

INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS – A CASE STUDY

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Abstract

Inclusive education is pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her potential. It is based on system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, and active participation in learning, a complete school experience, and positive interactions with peers and others in the school community.

The number of difficulties came forward on the account of spreading education among the children. There are lots of students who suffers due to different reason and are not able to continue their education or even not able to start their education. If the reasons are categorized, it finds as working children, children in tribal areas, street children, children of migrant labors, children with HIV/AIDS and under chronic illness, girls living in difficult circumstances, and children with disabilities.

In view of the above, the present research paper emphasized on “accessing inclusive education for the children with disabilities (CWDs) in General Schools’ and the policies and the framework designed to access education to CWDs with dignity and self respect.

Key Words: - *Inclusive Education, CWDs, Policies, RTE, Schools.*



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Introduction

The principle of basic education as a human right has been accepted internationally. Education is therefore a fundamental right, and every child must be given the opportunity to achieve and maintain an acceptable level of learning. Educational opportunities are related in complex way to people’s formative and future relations with peers, family and community as well as work prospects. This was supported by the United Nations Declaration proclaiming the right to education in 1948. But the question rose whether the education access is possible for all the students including CWDs. The concept of special schools for the students with special needs came forward to facilitate the process of imparting education among the students having disabilities. Despite this, the change has been slow, with segregation in special schools dominating the scene until recently.

A well thought came out in the year 2004 as scope of Inclusive Education. It has the potential to meet the diverse educational needs of all children. The Government is thinking to bring every child under the shade of education. Therefore many policies had been introduced in educational field. The general child can take education without any difficulties but what about the child who suffers from many problems. And in effect an evolving and systemic model of inclusive education, where all children reach their full learning, had introduced.

Statement of the Problem

“Inclusive education for children with disabilities in primary Schools: Case study of urban Pune in Maharashtra.”

Definitions of important terms

- **Inclusive**

- **Operational Definition**

For this research, the term Inclusive means the integration or incorporation of children with disability in the mainstream education system.

- **Disability**

- **Operational Definition**

For this research the term disability means any restriction or lack of ability to perform in a manner or within a range considered normal for a human being

Need and Importance of Research

Education is a basic human right and the foundation for a more just and equal society. The World Declaration on Education for All, adopted in Jomtien, Thailand (1990), sets out an overall vision: universalizing access to education for all children, youth and adults, and promoting equity. Every child must get education even though he suffers from many troubles. General students can get education easily or facing little bit difficulties but the children with special needs require supports, helping hands of society to take education. This means being proactive in identifying the barriers that many encounter in accessing educational opportunities and identifying the resources needed to overcome those barriers.

To bring CWDs in mainstream and give education with general students is the main concept of Inclusive education. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All. An ‘inclusive’ education system can only be created if

ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities. If the regular schools start inclusion of CWDs along with regular students, then it would be 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.

Present study tried to focus on the existing wealth of knowledge on the challenges of accessing all inclusive education services by CWDs. The study also tried to contribute on a better understanding of the factors that negatively influence the effective access of all inclusive education services. It also expected that the study raised awareness amongst all stakeholders, on matters concerning access to children with disabilities.

Objectives of Research

- To assess the educational needs of children with disabilities in primary schools.
- To examine how the present education system address these educational needs for CWDs in schools.
- To study roles, responsibilities of school management and urban local bodies addressing educational needs for CWDs.

Scope, Limitations and Delimitations of Research

➤ **Scope** - This Research is related to Challenges of inclusive education services of children with disabilities in Maharashtra.

➤ **Limitations**

This Research is limited only for the urban Pune area. This research is limited to primary schools of urban Pune area.

Method of Research

The researcher used case study method for this research study. Under the case study method research used one or more method such as in-depth descriptive survey using interviews, questionnaires, checklist, documents, and study reports.

The researcher conducted the study as case study of urban Pune in Maharashtra, specially the community of disabled children facing challenges in accessing inclusive education.

Tools of Data Collection

1. Questionnaires
2. Interviews
3. Checklist.

Selection of Population and Sample Size

Population: - All CWDs studying in primary government schools, primary private schools, and primary municipal schools in Maharashtra studying in Marathi, English, Urdu, Gujrathi and other medium schools were the population of the research.

Sample: -For this Research sample were selected through Non- probability methods - Purposive sampling.

Statistical Tools for analysis

1. Percentages.
2. Qualitative analysis.

Findings of the research –

1. Teacher needs special training and guidance for choosing right methodology to teach children with disability in regular class.
2. Teaching learning material which is essential for inclusion of disable students is not adequate in primary school.
3. Special teaching - learning program need to conduct to facilitate the education in general school for disable students.
4. One of the benefits from inclusive education can be seen in academic improvement of the student and the inclusion of students with disabilities in regular schools creates a friendly inclusive environment for them in class.
5. Schools need to conduct counseling session in schools which are very essential part to motivate and to offer mental support to disable students.
6. It is observed that special washrooms are not available for disable students and drinking water is not accessible for the disable students.
7. For the successful teaching learning process teacher faced difficulties due to lack of technological support.
8. Appointment of Special teacher is necessary for guidance to support while tackling disable students' need in class.

9. Inclusive is the better option for overall development of disable students but for the successful implementation schools faced some barriers like inadequate physical and human resources and technological support.
10. School management need to concentrate more and more on the infrastructural renovation and technological support for providing basic needs of children with disabilities to get education in mainstream school.
11. The streamlining of the disable students can be possible if disable students have been given admission with the regular student and awareness in the parents of disable students.

Recommendation

Keeping in the summary of findings and concluding observations, an effort has been made to suggest workable recommendations with respect to the inclusive education for children with disabilities considering their need of education.

1. It has been suggested that training on good parenting should be provided to the parents those are having special children.
2. Regular teachers, if having disable students in their class are suggested to acquaint necessary skills those are required to get good and quality interaction with the disable students.
3. Special teachers are suggested to provide proper training to the regular teachers on how to handle the disable students.
4. Teachers should classify the entire children based on the disability and implement module which is suitable for that category of student.
5. School administration has been suggested to provide adequate infrastructural facility to the teachers.

Contribution of the present research

Present research put focus on present situation of inclusion of children with disabilities in mainstream schools. Also it will assess the educational needs of children with disabilities while getting education in mainstream schools. It will also focus on how the present education system deals with such educational needs of children with disabilities. And this study will highlight on the role and responsibility of local urban bodies and school management in context to effective implementation of inclusive education in primary

schools. And finally this research study will help to provide ground realities of practice of inclusive education to policy makers.

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