STUDY OF DIFFERENT PROBLEMS AND CONSTRAINTS IN INCLUSIVE EDUCATION WITH RESPECT TO SUPPORT SYSTEMS IN PUNE CITY

Dr. Vishwasrao Sharad Hari

(Assistant Professor), Adarsha Comprehensive College of Education and Research Karve Road, Pune 4.

Abstract

Introduction:- *For a long time children with disabilities were educated in separate schools. People and parents used the idea that separate education meant special education. But now in Inclusive education children with and without disabilities participates in different school activities and learn together in same classroom.*

(a) Objectives:-
1) To identify the existing support systems for disabled students in Inclusive Education.
2) To assess present situation of support systems in different school.
3) To enlist the different Problems and Constraints with respect to support systems.

(b) Rationale:- *Research shows that when a children with and without disabilities attends classes together and teach them together, positive academic and social outcomes occur for all the children involved. We also know that children with and without disabilities simply placing together and teach them together does not produce any positive outcomes. Inclusive education occurs when there is planning, good support and commitment. Out of these, support systems is very important component. Researcher is interested to enlist different support systems required for success of inclusive education. Researcher is also interested in assess the present status of these support systems and find out different problems and constraints in inclusive education .*

(c) Methodology:- *Researcher used survey method for study.*

Tool for collection of Information:- Questionnaire and Interview for Headmaster.

Population:- Aided Marathi medium Secondary schools in Pune city.

Sample selection method:- Random selection method.

Selection of Sample:- 30 Aided Marathi medium Secondary schools.

(d) Findings:- *These are some of the important support systems required for success of Inclusive Education.*

1) Attitudes and Expectations support.
2) Physical environment support.
3) Curriculum support.
4) Personal support.
5) Guidance and Counselling support.

(e) Conclusions of the research:- *There is a great need to pay attention in all these support systems for success of Inclusive education.*

Introduction

In India we have accepted Democracy. Equality and equal opportunities are basic rights given by our constitution to each citizen of India. Our policy makers try to give equal opportunity to every citizen in each field of development. In education field, educationalists and educators have developed such environment and teaching methods so that the maximum numbers of students are included in general education system.

There are different types of education- [1]

1) Special education is as per the needs of children with disabilities.

2) Integrated education in which special and regular educations are merged in a common set up.

3) Inclusive education is a set up in which children with disabilities are accommodated in regular school along with the support services.

Inclusive education is an approach to educate students with special educational needs. In Inclusion, students with special needs spend most of their time with non-disabled students. [2] Inclusion is the child's right to participate in different activities of the school and it is school's duty to accept the child. Inclusion rejects the use of special school or classroom to the disabled students. A full force is given upon the mutual participation of general and disabled students. So that social, civil, and educational rights of disabled students can be respected.

In fully Inclusive school, there is no discrimination between "general education" and "special education" programs. Instead, the school is restructured so that all students can learn together. [3]

Inclusion is an educational approach and philosophy that provides all students equal community membership and greater opportunities for academic and social achievement. Inclusion is to make sure that each student feels happy and their unique needs and learning styles are attended and valued.

Researches show that, when appropriate strategies and accommodations are adopted, most students learn and perform better as they are exposed to the general education curriculum. [4] That means Inclusion enhances students learning with and without special needs.

Scope of Inclusive education: - A well planned inclusive education programme has the potential to meet the diverse educational needs of working children, children with disabilities, girls living in difficult circumstances, children with HIV/AIDS and other chronic illness, children of migrant labourers, street children and children in remote areas. [5]

Types of Inclusion: Inclusion has two sub-types: [6] First is partial inclusion, and other one is full inclusion. In "full inclusion" the students with special needs are always educated with students without special needs. Some educators say, this might be more effective for the students with special needs. [7] Many years ago, special classes were created for students with special needs. Special educators felt that, if they could teach these students separately in smaller groups, they could help them to catch up. However, the reality is students in segregated special education classes have fallen behind. [8] Over the time, we have learned that inclusive education is a better way to help all students succeed.

Need of Inclusive Education

The purpose of the education is to ensure that all students gain access to knowledge, skills, and information. This purpose become more challenging as schools accommodate students with increasingly diverse backgrounds and abilities.

A Brief History of Inclusion

On 8th January 2002, the 'No Child Left Behind' Act was enacted. The legislation supports the philosophy that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching styles to match their unique learning styles.

The Importance of Special needs for Inclusion

Studies have shown that there is no slowdown of the progress in the learning of children without special needs in inclusive classrooms. Surveys conducted with parents and teachers involved in inclusive education showed that there is no harm to the children without special needs and they have positive opinions about inclusion. [9]

Need and Importance of Research problem:

Inclusive education is emerging concept in the world. Through this concept we accept equality and equal opportunity to every child. Through Sarva Shiksha Abhiyan, we are providing different educational facilities (i.e. support systems) and different educational opportunities to disabled and non-disabled students but these efforts are not sufficient for their development. In reality we deny the rights of disabled students for their development by not providing educational facilities to them. So it is against the Right To Education (RTE) Act, 2009.

Title of Research Paper: - Study of Different challenges, Problems and Constraints in Inclusive Education with respect to Support systems in Pune city.

Conceptual Definition of terms:-

Challenges: - The situation of being faced with something that needs great mental and physical effort in order to be done successfully and therefore tests a person's ability [10]

Inclusive education: - Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. [11]

Support system: - Formal or informal network of goods, services, personnel and organizations that sustains an entity in its survival and growth. [12]

Operational Definition of terms:-

Challenges: - Difficulties faced by disabled students (students with special needs) when they learn together with non-disabled students (students without special needs) in the same classroom.

Inclusive education: - The Classroom in which the students with special needs (disabled students) are always educated with students without special needs (non-disabled students).

Support system: - Different facilities which are helpful for development of disabled students. (students with special needs)

Objectives of study: -

(a) Objectives:-

1) To identify the existing support systems for disabled students in Inclusive Education.

2) To assess present situation of support systems in different school.

3) To enlist the different Problems and Constraints with respect to support systems.

Rationale of study: -

Research shows that when children with and without disabilities attend the classes together and are taught together, positive academic and social outcomes observed for all the children involved. We also know that just by placing children with and without disabilities together or by teaching them together does not produce any positive outcomes. Inclusive education occurs when there is planning, good support system and commitment. Out of these support system is an important component. Researcher is interested to enlist different support systems required for success of inclusive education. Researcher is also interested in assessment of the present status of these support systems.

Assumptions: -

There are different types of support systems for disabled student in the school.

Research Questions: -

1) What are the different support systems that help the development of the disabled student when they are learning with non-disabled students in the same classroom?

2) What is the nature of availability of support systems for disabled students in different schools? (Which are the different facilities available for disabled students when they learn in inclusive classroom setting?)

3) Which are the different Problems and Constraints in inclusive education with respect to support system?

Scope of the research: -

In this study researcher, has included all Marathi medium aided high schools in Pune city. Researcher included opinions of head-masters about support systems for disable student in these schools. So conclusions from this study is applicable to all Marathi medium aided school in the Pune city.

Limitation of Research: -

The observations of this study are limited to responses given by head masters through interview. It is also limited to information given by them through Questionnaire.

Delimitation of Research:

This study is delimited to Marathi medium aided high schools from Pune city and nature of different support systems available to disable student in these school.

Review of related literature:

According to Umesh Sharma, Chris Forlin and Tim Loreman shows that teacher training institutions must ensure that new teachers are trained to teach effectively in classrooms where there are students with a variety of learning needs. [13]

According to Kala Parasuram, Teacher attitude is one of the most important variables in the education of children with disabilities. [14]

Method of Research: - Researcher wanted to collect the information about support systems and its nature of availability, so he selected the Survey method for study.

Population: - There are 182 aided Marathi medium high schools in Pune city. So researcher selected these schools as population.

Sample selection: - Researcher selected 30 schools from above population by random selection method for study.

Tool for data collection: - Researcher chose Interview and Questionnaire as a tool for data collection.

Tool for data analysis: - Researcher used Percentage (%) as a tool for data analysis

Method of data collection: - Researcher Prepared Questionnaire and Interview schedule for data collection. For validation of the tools, he took help of the experts and reviews of the researches. The researcher analysed the collected Information and it is shown through following table.

Observation table: -

Category of Support system	Nature of Support systems for Disabled students	Availability in school (%)
Teacher's attitude and expectation	Belief in strength and capabilities of the students	100
	Develop more positive inclusive attitude	100
	Consciously avoid labelling the students	100
	Peers can teach how to work together collaboratively	100
	Students are engaged in their own problem solving	70
	Students resolve their own conflicts	67
Physical environment support	Ramp	100
	Lift	00
	Shelve	74
	Toilet	00
	Bathroom	00
	Sitting arrangement	00
	Laboratory	00
	Library	00
	Textbooks	00
	Writing material	00
	Special equipment	00
Curriculum support	Curriculum designed based on strengths and weakness, interest, need of the student	00
	Based on active participation and interaction with students	00
	Promotes shared activities between disabled and non-disabled peers (e.g. science lab experiment)	00
	Promotes multiple levels within the same curriculum (e.g. Mathematics, Science)	00
Personal support	Develops natural relationship between students, families and teachers	100
	Develop Informal networks between students, families and teachers	100
	Building friendships among students	100
	Respect, acceptance, and caring for all students	100
	Welcome all students (having disabilities and non disabilities)	100
	Talk to them, greet by name, acknowledge their strengths	100
	Community and parental involvement	80
Instructional modification	Content modification useful for reinforcement of all students	100

support	Useful for extra support to complete the assignments	**100**
	Useful for participatory learning activities	**100**
	Instructional material	**20**
Guidance and counselling support	Guidance and counselling facilities	**20**
Examination support	Availability of extra time (20 minutes per hour)	**100**
	Writer facility (If Doctors certificate is provided)	**100**
	Special examination pattern	**00**
Teacher training	Teacher training about Inclusive education	**13**
Teaching methodology	Different methodology useful for learning of disabled students	**10**
Medical Support	Availability of Permanent medical support	**00**
Funding Support	By Government	**00**
	By Private agency	**00**

Observations: -

From the above table researcher draws the following observations-

1) In all schools' provision of Ramp is observed.

2) In all Schools provision of lift, separate toilets, bathrooms, sitting arrangement, laboratory, library, textbooks, writing materials, instructional material are not observed for disabled students.

3) Separate curricular provision is not observed for disabled students.

4) In present Curriculum, provision of active participation and interaction among disabled and non-disabled students is not observed.

5) In present Curriculum, there is no provision of multiple levels within the same curriculum (e.g. Mathematics, Science subject)

6) Teachers were trying to develop natural relationship and Informal networks between students, families and teachers.

7) Teachers give respect, acceptance and caring for all students.

8) Teachers provide different opportunities for motivating the students.

9) Teachers perform different activities for reinforcement of all students.

10) Teachers provide special attention towards disabled students.

11) In all Schools at the time of examination there is provision of writer and extra time to disabled students. (If Doctors certificate is provided).

12) Only 12% teachers are having training of Inclusive education.

13) Teachers are not using different methodologies for teaching disabled students.

14) No any permanent medical support is observed for disabled students.

15) No any permanent funding support for disabled students.

16) Guidance and counseling facilities are observed in only 20% schools.

Answers to Research questions.

1) What are the existing support systems that help the development of the disabled student when they are learning with non-disabled students in the same classroom?

Ans: - Different support systems for disabled student are listed in above observation table.

2) What is the nature of availability of support systems for disabled students in different schools? (Which are the different educational facilities available for disabled students when they learn in inclusive classroom setting?)

Ans: - Following support systems are available in most of the schools, which are listed as follows,

- Teacher's attitude and expectation:

  Belief in strength and capabilities of the students,

  Develop more positive inclusive attitude

  consciously avoid labelling the students

  peers can teach how to work together collaboratively

- Physical environment support:

  Ramp

- Personal support:

  Develops natural relationship between students, families and teachers

  Develop Informal networks between students, families and teachers

  Building friendships among students

  Respect, acceptance, and caring for all students

  Welcome all students (having disabilities and non-disabilities)

  Talk to them, greet by name, acknowledge their strengths

- Instructional modification support:

  Content modification useful for reinforcement of all students

  Useful for extra support to complete the assignments

  Useful for participatory learning activities

- Examination support:

  Availability of extra time (20 minutes per hour)

  Writer facility (If Doctors certificate is provided.)

3) Which are the different problems and constraints in inclusive education with respect to support system?

Ans: - These are the problems and constraints in inclusive education with respect to support systems.

1) Problems and constraints in Physical environment support:

   Lift, Toilet, Bathroom, sitting arrangement, Laboratory, Library, Textbooks, writing material, Special equipment, Instructional materials.

2) Problems and constraints in Curriculum support:

   No provision of disabled student's strength, weakness, interest and needs.

   No provision of active participation and interaction with disabled and non-disabled students.

   Does not promote shared activities between disabled and non-disabled peers. (e.g. science lab experiment)

   No provision of multiple levels within the same curriculum (e.g. Mathematics, Science)

3) Problems and constraints in Teacher training:

   No trained teachers for Inclusive education.

4) Problems and constraints in Teaching methodology:

   No suitable methodology observed for learning of disabled students

5) Problems and constraints in Medical Support:

   Non-availability of Permanent medical support

6) Problems and constraints in Funding Support:

   No permanent Funding support is available for inclusive education.

7) Problems and constraints s in Guidance and counselling support:

   There is no provision of guiding and counselling in inclusive school.

8) Problems and constraints in Instructional modification support:

   Non-availability of Instructional material for Disabled students.

Conclusions: -

There is a great need to pay attention in all following support systems for success of Inclusive education.

- Physical environment support
- Curriculum support
- Teacher training
- Teaching methodology
- Medical Support

- Funding Support

- Guidance and counselling support

- Instructional modification support

Topic for further study: -

Effect of different support systems on the development of the disabled student.

Suggestions: -

For success of Inclusive education, we must provide Infrastructural facilities, teacher's training, curriculum, instructional material, funding, positive attitude and guidance and counselling for disabled students.

References: -

https://en.wikipedia.org/
Allen, K. E.; Schwartz, I. (2000). The Exceptional Child: Inclusion in
Early Childhood Education (4 ed.). Delmar Cengage Learning. ISBN
0766802493.
Scheyer et al. (1996). The Inclusive Classroom Teacher Created
Materials, Inc. The Inclusive Classroom
https://researchdirection.org/UploadArticle/123.pdf
www.ibe.unesco.org
Definition of inclusion, accessed October 11, 2007. Archived 2009-10
Feldman, Robert S. "Understanding Psychology Eighth Edition", (2008), page 309.
Praisner, C. L. (2003), Attitudes of elementary school principals toward the inclusion of
students with disabilities. Exceptional Children, page 69.
Cortiella, C. (2009). The State of Learning Disabilities. New York, NY:
National Center for Learning Disabilities.
http://dictionary.cambridge.org/dictionary/english/challenge
www.inclusionbc.org
www.businessdictionary.com
Umesh Sharma , Chris Forlin , Tim Loreman Impact of training on pre-service teachers'
*   attitudes and concerns about inclusive education and sentiments about persons with*
*   disabilities. Disability & Society Vol. 23, Iss. 7, 2008*
Kala Parasuram Variables that affect teachers' attitudes towards disability and inclusive
*   education in Mumbai, India Disability & Society Vol. 21, Iss. 3, 2006*