

Title of the Research study: “A study of barriers in the implementation of inclusive education at the elementary level”

Researcher: Yogendra Pandey, Supervisor: Prof. S.R.Mittal, Department of Teachers Training and Non-Formal Education, Faculty of Education, Jamia Millia Islamia, University, New Delhi-25

Introduction:

The goal of achieving Universalization of Education is incomplete without including children with Special Needs in main education system (Inclusion) and making necessary provisions for their inclusion in it. The World Conference on Education for all, held in Jomtien, Thailand in 1990 placed much emphasis on inclusive education. Inclusion was also a strong feature of Salamanca declaration on Principles, Policies and Practices in Special Needs Education signed by head/representatives of 92 governments including India and 25 International Organizations in June 1994. It stated that: “Those with special educational needs must have access to regular schools which should accommodate them within teaching pedagogy capable of meeting these needs.”

After independence, the Indian Constitution directed the state to ensure provision of basic education to all children up to the age of 14 years. The education of persons with disabilities was, however, not explicit in the early constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society.

The Education Commission of 1966 (Kothari Commission) drew attention to the education of children with disabilities. In 1974, for the first time, the necessity of integrated education was explicitly emphasized under the scheme for Integrated Education for Disabled Children (IEDC). In pursuit of the goal of providing basic education for all, the National Policy on Education (1986) and its follow-up actions have been major landmarks. The Rehabilitation Council of India Act 1992 initiated the standardization of training courses for professionals to meet to the needs of students with disabilities. The enactment of the People with Disability Act in 1996 provided legislative support. This act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years. In 1999, the government of India passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with these disabilities. These acts have been instrumental in bringing about a perceptible change/improvement in the attitude of government, NGOs and the community at large towards people with disabilities. In recent years, two major initiatives have been launched by the government for achieving the goals of Universalization of elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha Abhiyan (SSA) in 2000. Programmes launched in the recent past have been able to make only a limited impact in terms of increasing the participation of children with disabilities in formal education. If this situation is to be changed; a focused effort is required to identify the barriers in the implementation of policy of inclusive education.

Keeping this in view the present study was designed and carried out to attain the following objectives.

(i) To review the existing special educational programme. (ii) To study the perception of various persons related to special need education. (iii) To identify the barriers in the implementation of inclusive education policies. (iv) To develop relevant tools to study the barriers in the implementations of inclusive educational programme. (v) To suggest measure to promote inclusion.

Methodology:

For this study, descriptive research method was adopted. The designed of the present study was descriptive survey type and mainly based on the data collection through Interview and Observation schedule. The **Population** of the present study consisted of Head/Principals and Regular teachers of all school that had children with special needs in Delhi. **Sample** strength was being confined to 40 Principals and Regular teachers from the Public (20 schools) and Govt. schools (20 schools) in Delhi. One principal was interviewed from every school and three regular teachers from every school.

The tools were developed by Investigator through literature analysis, discussion with experts, especially with the help of Guide. The interview schedule for Regular teacher and Head/Principals of the school consisted of 18 items and observation schedule was based on three types of facilities like Physical facilities (6 items), Teaching Learning Materials (11 items) and Educational aids and Appliances (6 items).

Result & Findings:

In the present study the data collected were analyzed and used appropriate statistical techniques in the light of the objectives set forth for the investigation. Responses were converted into percentage for the purpose of analysis. All

- responses were given by principals, regular teacher of items of interview schedule covered under the various title/statements. Some major findings of this study were drawn as following:
- (i) The majority of the principals of both types of public and govt. schools did not understand or, were not aware of inclusive education. They could not differentiate between inclusion and integration. Hence the concept of inclusion as whole was not clear to the principals. However, principals of public schools were better aware than the principals of Govt. Schools;
 - (ii) Majority of principals had partial awareness about the types of children with special educational needs (CWSEN). However, comparatively principals of public schools had somewhat better awareness than principals of Govt. Schools;
 - (iii) The majority of principals from both types of Public and Govt. schools faced problems while introducing inclusive education for CWSEN in their schools;
 - (iv) The majority of principals of both types of regular schools did not take initiatives to facilitate the education of CWSEN. The results showed that public schools were better than govt. schools in facilitating inclusion of CWSEN;
 - (v) The principals of Govt. school had better awareness level than the principals of public school regarding various facilities available to CWSEN from the state. Overall majority of principals were not aware about the various schemes, concession facilities available to CWSEN from the states;
 - (vi) Most of the Principals of both types of schools did not accept that it was feasible to educate CWSEN in their regular schools;
 - (vii) A large majority of the principals of both public and govt. schools were not aware of the procedure for availing the facilities provided to CWSEN by the states;
 - (viii) A large majority of the principal of both types of public and Govt. school were unaware of the resources. They could make use for providing supportive services needed by CWSEN for their education in inclusive setup;
 - (ix) More than half of the principals of both public and Govt. school accepted that they do not have knowledge and awareness about legal provisions for education of CWSEN;
 - (x) More than half of the principals of the regular schools (both type) confirmed that there was no drop out in their schools.
 - (xvi) More than half (73.5%) of the regular teachers of public and government schools had no concept and definition of Visual-Impairment and blindness.
 - (xviii) More than half (55%) of the regular teachers both types of school confirmed that they had problems in teaching of Visually Impaired children while teaching.
 - (xx) The result shows that participation of visually impaired children and support of seeing children were not better. They got partial support from sighted peers and also partially participated in activities;
 - (xxi) Almost all regular teachers of both types of schools were affirmative about the need for specialist support.
 - (xxii) 80% of regular teachers of both types of schools were positive towards inclusive education.
 - (xxiii) The majority (80%) of both types of schools did not have essential physical infrastructure/facilities like Ramps, disabled friendly toilet, sitting and lighting arrangement etc.
 - (xxiv) The result shows that almost all schools (91.9%) did not have teaching learning materials like Braille papers, Braille books, tactile maps, embossed diagram, large print books etc for use of V.I. Children.
 - (xxv) 87.22% govt. Schools and 72.2% public schools did not have educational aids and appliances like Braille duplicators and writers, writing devices etc. Most of schools did not have basic equipments, aids and appliances for children with special educational needs. They did have only computers with text to speech software.
