

HOW FAR THE TEACHERS, INVOLVEMENT IN SCHOOLS HELPFUL FOR IMPLEMENTING INCLUSIVE EDUCATION

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ABSTRACT

Inclusion is an approach where students with special educational needs spend most or all of their time with non – disabled students. Inclusivity is no longer defined by physical and cognitive disabilities but also includes a full range of human diversity with respect to ability language, age, culture, gender and of other human differences. Special needs education is widely seen as one of the mechanisms by which students who experience difficulties in learning are both included in and excluded from the forms of schooling that are otherwise available to children of similar ages. This paper examines the general school teachers involvement is helpful for the differently abled children. The method used in the study is qualitative regarding data collection. The result of the study is the product of interview of teachers who are working in inclusive schools. The study found that the involvement of teachers helpful to the differently abled children in many ways.

Key words: Inclusive school

1. INTRODUCTION

Inclusion requires teachers to accept the responsibility for creating schools in which all children can learn and feel they belong. Inclusive curriculum would require a number of changes in the present day teaching practices, curriculum content, evaluation procedures and available resources at the school .The understanding of subjects vary from student to student. The rigid methods ,curriculum inaccessible environment , untrained teachers , poor quality of teaching , lack of proper attitude from teachers and lack of support from public agencies hinders the smooth functioning of inclusion . Inclusive education is based on the idea that every child has the basic right to be included in a general education setting and provided the same opportunities and experience. Now the trend has changed more children with disabilities are enrolling in general schools than in special schools. If the system satisfies the needs of all learners, all will get an opportunity to succeed.

Objectives

- To identify the role of teachers in an inclusive school.
- To know the strategies and planning of class room teaching in inclusive schools.

2. METHODOLOGY

The study adopted qualitative method regarding data collection. Interview protocol was used to know the role of teachers in general schools. Interview protocol was used to know the planning and classroom strategies used by the teachers. The method used for data collection was semi structured interview. The interview protocol included questions to seek the opinion of teachers in their role and responsibility in inclusive schools .The main dimensions of interview protocol are :

- Training on special education
- Academic success
- Participation in class room activities
- Co operative learning
- Addressing parental concerns
- Adaptation of curriculum
- Approaches and strategies in teaching
- Personal assistance
- Additional study materials
- Curriculum adaptation
- Individualized instruction

Participants - The participants of this study were 20 teachers who were working in upper primary schools of Wayanad district. They were purposefully selected randomly from the schools as participants. The researcher has got prior permission from the authorities for the interview.

Research question

How far the teacher's involvement promotes inclusive education in schools.

Analysis and discussion

The data collected for the study was analyzed qualitatively. Thematic analysis was used for this. The researcher transcribed the voices into codes and then into themes.

The major themes are:-

- Lack of training on special education
- Lack of proper study materials and equipments
- Lack of parental support
- Adaptation of curriculum
- Difficulty in creating a positive attitude
- Approaches and strategies of teaching
- Individualized attention
- Infrastructure facilities

The themes reveal that the teachers have attended some minor training on special education with their periodical teacher training module. They are demanding separate short term courses in all categories of special education. They also need the assistance from the special education teachers daily. Special education children need separate study materials and equipments. For eg. Visually impaired children need big letters and pictures in their study materials. They need audio and video equipments in the classroom.

To know the problem and weakness of the children, teachers need the support from the parents. For this parental awareness and orientation program me may be conducted in schools.

The textbooks and curriculum are common to all. Special education children were using the same material as the general children. There was no separate material for the special education children. The authorities may make some adaptations in the curriculum that is convenient for the special education children.

It is very difficult from the part of teachers to create a positive attitude in the mind of special education children. They have to understand the weaknesses and adjust accordingly in the classroom.

Teachers have to change their strategies of teaching according to the need of the special education children. They have to make changes in their planning and preparation of teaching manual. Teachers have to give individualised attention to the needy children. They have to give special care and attention to these children.

Table -1-Participant's response with regard to special education

Themes	Description	Percentage of participant's response
Lack of training	Detailed training were not given to handle the impaired children	18/20
Lack of study materials	Separate study materials were not provided to impaired children	16/20
Parental support	Parental support is lacking for special education	16/20
Curriculum adaptation	Teachers are unaware of the curriculum adaptation	10/20
Lack of infrastructure facilities	Schools lack the infrastructure facilities needed for the impaired children	12/20
Approaches and strategies of teaching	It is difficult from the part of teachers to strategies for each children	13/20

3. FINDING OF THE STUDY

- The present training program me for teachers was not sufficient to equip them for special education.
- The study materials used in the classroom have no slot for the impaired children. The study materials are common to all children.
- Schools didn't provide much parental awareness program to educate the parents on special education.
- Teachers didn't give importance to the adaptation of curriculum according to the need of the impaired children.

4. CONCLUSION

The study reveals that the training program given to teachers was not enough to equip them to deal the impaired children. The module for the teacher training program must be re scheduled to meet the needs of the impaired children. So short term courses on special education may be arranged to equip the teachers. Parental awareness and orientation program may be arranged in each school for parental support. Teachers have to give importance to the planning and teaching strategies to meet the needs of the special education children. Changes may be made in the textbooks and curriculum to make it more flexible. Likely give chances to all children to participate all activities in the class room freely.

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