

# Periodic Research

## Educational Practices for CWSN in Inclusive Education



**Suniti Dash**

Lecturer,  
Deptt. of Education,  
Sohela College,  
Sohela, Odisha, India



**Ramesh Chandra Supkar**

Sr. Lecturer,  
Deptt. of Education,  
Sohela College,  
Sohela, Odisha, India

### Abstract

This paper keeps an objective to put a light on the practice of Inclusive education. Right to education is the fundamental right of all children. Nation should maintain zero rejection policy to provide elementary education to all. But unfortunately due to various reasons this constitutional obligation has not been fully achieved yet. Children with special needs are the children with variety of disability in both physical and mental conditions and they need special care and support. Through inclusive education we can bring this disadvantaged group to the main stream of life. Persons with disability act (1995) of Government of India have made several attempts for mainstreaming the children with disability in general education system. Educational practices like cooperative learning, collaboration, peer tutoring are the best practices in inclusive education.

**Keywords:** Zero Rejection Policy, Inclusion, Collaboration, Peer Tutoring, Special Needs.

### Introduction

Children with special needs are the most disadvantaged group of the society who always needs to get special educational support & efforts NPE 1986 state that the objective of education should integrate the physically and mentally disabled with the general community as equal partners and to prepare them to face life with courage and confidence. So for mainstreaming the children with disabilities in general education system, Inclusive education emerged. In primitive societies the birth of disabled child in the family was considered as a result of the curse by God or previous sin. In ancient Egypt, Greek & Rome, disabled babes were killed as they considered to be imperfect and nothing imperfect should be brought up was the guiding principles of the then society. Not in past, even today also parents of disabled children feel guilty and put blame to themselves.

Gradually people had developed a sympathetic attitude towards these children. People thought to for educating children with disability. Thomas Gallaudet established first special school for the education of the deaf at Hartford and E. Seguin established the first special school for the feebleminded in paris in 1846. Since that the system of special education started. During the period 1950s and 1960s a movement was started for educating children with disabilities in general school with their peers and introduction of integrated education emerged.

Indian education commission 1964-66, for the first time suggested for education of handicapped children. The commission also emphasized that education of handicapped children should be an "insuperable part of the general education system."

Govt. of India initiated the scheme of integrated Education for Disabled children (IEDC) in 1974.

The United Nation declared 1981 as the international year of Disabled persons. Full participation with Equality was the guiding principle of this programme. The NPE 1986 and programme of Action 1992 in India put much emphasis on this and stated that "Wherever feasible, education of children with locomotors handicap and other mild handicaps will be common with that of others". In 1987 project for integrated Education for Disabled (PIED) was implemented by the ministry of Human Resource Development to provide education to the disabled in an integrated setting.

Rule 6 of UN Standard Rules for persons with disabilities (1992) States that "States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children", youth and adults with disabilities in an integrated setting. They should ensure that the education of persons with disabilities is an integral part of the education.

In the same year that was in 1992 the ESCAP (Economic & Social Commission for Asia Pacific) in its 48<sup>th</sup> Session at Beijing declared 1993-2002 as the Asian & Pacific Decade for Disabled Person.

The persons with disability Act (PWD Act) 1995 introduced by Govt. of India has made several attempt to integrate disabled into regular classrooms. Inclusive education

Inclusive education emerged as a reformed in the education of CWSN owes its origin since 1994 world conference on special Needs Education. In 1994, representative of 92 Govts and 25 international organizations held world-conference on special Needs education in Salamanca in Spain. This Salamanca report put emphasis on inclusion to be the norm of educating the disabled in regular educational programme.

Generally the word "inclusion" refers to the placement and education of children with disabilities in regular classroom with the children of same group who do not have the disabilities.

According to Loreman and Doppler (2001) "Inclusion" means full inclusion of children with diverse abilities (that is both gifted as and disability) in all aspects of schooling that other children are able to access and enjoy. It involves 'regular' schools and classrooms genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing differences".

In the words of Anita Julka 2001 Inclusion is a term which can be defined as an attitude or a commitment of appreciating diversities and accepting that all children that all children can be educated in a common school to their maximum potential. It requires increasing the capacity of regular schools so that they can respond creatively to greater diversities. It also building the capacities of teachers to deal with diverse population of students and to acquire pedagogical competencies that facilitates the learning of all students in their classroom (Julka 2001).

Educational practices for inclusive Education

A zero rejection policy of Sarva shiksha Abhiyan sets its major goal for educating each and every child without any kind of discrimination. So, that children with special needs may have right to education irrespective of their disability, its degree, category etc. The school should provide a healthy & congenial environment for all types of children with special needs. Various approaches, practices, methods have been adopted for educating these children. Educational practices including teaching learning strategies with reference to the children with disabilities include a number of components like curriculum adaptation, classroom managements, physical facilities, teaching aids and materials, teaching strategies, social & educational environment individualised education programme etc. some common educational practices for teaching children with disable are as follows.

1. Peer tutoring
2. Cooperative learning
3. Collaboration, consultation and Team teaching
4. Currulum Adaptation.

## 5. Individualised Education Programe

Child to child methodology is perhaps the most effective way of involving children in the process of implementing inclusive education. Inclusive setting allows students with and without disabilities to play and interact with each other.

### Review of Literature

Cambra (2003) Studied Students with special Educational needs in the inclusive classroom: social integration and concept. The result Shows that the special needs children have a positive self concept although it is significantly lower than that of their counterparts, especially in the social and academic dimensions. It was reported that while school integration is a necessary condition facilitating social integration of special education of needs children and consequently improving their self concept. It is not in itself always sufficient for optimization of both these aspects of socio effective development.

Das Ashima (2010) conducted a qualitative study on the process of educating children with disabilities in private inclusive schools in Mumbai. Interview & focus group discussion & observations method were used as tools for the study. The objectives were based on (a) support system. (b) Challenges. (c) Process. (d) Outcomes for the children with disabilities in inclusive schools. The major support systems were identified as academic, physical, psychological and parental within academic support it was seen that the schools offered remedial teaching to the children gave them concessions and favored and practiced supportive classroom strategies. In the head of physical support the school made the provision to enhance the mobility and accessibility for children with differing physical needs by installing elevators and ensuring accessibility of the toilets. Apart from these provisions and the help, the children sought from non disabled peers, there were no practice reported. The psychological support was provided by the counselors, resource teachers and the peers. The major challenges, which emerged from the finding, were the negative attitude of the teachers peers, shortage of resource and lack of training for handling diversity within the classrooms. The outcome of educating children with disabilities in the inclusive school were mixed. The outcomes of educating children with disability, the support mechanisms in school and the environment and culture of the schools. The most common but important outcome for the children was the fulfillment of aspiration of leading 'normal' lives as their non disabled peers.

According to individuals with disabilities Act (ITDA), greater emphasis should be placed on the delivery of related Services within inclusive general environment (Nolan, 2004). For healthy educational practices in inclusive setting the following objectives should be given emphasis.

1. To increase enrolment status of children with disability in normal school.
2. To develop attitude & perception of teacher about the educability of children with disabilities and to ensure to adopt collaborative teaching.

To provide equality of educational opportunity, Govt. of Odisha has also undertaken many developmental programme for education of disabled children. The scheme of inclusive education for CWSN in all the 30 districts of Odisha since 2003-2004. The total identified children with special need in Odisha from 2012 to 2015 was 3,29,524. To see the reality in the educational practices in inclusive education of Bargarh district, a small project work was done in Sohela Block.

### Objectives of the Study

The objectives of the study are –

1. To study the status of CWSN in Sohela Block of Bargarh District.
2. To study the process of identification of CWSN.
3. To study the supply related input for the education of CWSN.

### Hypothesis

1. There exist good practices of Inclusive Education in regular schools.
2. There Exist friendly class room environment for Inclusive Education.

SEX		Categories of CWSN										Total
Male	Female	MR	CP	MR -CP	HI	SI	VI	OH	LV	MD	LD	
196	143	77	37	02	61	02	02	87	44	07	18	339

**Source-** The data is obtained from SSA Bargarh (2015-16)

### Findings and Conclusion

The informations are obtained from 10 Schools of Sohela Block, having 37 number of CWSN of different categories.

It is seen that almost all the teachers have a positive attitude towards the scheme of inclusive Education. It is stated that the identification of CWSN is done on the basis of medical certificate issued by the medical authorities. Sitting arrangement for CWSN in all schools is there in an inclusive setting. The schools are supplied with various input services like provision of ramps, toilet facilities but so far as the CWSN friendly toilet, it is rare to see. Children with low vision (LV) are supplied with spectacles through "BalJyoti - Yojana". Hearing impaired (HI) and orthopedically Handicapped (OH) children are supplied with hearing aid and tri-cycle. All the teachers responded that there exist CWSN friendly Classroom. Peer support is very good during classroom activities and recreation but the children with severe disability take seldom participation in school activities. The HM of all the 10 Schools said that it becomes a very challenging task to deal with mentally retarded (MR) children. Children with low vision (LV) and mild orthopedically handicapped (OH) are participating fully in both curricular & co-curricular activities of the school. Teachers responded positively infavour of cooperative classroom programme. Most of the teachers are given training on IE (Inclusive Education) through SSA, Bargarh but as per the Preparation of IEP (Individualised Education Plan) very few teachers responded satisfactorily. Peer tutoring practice was not satisfactory. Very few teachers responded on the provision of home based programme. Escort Allowances is given to the severe orthopedically handicapped children.

### Recommendation

To make inclusive Educational practice more successful, the following suggestions are recommended.

### Methods

The work was done in 10 primary schools of Sohela Block through survey method.

The category of children with special need, (CWSN) included in inclusive education are –

1. Low vision (LV)
2. Hearing Impaired (HI)
3. Visual Impaired (VI)
4. Speech Impaired (SI)
5. Orthopedic Handicapped (OH)
6. Cerebral Palsy (CP)
7. Mental Retardation (MR)
8. Multiple Disability (MD)
9. Locomotor Disability (LD)

There are near about 3536 CWSN in Bargarh district during the session 2015-16. As per the status of CWSN in Sohela Block, the following table shows the figure –

1. Clinical therapist should be attached with the school having CWSN especially for children of severe MR & CP category.
2. More supply of CWSN friendly inputs such as hearing aid, Braille, tri-cycle according to their capability.
3. Efforts should be made for the provision of CWSN friendly toilet, wash-basin, ramps, etc.
4. Appointment of resource teacher, volunteers, counselors should be their for each school.
5. Parents of CWSN should be given proper training and counseling to support their children.
6. Stipend and financial allowances should be given to all categories of CWSN basing on the degree of their disability.
7. Provision for appointment of a caretaker especially a lady from the community should be their to provide essential care and support to the CWSN of severe category.

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