



# Attitude of Teachers Towards Inclusive Education

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**Abstract :** In inclusive education, children with special needs are taught with normal children so that there is no discrimination between normal children and children with special needs, and both types of children to be able to understand each other properly and work with mutual cooperation. Teachers plays an important role in the development of children with special needs so attitude of teachers should be positive towards them and they should work as motivator for them.

**Keywords :** Inclusive education, children with special needs ,attitude , attitude

## INTRODUCTION

Education is concerned with the development of cognitive, emotional, and social qualities of human beings. There is so much usefulness of education in life that it has been said that "without education and knowledge a man is like an animal." At present, along with general education, there is a lot of emphasis on inclusive education. Inclusive education is such a system of education in which children with special needs get an opportunity to study in mainstream schools along with normal children and become self-reliant so that they can join the mainstream of society. Under this, apart from studying in schools, the work of creating a barrier-free environment for children with disabilities is also included. Marginalized children who are in need of special care right from their routine to the completion of their studies are benefited by this innovative method of teaching.

In inclusive education, children with special needs are taught with normal children so that there is no discrimination between normal children and

children with special needs, and both types of children to be able to understand each other properly and work with mutual cooperation. The overarching goal of inclusive education also seems to be that if they educated together, ordinary people can better understand the concerns of persons with special needs within the society in future and develop sensitivity towards them. Our constitution also opposes any discrimination on the basis of caste, class, religion, income and gender. Thus, inclusive education presents the ideal of establishing a society. In this context, the child needs to be seen as an independent learner instead of being seen as social, caste, economic, class, gender, physical and mental differently, thereby creating an environment of inclusive education for proper inclusion of the child in the school.

Inclusive education includes all those facts which are applicable to special children, that is, inclusive education is adopted on different children with physical, mental, gifted and special qualities. It is such an education system that ensures that every student gets quality education and does not create any barriers to his ability, physical disability, language-culture, family background and age.

According to the Kothari Commission (the First Education Commission of India), "the first task of education for a child with a disability is to prepare him for adjustment in the socio-cultural environment designed to meet the needs of normal children. Therefore it is necessary that the education of children with disabilities should be an integral part of the general education system, the difference will be only in the method of teaching the child and the means adopted by the child to acquire knowledge.

In 1974, the Government of India launched the scheme "Integrated Education for Children with Disabilities". Under this centrally sponsored scheme, children with disabilities were given education in mainstream schools, along with their non-disabled friends. Under Section 26 of Chapter 5 of the Persons with Disabilities Act (1995), it has been said to ensure free education for children with disabilities. The main points of this Act are as follows- Government and local authorities shall ensure that every child with disability receives free education in a suitable environment till he attains the age of 18 years. Efforts will be made by the government to integrate disabled students in general schools, promotion and to equip special schools with vocational training facilities. The Ministry of Human Resource Development had set a target of making all schools in the country disabled-friendly by the year 2020.

The main concepts of inclusive education according to NCF 2005 are as follows-

- The importance of inclusive education lies in inclusiveness of all.
- Disability is a social responsibility it should be accepted.
- Inclusion is not limited to people with disabilities but it also means exclusion of any child.
- There should be no procedure to prevent all students with special needs from entering the school.
- Participation in inclusion policy is our strength.
- All good teaching practices are synonymous with inclusion policy.

Thus, inclusive education means that education which is provided to disabled and other general students together in the same class in a non-discriminatory environment. So that this disabled student can easily adjust in the society. As, it has been pointed out in NCF, 2005 that the policy of inclusion needs to be implemented in every school and in the whole education system. There is a need to ensure the participation of all children in every sphere of a child's life, whether in school or outside. Schools should be made such centers where children, especially children with physical or mental disabilities, children living on the margins of society and children living in difficult circumstances, can get the full benefits of education.

- According to the 2011 census of India, there are more than 78 lakh children with disabilities in the age group of 5-19 years in the country. Of these, only 61 per cent children are attending

educational institutions. About 12 percent of the children have dropped out of school while 27 percent of the children never went to school.

- According to the 2011 census of India, 45% of the disabled population of the country is illiterate. Among those who are educated with disabilities, 59 percent have passed only up to 10th standard. Whereas 67 percent of the total population of the country is educated till 10th standard.
- There are many children with disabilities who have more than one limb disabled, 44 percent of their population is deprived of education.
- 36% mentally handicapped and 38% children with disabilities are deprived of education.
- According to the report released by the National Survey on Estimation of Out of School Children 2014, 28.07 percent of the total population of children with disabilities in India are deprived of education, out of which 35.97 percent are mentally retarded, 17.64 percent visually impaired and 19.31 percent hearing are interrupted.
- UNESCO and the Tata Institute of Social Sciences released a report in 2019 according to which at least one in four children with disabilities under the age of 19 in India have never received an education.

### **INCLUSIVE EDUCATION IN CORONA ERA**

Although the corona pandemic has affected all the people, but it has had a special effect on the children with disabilities. According to a report, one billion disabled people in the world have been hit the most by the corona virus. Most of the people with disabilities were already facing inequalities like poverty, neglect, violence, oppression. The corona pandemic has added to their problems. The United Nations had said that one billion people with disabilities are also among the most affected by the corona virus in the world.

The corona pandemic is also badly affecting the education of children with disabilities. Creating an inclusive education environment for children with disabilities was a challenging task even before the Corona pandemic. Now this task can be even more difficult. There is a need to mobilize additional resources for children with disabilities and their families so that they can adapt themselves to the changing circumstances caused by the pandemic.

- Schools are closed due to lockdown. Now schools have started online classes but most of the disabled children are not able to take advantage of this facility due to limited

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resources and financial constraints. There is a complete lack of resources required for online education.

- Children with disabilities are completely dependent on their parents to get online education.
- Most of the parents are unable to teach their children during the lockdown due to lack of necessary training or time (due to work and household commitments).
- Most of the parents are helpless and worried because of their increased responsibility due to change in online education.
- There is a shortage of trained sign language interpreters in the institutes who are sensitive and can effectively impart e-learning.
- No separate announcement has been made by the education ministries during the corona pandemic on how educational services will be provided to children with disabilities during the pandemic. The Department of Empowerment of Persons with Disabilities (under the Ministry of Social Justice and Welfare) has recently issued comprehensive disability inclusive guidelines for the safety and security of persons with disabilities during Corona. While it talks about providing essential services and assistance to people with disabilities, it nowhere takes into account the educational needs of children with disabilities. No provision has been made to ensure any distance, open or home based education for the children.
- The Ministry of Human Resource Development through its Department of School Literacy and Education has been playing an active role in ensuring access to education through various online platforms and initiatives like e-Pathshala, National Repository of Open Educational Resources (NROER), Digital Infrastructure. Promote knowledge sharing (DIKSHA), SWAYAM platforms (including DTH channels) etc. to enable online learning for children.
- A recent press release by MHRD also reveals that MHRD's national online education platform SWAYAM and other digital initiatives have seen an increase during the lockdown period. But there is no mention in the press note as to how many of these beneficiaries are CWD or how these platforms are being tailored to their needs and specifications. Without adequate infrastructure, enabling ICT access for PWDs will remain a challenge. Even with infrastructure, PWDs may not be able to use ICT without active state support. Moreover, the

digital literacy programs run by the government, especially PMGDISHA, do not have any specific component looking at digital literacy for the disabled. Without using inclusive design principles, ICT products can actually exclude PWDs and create a divide in their ability to be part of society.

- It has been revealed in a survey that due to the difficulties faced in online education, about 43 percent disabled/disabled children are preparing to drop out. Swabhiman, an organization working for the rights of people with disabilities, conducted this survey in May in Odisha, Jharkhand, Madhya Pradesh, Tripura, Chennai, Sikkim, Nagaland, Haryana and Jammu and Kashmir. A total of 3,627 people, including students, parents and teachers, participated in the survey. According to the survey, 56.5 per cent children with disabilities are facing difficulties in attending classes on a daily basis, while 77 per cent students said that they will not be able to study due to lack of knowledge of distance learning methods. The survey found that 56.48 per cent students are continuing their studies while the remaining 43.52 per cent students are making up their mind to drop out. It said that 39 per cent of the visually impaired students are not able to understand the subjects due to multiple students talking at the same time.
- About 44 per cent of the differently-abled children complained that no sign language interpreter was present in the webinars. 86 percent of parents of children with disabilities said they did not know how to use technology and about 81 percent of teachers said they did not have instructional materials to reach students with disabilities. "Teachers also said that 64 percent of children with disabilities do not have a smartphone or computer at home," the survey said. 67 per cent students said that they need a tab or computer for online education. It added that 74 per cent of the differently-abled children said that they need data/Wi-Fi for studies while 61 per cent said they need an assistant. A report prepared on the basis of the survey has recommended policy changes and necessary amendments during the COVID-19 global pandemic. It is worth noting that due to lack of better internet facility and infrastructure, online education is already a problem in the villages. In such a situation, it is becoming a curse for the handicapped students.

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Objectives:

**Hypothesis:**

**Conceptual Hypothesis**

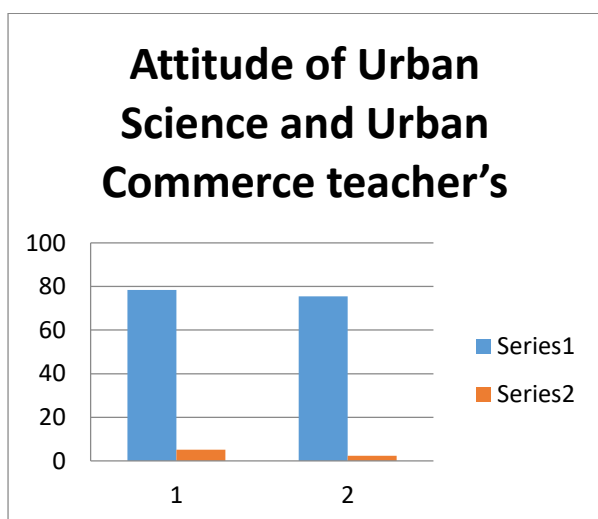
There is no significant difference between the attitude of science and commerce teachers towards inclusive education.

**Operational Hypothesis**

There is no significant difference between the urban science and urban commerce teacher’s attitude towards inclusive education.

**Table 4.2.1(a) Attitude of Urban Science and Urban Commerce teacher’s towards inclusive education.**

Stream No.	No .	Mea n	S.D .	't' valu e	Hypothesi s
Urban Science	100	78.38	5.06	5.25	Rejected
Urban Commerce	100	75.54	2.38		



Analysis :

The mean score of urban science and commerce teacher’s are 78.38 and 75.54 respectively and standard deviation are 5.06 and 2.38 respectively.

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The calculated t value is 5.25 at 0.05 level of significance .Hence the null hypothesis is rejected.

**Interpretation**

It is apparent from the above-mentioned table 4.2.1(a) that mean is a significant Difference in the attitude of urban science and urban commerce teacher’s towards inclusive education. This difference in results might be due to science teachers view inclusive education as a challenge they emerged as accepting of students with disabilities into their regular classroom more in comparison to commerce teachers. Hence, the null hypothesis is rejected.

**SUGGESTION**

COVID-19 can be seen as an opportunity in the face of adversity, an impetus for the spread of inclusive education. It can also be seen as an opportune time to enable the disability ecosystem to meet any contingency with minimum damage. Education for students with disabilities has acquired a new dimension in this new normal.

- To unleash the potential of students with disabilities, it is imperative to have a conducive environment with steady progress on the use and access of ICTs, assistive technologies, and last but not least, peer learning support, so as to bring about a change in the education of children with disabilities. Can you
- Information should be shared through all accessible means of dissemination.
- Every educational institution should be equipped with a mandatory ICT centre, equipped with infrastructure and learning materials to represent students with disabilities in an accessible format.
- Provide specialized e-content for visual and hearing-impaired students, radio podcasts and courses, pedagogy and assessment for students with disabilities.
- PM eVidya programme, which aims to integrate all efforts related to digital/online education, should be fully accessible to children with disabilities.
- It is necessary to establish more virtual universities like Swayam Project with focus on accessibility component.
- Courseware should be made available in accessible Braille formats to those who do not have access to computers.
- Provide clear guidance to education and school authorities on the scope of their obligations and

the variety of available resources when providing education outside schools.

- Ensure access to Internet for remote learning and ensure that software is accessible to persons with disabilities, including through the provision of assistive devices and reasonable accommodation.
- Provide guidance, training and support for teachers on inclusive education through remote learning.
- Establish close coordination with parents and caregivers for early education of children with disabilities.
- Provide guidance and distance support for parents and caregivers to assist in setting up equipment and to support the education program of their children with disabilities.
- Develop accessible and adapted materials for students with disabilities, to support remote learning.
- Develop accessible educational audio-visual materials to disseminate through different media (e.g. online on demand, televised educational programs, etc.)

## CONCLUSION

The corona pandemic that mandates social distancing has increased complications for parents of children with disabilities. CWD is often used for structured program and learning environment and these inappropriate changes have put pressure on the child as well as the parent. While this pandemic has created unprecedented hardships for humanity, it has also opened doors for introspection and innovation. Education for children with disabilities has mostly been viewed from the perspective of accessibility and rarely inclusion. Government documents make it abundantly clear that there still exists neglect and apathy towards children with disabilities in the matter of education in India. But the Corona period can be an opportunity to enable this inclusion for all children by creating a common ground in education through technology-based learning. Special provisions may also be made to allow special educators to meet children or take online classes to maximize learning opportunities for them. Implementing e-learning methods can help special educators to reach out to multiple children at once. All this is possible only when the government takes an active interest in building technologies and capabilities to make education truly inclusive and universal.

Not all children with disabilities can be placed in a group as they have different physical disabilities and therefore have different needs. Students with disabilities may be left behind by the pandemic. If proper steps are not taken immediately, their right to education and life can suffer irreparable damage.

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