

Availability of Resources for The Implementation of Inclusive Education in Government Schools

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Abstract

In India, inclusive education for children with disability has only recently been accepted in policy and principle. After Right to education act, it is very much clear that no school can deny admission of any child on any ground. As, according to the most recent advancement is the Right of Children for Free and Compulsory Education (2009), which guarantees right to free and compulsory education to all children between ages six to fourteen. For education for a child with disability, the act has to be read in conjunction with Chapter V of the Persons with Disability Act, 1995. The National Education Policy (NEP), 2020 emphasizes that, "Education is the single greatest tool for achieving social justice and equality" which has implications for development of an inclusive community and society at large. In order for policy to translate to practice, educational barriers, facilities and services for Children with Special Needs (CWSN) must be addressed. The Policy advocates the provisions for CWSN as per the Rights of Persons with Disabilities (RPWD) Act, 2016. The policy recommends inclusion and equal participation of CWSN across all stages of school education and to that end, endorses a whole school approach to inclusion such as resourcing school complexes and resource centers, engagement of special educators, capacity building of teachers & special educators, teaching-learning materials and co-curricular activities such as arts, sports and vocational education etc., thus equipping all learners with 21st century skills. This qualitative and descriptive study analyses the influences of resources on the implementation of inclusive education in government schools. It discusses the human resources and physical resources adopted by selected 20 government schools in Delhi-NCR region. For analyzing the data self-made observation cum interview schedule is used. Findings are also given after the data analysis for presenting true scenario and improving the future picture of inclusive education in government schools.

In light of supportive policy and legislation, the present paper argues for individual initiative on part of schools to implement programs of inclusive education for children with mild to moderate disabilities in their school classrooms.

Keywords: Children with disabilities, Inclusive Education, Right to Education Act, NEP (2020)

Introduction:

Education being one of the primary determiners of our lives, which enables us to achieve further goals, the necessity to find out the status of education scenario as far as persons with disabilities are concerned was felt from the Vedic period. In tracing the evolution of education in India, one's need must begin with the system of general education and its beginnings of what today we loosely term "education" as it was understood and practiced in ancient India. There were no special schools catering exclusively to specific disabilities or learning difficulties. Students found incapable of academic learning were given options to learn other occupations, which they could do easily, such as tending cattle, gardening or housework. In 1974, a major shift in education for the child with disability was achieved with the launch of the comprehensive Integrated Education for the Disabled Child (IEDC) The aim was to provide children with moderate disabilities with both facilities and financial support. This was implemented in 15,000 schools in 26 states and union territories and reportedly covered 65,000 children with disabilities in mainstream schools. In a bid towards the implementation of this project, the Government launched Project Integrated Education Development (PIED), which provided teacher training, methodology for identification of children and school facilities as support services. In 1986 when the Parliament of India adopted the National Policy on Education (NPE) that for the first-time equality of opportunity was formally stated as a goal of education and the phrase "education for the handicapped" was used. (The first National Policy on Education (NPE) of independent India was passed in 1968 but had to be reformulated in 1985 since it lacked financial and organizational support). It also enabled the setting up of a team of experts under the Chairmanship of Behrul Islam in 1987 to study the problems of disabled children and became the core of the comprehensive legislation provided later in the Disabilities Act of 1995.

The concept of special education received a new meaning with the Salamanca Statement (1994) where inclusive education was sought to be the best form of education. For the past two decades the focus has shifted from disability of children to stressing and catering to the needs of all children. The emphasis is not on disability but on inclusive education that makes classrooms responsive to the needs of the learner. In today's scenarios NEP, 2020 also recommends inclusion and equal participation of CWSN across all stages of school education and to that end, endorses a whole school approach to inclusion such as resourcing school complexes and resource centers, engagement of special educators, capacity building of teachers

& special educators, teaching-learning materials and co-curricular activities such as arts, sports and vocational education etc., thus equipping all learners with 21st century skills.

Need of the study

For over a century, the prevalent model for offering education to children with special needs has been the special school. This system had major drawbacks – it is expensive and has only limited reach. Subsequently, the philosophy of ‘integration’ emerged which advocated education of children with mild and moderate disabilities in general schools along with others with adequate resource support. But children under integration method were still treated separately in schools and integration or mainstreaming was only partial. This led to the emergence of the new concept called Inclusive Education (IE) which argues that all children irrespective of the nature and degree of the disability should be educated in general schools with normal children.

Inclusive education has been accommodated pupils’ diversity in their classrooms. The present research paper therefore assumes importance as it focusses to enable school resources and infrastructure to meet the diverse needs of children, particularly those who face the greatest barriers to achieving their right to education.

Objectives of the study

To study the availability of school resources in government schools for implementing inclusive education at the upper primary stage.

Research Questions

1. What are the human resources available in government schools for implementing inclusive education?
2. What are the physical resources available in government schools for implementing inclusive education?

Statement of the problem:

“Availability of resources on the implementation of inclusive education in government schools”.

Sampling

A purposive sampling for 20 government school at the upper primary level are selected.

Tools

In the present study, the investigator aimed to assess infrastructure and resources in government schools for implementing inclusive education. The tools used in study was constructed by investigator listed as under-

Observation Cum Interview Schedule (OCIS)

The detail of the above mentioned tool used in the present study were cited as followed all instructions and techniques which used for construction of the tools such as purpose of the test. Prior the construction of tool which used in the present study, the investigator studied and thorough reviewed the related literature and procedural aspect of research studies of different researchers. The reviewed studies and researches had similar aim and objectives as the aim and objectives of the present investigation.

Description of tools: (OCIS)

A self- made observation cum interview schedule (OCIS) on the basis of predetermined features for implementing inclusive education in schools are used. It is used for assess the schools’ resources such as human resources and indoor facilities such as infrastructure facilities such as water facility, toilet facility, Electric facility, scholarship, land area, playground, and infrastructure for learners with mild disabled and reading room etc and also investigator noted the demographical aspects of the schools. The data was analyzed through descriptive and inferential statistics using Excel software.

Delimitations of the study:

1. The study was conducted on government schools located in Noida & East Delhi region only.
2. The present study was delimited with size of sample i.e 60 government schools of Noida & East Delhi Region.
3. The present study was delimited with scope of the study i.e only human and physical resources were evaluated.
4. The present study was delimited at upper primary stage only.

Methods of the study

In this research, descriptive survey was employed using qualitative technique. The qualitative method was employed to describe processes and pertinent issues of inclusive practice. In order to collect a reliable data, triangulation method was applied. Triangulation method was particularly chosen based on the nature of the research and their relevance to the study. This was intended to use multiple methods such as interviews, observation, and document analysis to collect data for the study.

Analysis of Data:

The present study was descriptive and qualitative in nature. So, content analysis was used for analysing and interpreting the data.

Objective: To study, the available school resources in government schools for implementing inclusive education at the upper primary stage.

In relation to the study, the available school resources in government schools for implementation of inclusive education, it was necessary that investigator should be self-observed the availability of school resources such as human and infrastructure resources in terms of adequate, inadequate and not available. Therefore, the investigator recorded the indoor environmental facilities through interview cum observation schedule. It is recorded that the basic infrastructural facilities such as water facility, separate toilet, electric facility, sufficient ventilation and playground found with adequate condition in government schools. It may be due to these are necessary and basic requirement for human resources within the institutions. The investigator observed and recorded school resources with three-point scale (Adequate, Inadequate and Not available). There were 20 government schools which were selected as sample units and evaluated through interview cum observation schedule in the light of available human and infrastructure resources with three-point rating scale (Adequate, Inadequate and Not available). Available human and physical resources in the government schools was cited in the given table as under-

Table1: Percentage of government schools with availability of human and physical resources.

School resources	Level of availability		
	Adequate	Inadequate	Not available
1. Human Resources			
Student-Staff ratio(1:30)	30%	70%	-
Subject wise teaching staff	40%	60%	-
Clerk cum accountant	-	-	100%
Peon	5%	-	95%
Security guard cum helper	5%	-	95%
2. Physical Resources			
Water facility	20%	70%	10%
Light facility	20%	40%	40%
Ventilation facility	60%	40%	-
Black board and teaching aids	35%	65%	
Separate toilet for girls and boys	25%	60%	15%
Library facility	5%	15%	80%
Staff room	50%	40%	10%
Separate teaching room per class	30%	45%	25%
Ramps and wheel chair for disabled students	-	10%	90%
First aid and medical facility	15%	45%	40%
Play ground	25%	50%	25%

It is quite observed from the above table that in relation to human resources available in government schools (such as students-staff ratio as per norm, subject wise teaching staff, clerk cum accountant, peon and security guard cum helper), it was found 30% government schools have adequate students-staff ratio as per norm of RTE 2009 whereas as a majority of school (70%) have inadequate student-staff ratio and also important aspect like availability of subject wise teaching staff was obtained through observation and found, only 40% schools have adequate staff whereas 60% government schools

have inadequate teaching staff for each subject. Peon, clerk and security staffs are not found in the maximum government schools.

In relation to availability of physical resources such as ventilation, and staff room facilities were found adequate in these schools whereas water facility, light facility, black board and teaching aids, separate toilet for girls and boys, library facility, separate teaching room per class, ramps and wheel chair for disabled students, playground and first aid and medical facility were found inadequate in the government schools. So, we can say that it is difficult to achieve the aim of inclusive education by the government schools having poor condition of human and physical resources.

Findings

In relation to study the available school resources in government schools for implementation of inclusive education, it was found that human resources available in government schools such as students-staff ratio as per norm, subject wise teaching staff, clerk cum accountant, peon and security guard cum helper, it was found that 30% government schools have adequate students-staff ratio as per norm of policies, whereas as a majority of school (70%) have inadequate student-staff ratio and also important aspect e.g availability of subject wise teaching staff was obtained through observation and found, only 40% schools have adequate staff whereas 60% government schools have inadequate teaching staff for each subject. Peon, clerk and security staffs are not found in the maximum government schools.

Availability of physical resources such as ventilation, and staff room facilities were found adequate in these schools whereas water facility, light facility, black board and teaching aids, separate toilet for girls and boys, library facility, separate teaching room per class, ramps and wheel chair for disabled students, playground and first aid and medical facility were found inadequate in the government schools.

Conclusion of the study

It is concluded in relation to the available school resources in the government schools that human and physical resources such as water facility, light facility, black board and teaching aids, separate toilet for girls and boys, separate teaching room per class, playground and first aid and medical facility found inadequate in government schools. The school resources were not found satisfactory for implementation of inclusive education at upper primary level. It is the basic and role playing instruments for facilitating inclusive education. Peon, clerk and security staffs, ramps and wheel chair for disabled students and library facility were not found in the schools which indicate the insecurity feelings among students and clerical workload among the teaching staff.

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