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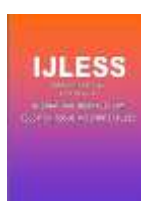
IMPLEMENTATION STATUS OF INCLUSIVE EDUCATION BETWEEN RURAL & URBAN PRIMARY SCHOOLS

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ABSTRACT

In regular schools, the inclusion of children with special needs and the transaction of the teaching-learning process accordingly to students as per various recommendations and policies are perceived as an important issue of present times. The practices for inclusive education are a joint effort, to cater to the differing needs of such children in inclusive education settings with children without special needs. This paper examines and tries to put forward the status of the implementation of inclusive education in government primary schools in Uttarakhand.

Keywords: Inclusive Education, Implementation-status.

Introduction

Inclusion remains a complex and contentious issue as the growth of inclusive practices in schools isn't well understood (Ainscow, 2005; Anastasiou & Kauffman, 2012; Winzer & Mazurek, 2017). Inclusive education affects not just the code and the nature of education provided for students with special education needs, but it demands a questioning of the wider aims of education, the determination of schools, the nature of the curriculum, approaches to assessment and school accommodation to diversity. The system in which regular schools answer students with disabilities can be a measure of the value of education for all students (UNESCO, 2015). The availability of suitable and modified physical resources is significant in order for educational institutions to eradicate fences that make it problematic for learners with orthopedic disabilities to move from one place to another. For effective inclusion of learners with physical challenges, there is a necessity for creating and accessing barrier-free physical resources.

Background of the Study

Inclusive education is the only means for the overall scientific development of children with special needs. Various programmes have been chosen, but still 95% of the population is not benefiting, and where the initiative has been chosen, physical resources are insufficient. Kumar, K., and Sanjeev, K., (2007). A combined top-down and bottom-up approach to policy implementation is therefore essential, particularly within a democratic society. It also focuses on the influence of norms, values, and beliefs of implementers (Stofile, S.Y.2008). In the state of Sikkim, deficiencies in various areas, such as teacher training, faulty teaching-learning practices, improper care of children with special needs, a lack of instructional materials, insufficient support services, inadequacy of government funding, and insufficient coordination among teachers, harmed the status of integrated education family and community (Das. N, Rai A 2009).

The aim of the investigator was to become familiar with the gap in knowledge in the area of inclusive education in Uttarakhand and verify the knowledge. Inclusion has been made mandatory in every school since 2009, so the investigator wants to know the implementation status of IE at the government basic school level in Uttarakhand. Therefore, the statement of the government to start inclusive schools can be clarified.

Objective

To compare the implementation status of inclusive education between rural & urban basic schools.

Hypothesis

H₁: There does not exist significant variation in implementation-level of inclusive education between rural & urban basic schools.

Methodology

The current investigation has been conducted under the descriptive survey method. This method is common and commonly used research method in the social sciences and education.

Sample and Sampling

In this study multi-stage random sampling technique was employed in choosing the sample of Schools. The current investigation has been directed to know the implementation level of inclusive education in Govt. basic schools of Uttarakhand. For the current study, a total sample of 131 schools was chosen.

Tool

The present study was conducted by using a schedule with the name 'Schedule of implementation status of inclusive education in primary schools'. This tool was developed and validated by the researcher herself under the supervision of her supervisors.

Data Collection

The data has been gathered by investigator herself from the sample of Principals under consideration. For the purpose of administer of the tool, the investigator individually visited to the randomly chosen basic schools to know the implementation status of inclusive education. Afterward the researcher met to the principals and explained about the purpose and nature of the research and asked them for their cooperation. Then the researcher collected answers of the respondents.

Result and discussion

Table-1: Responses regarding structural changes accommodated in schools

Rural Schools				Urban Schools				Total			
Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%
21	18.8	91	81.3	5	26.3	14	73.7	26	19.8	105	80.2

From the above data, it can be easily inferred that 18.8% of rural and 26.3% of urban school principals stated that structural changes were made in their schools to accommodate children with differing needs in order to implement inclusive education. Totally, 19.8% of schools responded that they have made the requisite modifications, but the majority of schools (80.2%) have not made any such modifications. It means that most schools have not considered the requisite infrastructural accommodations for implementing inclusive education. Furthermore, it can be safely assumed that the

majority of these primary schools in both rural and urban areas are not implementing and practicing inclusive education.

Table- 2: Responses regarding the modifications of chairs to meet the requirements of children with special needs.

Rural Schools				Urban Schools				Total			
Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%
7	5.3	105	94.7	1	6.3	18	93.7	8	6.1	123	93.9

From the above table it can easily deduced only 5.3% of rural and 6.3% of urban school principals informed that changes were made in chairs, and a majority of 94.7% of rural and 93.7% of urban schools have not made any effort to change the requisite modifications. Overall, 6.1% of schools have made the requisite modifications, while 93.9% schools have not made any changes. It means that most schools have not well-thought-out the requisite seating accommodations for implementing inclusive education. Furthermore, it can be concluded that the majority of these primary schools in both rural and urban areas are not implementing and practicing inclusive education.

Table-3: Responses regarding modifications of tables for children with special needs in schools.

Rural Schools				Urban Schools				Total			
Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%
7	5.3	105	94.7	1	6.3	18	93.7	8	6.1	123	93.9

It is clear from the above data that only 5.3% in rural and 6.3% in urban schools made changes, and 94.7% in rural and 93.7% in urban schools made no adaptations for the convenience of children with special needs. Only 6.1% of school principals have shown a positive response to the modification of tables, while 93.9% have not stated any positive response with respect to the modification of tables. This indicates that these basic schools are not implementing and practicing inclusive education.

Table -4: Responses regarding toilets for children with special needs in schools.

Rural Schools				Urban Schools				Total			
Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%
17	15.2	95	84.8	3	15.8	16	84.2	20	15.3	111	84.7

The above table shows that 15.2% of rural and 15.8% of urban school principals answered that modifications of toilets were made for the needs of special children, and 84.8% of rural and 84.2% of urban schools did not answer positively with regard to any modification. Only 15.3% of school principals stated that modifications were made, while the rest of the 84.7% of schools have not made any modifications. It shows that almost all rural and urban schools have the same situation. Toilets were available in almost all schools, but the toilets were not modified for the convenience of special children. This result shows that these basic schools are not implementing and practicing inclusive education.

Table-5: Responses regarding modification of drinking water facilities for children with special needs in schools.

Rural Schools				Urban Schools				Total			
Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%
19	17	93	83	5	26.3	14	73.7	24	18.3	107	81.7

The above table infers Just 17% of rural and 26.3% of urban school principals informed us that there were modifications in drinking water facilities for the convenience of special-needs children, and 83.0% of rural and 73.7% of urban school principals stated that there were no modifications made for the convenience of special-needs children. Totally, 18.3% of school principals have informed us that appropriate facilities for drinking water were made for the convenience of the special-needs children in their schools. In a majority of 81.7%, the principals stated that there were no proper facilities for drinking water in the schools for special children. This showed that the implications and practices of inclusive education were not in both of the areas. It was informed by the principals that in most schools, tap water or hand pumps were available, but no modifications were made for the convenience of children with special needs.

Conclusion

It was noticed that the status of implementation of inclusive education between rural & urban primary schools was not satisfactory with respect to various aspects of infrastructural modifications. Therefore there is a need to modify the necessities to fulfill the practicing of inclusive education.

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