practice.

### **Intention of this study:**

The research investigator intended to study the awareness and application of Inclusive Education among school teachers. Inclusive Education could be successful only when the teacher is highly skilled and motivated for the cause. Many teachers and parents are not aware about the provision made for it.

### **Objectives of the study:**

1. To study the awareness of Inclusive Education in School teachers of Vijayapur city.
2. To study the application of Inclusive Education in School teachers of Vijayapur city.

3. To investigate the awareness of Inclusive Education in Private School teachers of Vijayapur city.
4. To investigate the awareness of Inclusive Education in Government School teachers of Vijayapur city.
5. To find out the application of Inclusive Education in Private School teachers of Vijayapur city.
6. To find out the application of Inclusive Education in Government School teachers of Vijayapur city.

**Hypothesis of the study:**

1. There is lack of awareness about Inclusive Education among school teachers of Vijayapur city.
2. There is lack of implementation of Inclusive education among school teachers of Vijayapur city.

**Limitations of the study:**

1. The present study is limited to only Vijayapur city.
2. This study is confined only to school Teachers of Vijayapur city.

**Methodology of the study:**

This study employed a survey research method. The sample formed was of 60 school teachers of Vijayapur city. For sample selection Random sampling technique was used.

**Data collection:**

The questionnaire was prepared by group discussion from education experts .The data collected was from Government and private secondary schools of Vijayapur city. To ensure quick and complete return of questionnaire the investigator personally visited all the school teachers and collected the data.

**Statistical techniques used:**

In order to analyze the data the statistical techniques employed were average and percentage.

**Result and Discussion:**

The following table shows the item, number of responses and percentage of school teachers towards awareness and application of Inclusive Education.

Sr.no	Item	No of Respondents	Percentage (%)
1	Inclusive Education means		
	a) Education for National development	18	30%
	b) Education for all	42	70%
2	Inclusive Education helps in		
	a) Equality Education	41	68%
	b)Quality in Education	19	32%
3	Who are responsible agents of Inclusive Education?		
	a)School	22	36%
	b)Community	38	64%
4	Does your school practice Inclusive Education?		
	a)Yes	43	71%
	b)No	17	29%
5	Does your school provide any orientation program on Inclusive Education?		
	a)Yes	25	41%
	b)No	35	59%

6	Do you feel comfortable in participating in Inclusive Education Program?		
	a)Yes	45	75%
	b)No	15	25%
7	Is there any facility provided by the Government for Inclusive Education in your school?		
	a)Yes	23	38%
	b)No	37	62%
8	How did you know about Inclusive Education as a teacher?		
	a)Self	26	44%
	b)Mass media	34	56%
9	How is Inclusive Education executed in your school?		
	a)School agency	47	78%
	b)Private agency	13	22%
10	How is the response from the community regarding Inclusive Education?		
	a)Aware	25	41%
	b)Unaware	35	59%
11	Are you aware about the provision being made for Inclusive education?		
	a)Yes	48	80%
	b)No	12	20%
12	Does your school provide any special teacher for Inclusive education classes?		
	a)Yes	16	26%
	b)No	44	74%
13	Do you face any hurdles in organizing /managing Inclusive Education?		
	a)Yes	38	64%
	b)No	22	36%
14	Do you have any practical strategies to implement Inclusive Education Program?		
	a)Yes	14	24%
	b)No	46	76%
15	Do you face any challenges to implement Inclusive Education?		
	a)Yes	27	45%
	b)No	33	55%
16	Do you think implementing Inclusive Education in semi urban area is difficult?		
	a)Yes	46	76%
	b)No	14	24%
17	Do you have any student's achievers from Inclusive Education?		
	a)Yes	24	40%
	b)No	36	60%
18	How is the behavior of other students towards special children?		
	a)Like	30	50%
	b)Dislike	10	16%
	c) Neutral	20	34%
19	Do you get any parents support towards Inclusive Education?		
	a)Yes	25	42%
	b)No	35	58%
20	Does your school provide any special attention towards girl child?		
	a)Yes	46	76%
	b)No	14	24%

**Findings of the study:**

1. The school teachers are aware of Inclusive education and its being practiced in schools.
2. There are no orientation programmes held by the Government or Schools for implementation of Inclusive Education.
3. The school teachers have to face many hurdles as there is no provision for special teacher.
4. No practical strategies have been setup for Inclusive Education.
5. There is lack of implementation on Inclusive Education

**Educational Implications of the study:**

Inclusive students with disabilities in regular classrooms is valuable for everyone concerned. The students with disabilities themselves tend to experience a richer educational environment, both socially and academically. Classmates of students with disabilities also experience a richer educational environment; they potentially meet a wider range of classmates.

Teachers also experience benefits from inclusive students with disabilities in regular classrooms. The most notable overall benefit is an increased focus on diversity among students. The presence of students with disabilities reminds everyone, students as well as teachers, that everyone is truly unique, whether or not they are officially designated as having a disability.

From the present study it is revealed that there is lack of implementation of Inclusive education among school teachers thought they are aware of it but most of the parents are not aware of it. The government should provide orientation programmes for awareness of inclusion. There should be provision of special teachers in every school for better understanding of special students. In order to meet the diverse needs of the students in Inclusive Education the teacher needs special training and continuous support from special educators and experts.

**Conclusion:**

Inclusive education responds to all pupils as individuals, recognizing individuality as something to be appreciated and respected. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children. Inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classroom. Hence it is necessary that the teacher should be aware and implement Inclusive Education.

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