



Role Of Teachers In Promoting Inclusive Education For Children With Special Needs

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ABSTRACT

Education for people with physical and cognitive disabilities, as well as people who differ from one another in terms of aptitude, language, age, culture, gender, and other factors, is regarded as inclusive education. Special needs education is necessary in this case because it addresses the phenomenon of pupils, both enrolled in and not, having trouble learning. The lack of adequate preparation and support for teachers to work inclusively makes it challenging to implement the inclusion policy. It is the duty of educators to establish learning environments where all students can feel accepted and educated. Teachers have a critical role in encouraging engagement and lowering underachievement, particularly in the case of children who are thought to have learning disabilities. Rethinking the roles, duties, and identities of teachers is the only way to get over the obstacles that stand in the way of the successful growth of inclusive schools. A thoughtful educational program, providing appropriate support and assistance to students with special needs, and include students with disabilities in teacher preparation are some of the techniques used to improve inclusive education. Additionally, the study makes the case that highlighting the importance of teacher education helps teachers' abilities, knowledge, attitudes, and beliefs to grow.

KEYWORDS: Inclusive Education, Teachers, Children with Special Needs.

INTRODUCTION

The process of enrolling students with disabilities in general education is based on the ideology of inclusion. A certain kind of thinking known as inclusion holds that every individual is worthy, equal, and of equal value. Its spread beyond the confines of the classroom to a broader culture and way of life in which all people are treated as equal partners. Every kid and adult can engage equally in all societal activities through an ongoing, never-ending process. Consequently, the child will be able to study with

other students at the academy for this reason, regardless of their ethnicity, religion, gender, culture, or handicap, and they will receive the necessary assistance from specially qualified teachers, special equipment, and special instructions.

All children are instructed to educate in school to the best of their abilities through the inclusion process. This refers to everyone accepting the youngster and showing empathy for one another.

The subject of inclusion is currently well-known around the world. The Salamanca conference in 1994 was one of the most significant worldwide conferences on inclusive education for those who are denied an education for a variety of reasons that UNESCO has organized. In the Indian context, inclusion entails making arrangements so that individuals who have been disadvantaged for generations due to caste, religion, culture, poverty, or handicap be treated equally with the beneficiaries.

OBJECTIVE OF THE STUDY

- To focus on the role of teachers in promoting inclusive education for children with special needs.

RESEARCH METHODOLOGY

The research is analytical in nature, and it is based on the secondary data gathered from various research paper, articles and reviews. The researcher conducted a comprehensive literature review by searching electronic databases, including Web of Science, Scopus, Library, Research Gate, Google Scholar and Information Science Abstracts, using the keywords: inclusive education, children with special need and special education. This research article presents the findings of a study conducted by the researcher on inclusive education with regard to children with special needs.

REVIEW OF RELATED LITERATURE

- **Kumar, Deep (2023)** studied on the Role of Special Education Teachers in Promoting an Inclusive Classroom. This paper discusses the various provisions for these children in India through education in action and policies. Much research is being done to change the attitude of teachers, parents, professionals, and community members regarding inclusion. The results of the studies showed that the attitude of ordinary schoolteachers is perfect for children with special needs. They support an inclusive education for all students with special needs. To be successful, teachers have suggested the need for in-school teacher training that is common in managing students with special needs, the need for advanced school policies, and support from the community, parents with disabilities, and non-disabled students.
- **Bhattacharjee, Rumki (2021)** studied on a study of special education and inclusive education in india. This paper based on inclusive education, the researcher looked at the difficulties faced by students with special needs in relation to the availability of assistive technology, specialized teachers, barrier- free learning environments in the educational institution, and behavior of teachers, administrative staff, classmates, and families towards the special needs students.

Additionally, it came to the conclusion that the special education needs of children with disabilities could not be met in isolation and that, in order to advance the goal of "education for all," it is important to ensure that all students receive quality instruction, regardless of their physical, mental, social, emotional, linguistic, or other conditions.

- **Das, Sampa (2021)** studied on Disabled Students of Educational Provisions with Special Reference to Inclusive Education: A Critique. There are many ideas and perceptions about inclusion and inclusive education, despite the fact that it is largely acknowledged as the greatest strategy for achieving education for all. Tolerance, diversity, and equity are the guiding principles of an inclusive educational system. The primary goal of inclusive education is to end exclusion, which results from unfavorable attitudes and a failure to recognize differences in aptitude, race, economic background, social class, ethnicity, language, and religion. In this article, a disabled student of educational provisions with special reference to inclusive education has been discussed.
- **Nath, Rahul (2021)** studied on The Role of Teacher as an Influential Factor in Inclusive Education. This paper is focused on the role of teachers in inclusive education. The paper also attempts to highlight the barriers to the success of inclusive education and provide some suggestions for promoting inclusive education. Inclusive education is now more successful after the passage of The Right of Children to Free and Compulsory Education Act (2009). The Kothari Commission (1964-66) formulated an action plan for students of all levels, with a special section referring to the inclusion of children with special needs. The Planning Commission adopted a program for inclusive education in 1971. The National Policy on Education (1986) explicitly calls for the inclusion of children with special needs in mainstream education. The Persons with Disabilities Act, 1995 recommends free education for children with special needs until the age of 18. In 2006, Sarva Shiksha Abhiyan (SSA) was involved in the implementation of inclusive education. In the context of inclusive education, the National Curriculum Framework (2005) stated that all children should be given the opportunity to study together, regardless of their religion, and caste. Inclusive education basically includes the education of those who are deprived of the mainstream of education. This education helps to bring equality among the students and give equal opportunity to all.
- **Gupta, A.K. (2018)** studied on attitude of teacher trainees towards Inclusive education. The present study was aimed to explore the views of teacher trainees undergoing two-year Bachelor of Education (B.Ed.) programme about inclusion and their readiness to teach in inclusive classrooms. In this study, the Scale of Teachers' Attitudes toward Inclusive Classrooms (STATIC) was used to collect data and 300 teacher trainees studying in their second year of the teacher training programme in two colleges of education in Jammu city were included in the study. The results indicated that generally, teacher trainees had a positive attitude toward inclusion in schools. The findings highlight that there was a significant difference in attitude towards inclusion between urban and rural teacher trainees. However, there was no significant difference in the attitude towards inclusion among the sub-groups of teacher trainees on the basis of qualification,

previous awareness about inclusion or familiarity with the disability in the family. Some suggestions and recommendations for improvement of teacher education programmes vis-à-vis inclusion have also been given.

- **Jena, S.S. (2018)** studied on Awareness of Elementary School Teachers about Inclusive Education. The present research is aimed at studying the awareness level of elementary school teachers about inclusive education and to study whether there exists any difference in the awareness level of elementary school teachers about inclusive education with respect to their gender, locality, teaching experience, educational qualification and age. Descriptive survey design was employed in carrying out the study. Random sampling technique was used for collecting data from 100 elementary school teachers of Bhadrak and Cuttack districts of Odisha. The data collected through awareness test were analyzed by using quantitative techniques. It is revealed that no significant difference exists in awareness level of elementary school teachers about inclusive education with regard to gender, locality, professional qualification and age. However, with regard to experience, significant difference was found between more experienced and less experienced teachers about the concept of inclusive education whereas, no significant difference was found between more experienced and less experienced teachers in legal provisions of inclusive education, basic information about children with special needs and skill and competencies required for inclusive education. Implications and suggestions for further studies were given on the basis of the findings of the present study.
- **Priyadarshini, S. Saradha. (2017)** Studied on “Effect of selected variables on regular school teachers attitude towards inclusive education”. The purpose of this study was to identify the effect of selected variables, namely personal, familial and professional variables on regular school teacher’s attitude towards inclusive education. A survey method was used in this study. A sample of 134 teachers was selected from Mettupalayam town, Tamil Nadu. A “Teacher’s attitude towards inclusive classroom” developed by H. Keith (2000) was used to collect the data. The finding revealed that personal variables like age and gender, familial variables, namely family income and professional variables like educational qualification, type of school, teaching experience and experience in teaching differently abled and level of class exerts as an impact on teachers attitude towards inclusive education.

INCLUSIVE EDUCATION

The goal of inclusive education is to include students with disabilities in regular classrooms with other students. This is an idea, not a special education program. Actually, every child has some particular demands, and those needs must be met. Youngsters should get their education in a welcoming setting free from the threat of punishment. Creating a general education system where all students with special needs are included and have access to the same quality of education as their classmates in the closest school is the goal of standard inclusive education. This calls for potential adjustments to the curriculum design, teacher selection, training, administration, and infrastructure of the school.

OBJECTIVES OF INCLUSIVE EDUCATION

- Students with special needs are provided with the same facilities as regular students in the sphere of education.
- To support the personality and self-confidence development of kids with exceptional needs.
- Focus is placed on addressing the child's unique educational requirements as opposed to following class standards.
- Figuring out how to get regular students to think better and develop a cooperative attitude toward a classmate who has a disability.
- Reduce social distance gradually by sharing resources and operating under mutual agreement.
- In addition to conventional schooling, instruction in handicrafts and independence

TYPES OF INCLUSIVE EDUCATION

There are typically two kinds of inclusive education. They are listed in the following order:

- 1. Partial Inclusion:** Regular or partial inclusion is the process used when students with disabilities receive instruction in the general classroom for the majority of the day in a manner that is nearly identical to that of regular students and are then, depending on the particular disability, briefly moved to a resource room or special location under the supervision of a special teacher.
- 2. Full Inclusion:** Full inclusion refers to any situation in which children with disabilities are compelled to attend school alongside typically developing students without the need for any further accommodations.

IMPORTANCE OF INCLUSIVE EDUCATION

Nearly every nation in the world now places a high value on inclusive education. From segregated to inclusive education, the educational system has changed. Thus, the following highlights the unique significance of inclusive education in the contemporary educational and social system:

- Disability starts out as a family issue but eventually spreads to become a social issue. The inferiority complex that exists between parents of children with disabilities and inclusive education is eliminated.
- Children with impairments no longer feel excluded from society by taking part in this schooling. They gain self-confidence and an understanding of their roles in society as a result.
- Because of inclusive education, a cooperative attitude toward children with disabilities is also emerging among the general public.
- It is crucial that every child receives an education tailored to their own traits, passions, and skills.
- For kids with impairments, inclusive education has ushered in a new era where they can begin healthy lives with the same possibilities as kids without disabilities.
- Through inclusive education, children with disabilities not only learn alongside their peers but also cultivate social skills. They acquire traits like collaboration, understanding, and kindness.

- This instruction supports the real and efficient application of educational and human resources.

ROLE OF TEACHERS IN INCLUSIVE EDUCATION

A system of education known as inclusive education talks about giving kids with disabilities the same opportunity as regular kids in regular classrooms. It goes without saying that teachers have a major role in this system's success and efficacy. In this situation, educators have unique duties that include the following:

- The primary responsibility of the instructor in an inclusive learning environment is to ensure the safety of the students with disabilities, meaning that no student should cause any disruption to them. It is the teacher's duty to arrange for all of the pupils to speak with the child with a disability.
- Occasionally, the instructor must adjust their particular curriculum while considering the actual necessities. In this situation, the teacher's judgment, awareness of reality, and adaptability are especially needed.
- It is the teachers' vital duty to inform the parents about the educational development or regression of their children as well as the many approaches to education that are used in the classroom.
- The teacher should monitor the students with disabilities to ensure that they have the necessary special facilities in the classroom and that the classroom is conducive to learning.
- The first bench in the classroom should be set aside for children with disabilities so that the teacher can keep a close eye on them at all times.
- It is the duty of the teacher to inform the administration on the students' academic progress, any unique issues, and any extra supplies or arrangements needed for the education of children with disabilities.
- Special education management training is required for teachers. Currently, special B.Ed. training is offered across the nation in various locations.
- With a positive outlook, educators must work to promote inclusive education.

BARRIERS TO INCLUSIVE EDUCATION

The barriers to the success of inclusive education are as follows:

- Inadequate support and training for teaching personnel.
- One of the challenges facing inclusive education is a lack of understanding regarding special education and underprivileged pupils, as well as their instructional strategies.
- The layout of the classroom and the amount of pupils make inclusion difficult. Regarding its efficacy, diverse researchers hold divergent views.
- There is a lack of adequate mentality to support inclusive education since general education teachers do not want to be properly involved in it, as some researchers claim that reading with normal students interrupts the self-assessment of students with impairments.
- The collaboration abilities required to ensure the achievement of inclusive education are absent from both general and special education teachers.

- One of the challenges to inclusive education's effectiveness is an inappropriate curriculum, which might not be able to satisfy the demands of a varied group of students.

SUGGESTIONS

- In order to ensure that inclusive education is successful, it is imperative that general school teachers have the appropriate training and professional development.
- It is imperative that parents and community members engage in these educational endeavours. As a result, there will be more pupils and a shift in how society views people with disabilities.
- In order to include the benefits and drawbacks of teaching students with disabilities into the curriculum for inclusive education, it is necessary to enlist the assistance of numerous educators who are conducting research on the education of people with disabilities.
- For this educational system to be successful, District Rehabilitation Centers, Integrated Child Development Project staff, local health centers, special schools, and Braille-related organizations must all advance via collaboration and communication.
- To encourage interest in education, parents should advise their typical children so that they can assist their classmates with disabilities at school.
- Students with disabilities and their parents should receive special financial assistance.
- Infrastructure improvements both inside and outside of the classroom and the provision of necessary teaching materials should be prioritized for the success of the teaching-learning process.

CONCLUSION

In classrooms where teachers' attitudes, concerns, and supportive beliefs indicate that they are willing to support this reform effort regarding inclusion, the duties and responsibilities of teachers become crucial. Teachers' positive attitudes, convictions, and unwavering efforts will become a potent force. Schools must lessen the gaps between their rights and the constitution in order to give every student access to an excellent education. The objective of sustained development for all types of learners can only be fulfilled at that point.

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