



Status of Inclusive Education at Elementary Level

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ABSTRACT:

The present study was undertaken in Baliapal Block of Balasore District in the state of Odisha. The study was intended to know the facilities available in elementary school level. The study was consisted of the objectives which were intended to know the desire of parents in sending their children to schools, teachers' interest for teaching special children and also to compare the achievement of normal and special children. The study was confined to 34 elementary schools out of 17 clusters of Baliapal block i.e., 2 schools from each cluster where 70 children with special needs were selected randomly as sample. The survey method was adopted with analytic approach. For the purpose of data collection 3 types of questionnaires were used. A check list was prepared for the Head teacher of the school to know about the facilities available in the school. Interest inventory was used to know the interest of teachers for teaching and /or rearing the CWSN children. An interview schedule was also constructed and administered over parents of the CWSN children to know their desire in sending their wards to school. From the analysis and interpretation, it was found that elementary schools have 44% facilities available in respect of inclusive set up. No school has more than 60% components available. Some items are available in every school and some items are not at all present in any school. It was also found that 81% parents have positive desire in sending their children to the school. Teachers have interest in the range of 84% in teaching CWSN children. When comparison was made between normal and CWSN children, it was found that CWSN children's achievement score was less than that of normal children.

KEY WORDS: Status, Inclusive Education and Elementary level.

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I. INTRODUCTION:

Inclusion in Education refers to a model where students with special needs spend most or all of their time with normal students. Before the concept of inclusion comes, there was a provision of special schools where disable students were reading alone and separated from normal students. Inclusive Education differs from the integration or mainstreaming model of Education, which tended to be concerned principally with disabled and special education needed children and learners were changing or becoming ready for accommodation in the mainstream.

But inclusion is about child's right to participate and duty of the school is to accept the child. Full participation by students with disabilities and their social, civil and educational rights are highly valued. Students in an inclusive classroom are generally placed with their chronological age mates regardless of their academic level. Also, to encourage a sense of belongingness emphasis is placed on the value of friendship. For this kind of management, the role of teachers and the parents of children with disabilities are to take important and sensible responsibilities. In order to make the Inclusive Education a success, the government has also to frame some important policies and regulations and accordingly to provide various provisions in the schools so that implementation would be maximized.

RATIONALE OF THE STUDY:

The researchers having interest in the present scenario of inclusive education, being the teacher educator, elementary school teacher and scientist in KVK in the said district respectively decided to take up the study for knowing the status of inclusive Education at elementary level of a Block of his native district. They also wanted to know about the provisioning by the state government as well as interest of the parents and teachers in dealing those children of disabilities. Hence the topic selected as “Status of Inclusive Education in Elementary Level” was conducted in elementary school level in Baliapal Block of Balasore District in the state of Odisha.

OBJECTIVES:

The present topic was studied with the following objectives.

- 1.To study the facilities available in elementary schools.
- 2.To know the parents’ desire in sending their children to the schools.
- 3.To study the interest of the teachers in teaching/rearing special needed children’
- 4.To compare the achievement of special children with their normal counterparts.

HYPOTHESES:

Following hypotheses were formulated basing on the objectives stated above.

- 1.Adequate facilities are available.
- 2.The parents have positive attitude in sending their children to schools.
- 3.The teachers have interest to teach the special needed children.
- 4.There is a significant difference in the achievement score of special children and their counterparts.

II. SUBJECTS AND METHODS:

The researchers used the descriptive survey method with analytic approach.

The sample consisted of 70 students of disability selected randomly by selecting two schools from all seventeen clusters of Baliapal Block. It also consisted of thirty-four head masters/head mistress, thirty-four teachers one from each school and parents of all CWSN children chosen. The sample distribution was as reflected below.

Table 1. SAMPLE DISTRIBUTION

Sl No	Items	Total Population	Sample
1	No of clusters	17	17
2	No of schools	274	34
3	No of head teachers	274	34
4	No of teachers	855	34
5	No of CWSN children	796	70
6	No of parents of CWSN children	796	70

TOOLS USED:

For the purpose of data collection three types of tools were used. One checklist was prepared by authors to know the presence of provisions relating to LI, VI, HI, MR and CP etc. Besides some teaching learning materials, teaching aids have also been included as components in the check list. In toto there were 40 components in the said check list.

One interest inventory was prepared to know the interest of the teachers in teaching or rearing the CWSN students of the schools. This scale consisted of 15 statements.

An interview schedule was also constructed consisting of 20 items in order to measure the willingness of the parents of CWSN children.

For the purpose of survey, a list (check list) was prepared in relation to components available for CWSN students. Then after the preparation of exhaustive list the data were collected. The list of components are reflected where the school had to put a tick mark in respect of availability.

Table 2. List of Disability category and components:

SL NO	Category of Disability	Components
1	LI	Ramps and hand rails
2	LI	Special toilet for cwsn
3	VI	Braille
4	VI	Brail slate

5	VI	Geometric kit
6	LI	Wheel chair
7	LI	Crutches
8	LI	Walker
9	LI	Elbow crutches
10	LI	Cane
11	LI	Tripod
12	LI	Lift facilities
13	LI	Full length mirror
14	LI	Computers
15	LI	TV/VCR
16	LI	Projector
17	VI	Abacus
18	VI	Tape recorder
19	VI	Trailer frame
20	VI	Voice synthesizer
21	HI	Audio meter
22	HI	Speech trainer
23	HI	Hearing aid
24	HI	Group hearing aid
25	LI	Toys for playing
26	HI	Model of ear
27	MR	Play therapy set
28	MR	Charts of themes
29	MR	Toys
30	LI	Tricycle
31	LI	Barrier free environment of the school
32	ALL	FCED trained school
33		Parents of CWSN belong to SMC members
34		Commode chair
35		Proper seating arrangement as per the need of CWSN
36		Text book for low vision
37		Special TLM for CWSN
38		Special film scripts
39		Special scripts magazine
40		Water facility for CWSN

ANALYSIS AND INTERPRETATION:

After administration of all data gathering devices, the data were collected and tabulated. After tabulation, the data were analyzed and interpreted as follows

Availability of facilities in different schools.

Table 3. (School wise analysis)

Total no of schools	Total no of components each school is expected to have	Total no of components available	Mean percentage of components available
34	40	595	43.75

The above figure implies that elementary schools have 44% of components/facilities available in connection with CWSN.

(Components wise analysis)

From the data it was found that

- * No school has more than 60% components available.
- *25 schools have components in the range of 40% to 60%.
- *09 schools have less than 40% facilities.
- *All the sample schools have item no 1,2,17,32,35,36 and40.
- *50% and more schools have item no 4,5,6,25,26,31 and 37 including the items reflected above.
- *The facilities in item no 3,7,8,9,10,11,14,15,18,19,20,21,22,23,29,33,34, and 39 are available in less than 50% of sample schools.
- *The facilities in item no 12,13,16,24,27,28,30 and 38 are not at all available in any sample school.

Table 4 Desire of parents

(A). (Parent wise analysis)

Total no statements/views/items	Total no of parents given response	Total no of parents responded positively	Mean percentage of parents given positive response
20	70	1137	81.21

The above figure implied that 81% parents have positive attitude/desire in sending their CWSN children to the schools.

(B). (Item wise analysis)

Total no statements/views/items	Total no of parents	Total no of views responded positively	Mean percentage of views responded positively
20	70	1147	81.92

From the above figure it was ascertained that parents have 82% positive desire/consent in sending their CWSN children to the schools.

Table 5. Interest of the Teachers

Total no of Teachers	Mean score on Interest Inventory of Teachers	Mean percentage score in interest inventory of Teachers
34	12.6	84

From the above table it was observed that teachers have interest in the range of 84% in teaching/rearing CWSN students.

Table 6. (Comparison of CWSN students and normal students in relation to their achievement in all subjects taken together).

Total no of schools	Mean of aggregate scores of CWSN students	Mean of aggregate scores of normal students
34	68	81

From the above table it was observed that CWSN students' achievement score is less than that of normal counterparts.

III. CONCLUSION:

The results were found in respect of the stated objectives which are clearly reflected under the Analysis and Interpretation head. The results are reflected of the sample could be the result of the total population of Baliapal Block. Hence from the findings it can be concluded that for inclusive education to be a success government should be more pro active in arranging/procuring components required for every institution. The parents desire and teachers' interest are positive which are symbolic for sustainable success of inclusive education. In relation to the achievement of normal students and CWSN students it was observed that normal students' achievement was more and it was obvious that they are more capable in all respects and hence the result.

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