

Managing Inclusive Practices: Teachers' Views and Concerns

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ABSTRACT: : Education as one of the Fundamental Right promotes Inclusive Education. Inclusive education is an approach which considers each child a special child to perform special abilities. Inclusive education strongly respects the individuality of each child without compromising any form of diversity or disability. Inclusive education advocates common learning experience to all. An inclusive social structure of society demands each member of society to be a part and not apart from the society. The formation, development and resistance of inclusive society may ensure by the inclusive system of education. Schools as a web of social relationship must reflect social values, social justice, positive and progressive attitude to accept and respect any form of diversity and disability. Here, the accountability of teacher's increases to nurture the classroom environment as an inclusive classroom. Their attitude and behavior towards inclusive practices may influence pedagogical practices to create and promote equitable environment to all. The paper highlights the study of the level of satisfaction for secondary school teachers towards inclusive practices. Descriptive survey method was adopted and self- made questionnaire was used to collect data on various dimensions in a formal and informal settings of the school.

Key Words: Inclusive Practices, diversity, disability

Introduction

Common school system mentioned by Kothari Commission seem to be more valid as education to become a fundamental right and the national system of education is based on the national curriculum framework, which ensures maximum enrollment and retaining all children by providing common and participative platform of learning. It respects the individuality of each child to accommodate the variations in physical, psychological, intellectual, social and economic characteristics. Teachers and schools are more accountable and responsible to accommodate diversified needs of the students through formal and informal interaction and experiences. Inclusion is not only a practice to have differently able student in regular classroom, in broad sense inclusion is a practice which allows them to participate in all educational activities irrespective of their disabilities. As National Policy on Education, 1986 stresses the need to integrate the child with special need with other group. NCF, 2005 also emphasized that policy of inclusion need to be implemented in all schools and participation of all students must be ensured within the school and outside school. To ensure full execution of inclusive education we must work on two aspects i.e. physical and psychological. Physical structure includes physical facilities which allow them to cope with their disabilities i.e. infrastructure, building, washrooms, restrooms, elevators, ramps, furniture, assistive technologies etc. psychological structure includes an attitude and behavior towards students suffering from any disability

Significance of the study

Effective teaching depends upon effective and efficient teachers. To create an inclusive school the role of teacher's cannot be overlooked. We must realize the ground realities of existing system of education. Teachers are bearing direct responsibility to cater special need of an individual at common platform. Thus, it is necessary to study the level of satisfaction among teachers towards inclusive practices at school.

Objective of the study

- 1) To study the level of satisfaction of secondary school teachers towards inclusive practices at school.

Methodology

This descriptive survey method was adopted to investigate the level of satisfaction of secondary school teachers towards inclusive practices on various dimensions.

Population of the study comprise all secondary schools and secondary school teachers working in various schools located in Delhi and NCR. Sample of the study comprise total 30 respondents. Sample of the study was selected through purposive sampling method. A self-made close ended questionnaire used to collect the data on various dimensions i.e. (1) availability of resources and facilities, 2) curriculum, 3) instructional

practices, 4) behavioral support, 5) parental support, 6) administrative support, 7) evaluation and grading, 8) professional development. Data was analyzed qualitatively and some statistical techniques were used to quantify the data.

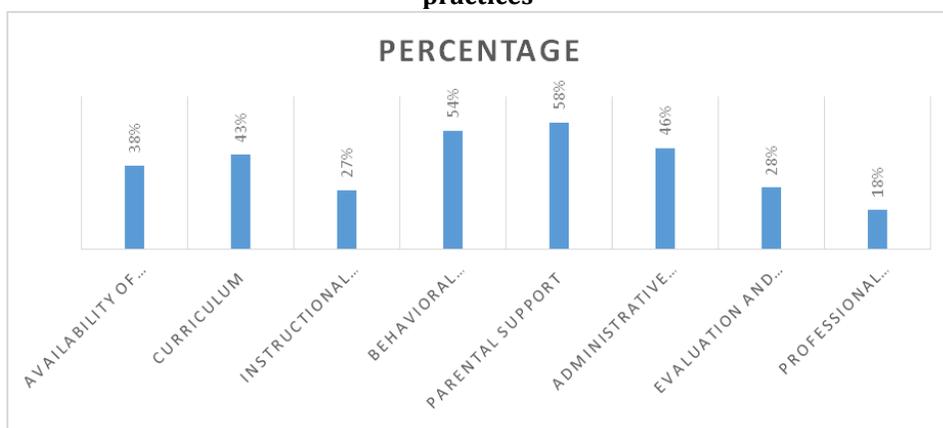
Result and Discussion

To understand the level of satisfaction of teachers towards inclusive practices presented in table and figure No-1

Table:1 Level of satisfaction of secondary school teachers towards inclusive practices

Sr. No	Dimensions	Frequency	Percentage
1	Availability of Resources/ Facilities	11	38%
2	Curriculum	13	43%
3	Instructional Practices	08	27%
4	Behavioral Support	16	54%
5	Parental Support	17	58%
6	Administrative Support	14	46%
7	Evaluation and Grading	08	28%
8	Professional Development	05	18%

Figure: 1 Bar graph shows level of satisfaction of secondary school teachers towards inclusive practices



Finding: Results of the study revealed that 38% teachers are satisfied with the availability of resources and facilities, 43% teachers show their satisfaction towards curriculum, 27% teachers are satisfied with instructional practices, 54% teachers are satisfied with behavioral support, 58% teachers express their satisfaction towards parental support, 46% teachers are satisfied with administrative support, 28% teachers are satisfied with evaluation and grading system and only 18% teachers express their satisfaction towards professional development to incorporate inclusive practices in teaching learning process. As the result shows that most of the teachers are dissatisfied with instructional practices, evaluation system and professional development. To bring innovative practices into teaching and evaluation to create an inclusive class it is necessary that some professional development programs like seminar, workshop, visits and in-service program must be organized for the teachers.

Implications of the study

Foundation of inclusive education and successful implication of curriculum relay upon teachers and their efficacy to teach in an inclusive classroom. In this regard, the findings of the present study provide empirical evidences about inclusive practices in schools which may have strong and practical implications in existing educational setup. It is helpful for administration and management of the school to realize the inadequacy of the system to bring improvements. A study is also beneficial for government and policy makers to realize the importance of in-service training and orientation programs for the teachers to prepare them for inclusive class.

Conclusion

Thus, we can conclude that most of the teachers expressed their dissatisfaction towards availability of resources and facilities, instructional practices, evaluation and grading system as well as professional

development in inclusive education. Government and policy makers must ensure availability of adequate and accessible resources and facilities required to accommodate educational needs of special students and make their learning more effective and meaningful. Initiative must be taken to maintain quality of education in relation to teachers' efficiency in terms of their pedagogical skills and practices to make their classroom an inclusive classroom. There are some other lapses also noticed on various aspects. Thus, there is a need to fill those gaps, lapses that requires a continuous effort and commitment from all stakeholders of a school community in order to make our society an inclusive society.

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