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INDEX

<u>S.NO.</u>	<u>TITLE</u>	<u>PAGE NO.</u>
1	INCLUSIVE EDUCATION	3
2	IMPORTANCE OF INCLUSIVE EDUCATION	4
3	BARRIERS IN SCHOOL FOR INCLUSIONARY PRACTICES	5-11
4	ROLE OF SCHOOL IN PROMOTING INCLUSIVE EDUCATION	15
5	ROLE OF TEACHER IN PROMOTING INCLUSION IN CLASSROOM	15
6	CONCLUSION	16

INCLUSIVE EDUCATION

Inclusive education is an educational system that describes how all students can be valued equally, treated with respect, and given equal learning opportunities.

Inclusive education is a type of education where education is provided to all the students irrespective of their caste, religion, race, color, gender, and disabilities. Inclusive education provides an equal environment for all learners.

According to United Nations Children's Fund (UNICEF), "Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive."

Categories of children who fall in inclusive education:

- The learner with Special education needs: Children with disabilities like visual, hearing, locomotor, and children's having an intellectual disability.
- Children from disadvantaged and deprived communities.
- Children belonging to groups of child labor, street children, victims of natural catastrophes and social conflicts, ethnics, and religious minorities.
- Children belong to backward classes, SCs, STs, disabled, and girls.

Importance of Inclusive Education

- Inclusive education provides base platform to learn together.
- It helps in eliminating discrimination.
- It makes the quality of teaching strong.
- Inclusive education always gives importance to the voice of children.
- It helps development of positive self.
- More inclusion means more social integration.
- It is important for the improvement of behaviour.
- Inclusive education leads to better academic outcomes.

HOW STRUCTURES IN SCHOOL CREATE BARRIERS FOR INCLUSIONARY PRACTICES

INTRODUCTION -

Inclusive education focuses on including and bringing together students with learning and/or physical challenges with the rest of the students. While the practice

of inclusion places extra demands on students and infrastructure, there are numerous benefits to all students, both disabled and non-disabled. Teachers of an inclusive classroom need to be very cautious of the variety of teaching methods so that it can reach more students at a time with varying abilities.

It benefits even those students in a traditional classroom, as this increases their engagement in the learning process. Even gifted learners benefit from an environment that stresses responsiveness from all students.

Perhaps most importantly, inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds, and needs. Inclusion has become the need of the hour. Schools should provide for the needs of all the children in their community, regardless of their ability. A barrier to inclusion is anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to inclusion throughout his or her education. A child with a disability will experience that disability as an intrinsic barrier to learning and will require varying levels of support to accommodate their disability in order to reach their full academic potential. Barriers to inclusion are not limited to intrinsic barriers. They can also be societal/environmental barriers. Many factors enter into creating inclusive classrooms in which children with disabilities learn along with their peers. An inclusive education for students with disabilities needs to be addressed very prominently. For students to successfully learn in general education classrooms, adequate funding has to be in place to hire support specialists and secure resources for teachers and students. Inclusive attitudes have to be held by school administrators, teachers, staff, and parents. Learning environments also must be physically accessible to students using wheelchairs, walkers, and assistive technology devices. Curriculum needs to be modified and adapted to meet the needs, and limitations, of a diverse group of children. Finally, open and ongoing communication must exist among all involved in educating students with special needs.

BARRIERS CAN BE INTERNAL AS WELL AS EXTERNAL-

The Internal barriers include:

- Attitudinal barrier
- Infrastructural barrier
- Inappropriate curriculum
- Untrained teachers

- Organization of the education system

The External barriers include:

- School location
- School enrolment
- Educational barrier
- School location
- Social stigmatization
- Economical condition

There are various causes for barriers of inclusion such as -

A.Diversity of learners: Children differ with regards to their home, ability, motivation, personal characteristics which become a obstacle to success in academics, attitude, interest and commitment.

B. Teacher's ability: Identifying a child with different need is a skill that a teacher has to be equipped but specific training is not given. Hence teachers find it difficult and implementation is not achieved.

C. Infrastructure: The space and arrangement of classroom is essential factors to help inclusive education. Location from noise, rooms with proper ventilation, space inside and outside of the classroom.

D. Availability of resource: The teacher is not equipped with the skill of making use of the variety of learning materials. Teachers find it difficult to tackle the diverse learning need in the classroom without proper materials.

E. Evaluation system: Our evaluation system is so rigid and sometimes the child is not assessed correctly. It is important to evaluate the learner keeping in mind his/her abilities and difficulties.

Types of Barriers-

1. Attitudinal Barriers: Some of the greatest barriers to inclusion in education is the negative/wrong attitudes among people. Many people are reluctant to interact with people who are disabled/different abilities. They always look at them with an indifferent attitude. They feel people with disability are not capable to do different activities, their skills are not enough to tackle the challenges of the society, they lack proper mindset to live in the society, and they are not capable of being educated. They feel people with disability cannot succeed and their progress is very slow and not consistent. Teachers tend to be broadly positive about the principle of inclusion while at the same time viewing its practical implementation as problematic. Some teachers with negative attitudes believe that inclusion is a burden and they should receive special provisions for the same. Attitudinal barriers are behaviours, perceptions, and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability. Examples of attitudinal barriers include:

- Assuming a person with a disability is inferior.
- Assuming that someone with speech impairment cannot understand you.
- Forming ideas about a person because of stereotypes or a lack of knowledge.
- Making a person feel as though you are doing them a "special favour" by providing their accommodations.

Societal norms often are the biggest barrier to inclusion. Old attitudes resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system. Attitudes of the non-disabled are proving to be a major barrier in the social integration of persons with disabilities. Such attitudes reinforced by religious institutions may militate against any attempts to include students with disabilities into regular schools.

The other attitudinal barrier is that students with disability face emotional and physical bullying which is a serious barrier and leads to isolation and exclusion. Many a times they are made fun of because of their looks and becomes a matter of mockery/joke. It is important to sensitize the society about the existence of children with disability and we should make the people understand

that their behaviour hurts such children which will affect their morals in the long run.

Eg: Most of the times people with disability are looked down with pity and sympathy and given either a low class treatment or sometimes considered as hero for the courage to do things. Both these attitudes create a kind of unrest among the people with special needs.

At work, sometimes people with disability are paid less as compared to others, on the assumption that their contribution is less compared to others.

Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the lesson.

Eg: Suppose if a teacher has a partially visually impaired student in the class and is teaching basic geometric shapes such as square, triangle, circle, rectangle using three dimensional aids. Then the teacher first needs to teach the name of the shape, then when the child feels it, tell the name and ask the child to repeat it. This can be done if the teacher is trained in handling a visually impaired child and is also patient in meeting the needs of the child.

2. Physical Infrastructure Barrier: The physical facilities in school form a basic need for children with special need /attention. If this is not available children cannot be accommodated easily. The lack of wheelchair ramps in school building, Lift facility, washrooms design for disabled, public transportation accessible for disabled etc needs to be address. Unfortunately most schools do not offer such for facilities. The classrooms are not well equipped with infrastructure they do not have proper space for movement and do not provide technology to provide additional assistance to meet a particular difficulty. Too many children in the classroom restricts the teacher to offer differentiated instruction in classroom. Eg: The different room such as library, laboratory, toilet, and canteen may not be easily accessible. The door staircase, passageways are not developed/ build for the

requirement for children with disability. The school may not have any audio-video/visual aids for children with specific need, this will make them disinterested and lack of motivation to learn. The classroom ratio also is a physical challenge as teachers find it difficult to meet the needs of the specific learner.

In some districts, students with physical disabilities are expected to attend schools that are inaccessible to them. In economically deprived school systems, especially those in rural areas, broken down and poorly cared for buildings can restrict accessibility. Some of these facilities are not safe or healthy for many students. Obviously a student with a disability cannot learn in an inclusive classroom, if he cannot enter the room or the school building. Some schools are still inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathway. and lifts to get in and around buildings. Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways and door handles. A student with cerebral palsy for instance may not have the ability to grasp and turn a traditional doorknob. Classroom must be able to accommodate a student's assistive technology devices as well as other furniture to meet individual needs. Many schools don't have the facilities to properly accommodate students with special needs and local governments lack either the funds or the resolve to provide financial help.

Infrastructural barriers are elements of buildings or outdoor spaces that create barriers to persons with disabilities. These barriers relate to elements such as the design of a building's stairs or doorways, the layout of rooms, or the width of halls and sidewalks. Examples of architectural or physical barriers include:

- Sidewalks and doorways that is too narrow for a wheelchair, scooter, or walker.
- Desks that is too high for a person who is using a wheelchair, or other mobility device.
- Poor lighting that makes it difficult to see for a person with low vision or a person who lip-reads.
- Doorknobs that is difficult to grasp for a person with arthritis. As an educator, you may not have the ability to make adjustments to the physical environment of your classroom.

3. Social barrier: Disabled children are socially excluded by non-disabled people in the society may be due to the attitude of fear ignorance, lack of awareness and traditional prejudices. Some people still believe that educating disabled children is of no use and not worthy. Many of them due to poverty, gender, caste, class etc are excluded. The social exclusion and negative attitudes results in social discrimination and thus leads to isolation. Another form of social barriers is caused due to the medical issues of these children. The regular children cannot handle or offer support hence they prefer to be away from such children. The emotional and close bonding cannot be extended or felt like other children hence some kids find it and indifferent to deal with such kids. Play and Recreation cannot be achieved to the fullest children with disability do not have friends. The public services such as buildings hotels, mall, cinema houses, public transport are not design friendly to meet the needs of children with special needs hence to take them to public places is restricted, this makes them excluded from the society and the norms of the society. Socio-economic factors such as areas that are traditionally poor and those with higher-than-average unemployment rates tend to have schools that reflect that environment such as run-down facilities, students who are unable to afford basic necessities and other barriers to the learning process. Violence, poor health services and other social factors make create barriers even for traditional learners and these challenges make inclusion difficult. Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and properly-trained teachers and other staff members, educational materials and general support. Sadly, lack of resources is pervasive throughout many educational systems. Centralized education systems are rarely conducive to positive change and initiative. Decisions come from the school system's high-level authorities whose initiatives focus on employee compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis. Many policy makers don't understand or believe in inclusive education, and these leaders can stonewall efforts to make school policies more inclusive. This can exclude whole groups of learners from the mainstream educational system, thereby preventing them from enjoying the same opportunities for education and employment afforded to traditional students.

Eg: A child who belongs to a poor family and the family cannot afford for basic needs such as food, clothing or shelter, the parents may prefer the children to be an additional earning member rather 6/9 than sending the child to school.

Eg: In a remote village there may not be schools which cater to the needs of children with special needs, in such villages, the parents may prefer to keep their child who needs special attention to be at home rather than sending the child to school and face social stigma.

Facilitators of an inclusive classroom-

There are many barriers to inclusion but we need to handle it through few facilitators.

1. Make use of learning materials: The teachers require material to support learning and bring quality to classroom. Such as visual material in the form of pictures to support learning, this will help children imagine in the right direction tactual material in the form of real objects model make the concept very clear. Tactual materials could be the real items if there they are available like a flower-parts of flowers etc. Our surrounding environment is rich in learning such as plants around us ;place of visit etc ;demonstrating experiments make children learn easily .ICT gives lot of option to use Technology such as a working model etc; the varieties of learning materials have a great role in making all the children in the classroom actively participate. It removes boredom from the classroom.

2. Modifying the physical environment: If a child has a problem to move freely in the classroom, then change in the infrastructure can be done. If the classroom is upstairs then it can be shifted downstairs if there is a child with disability. If there is classroom in a corner of a room then it can be moved near to the entrance. The seating arrangement in a classroom should be as per the needs of special children. A child having hearing impairment can be given the first row preferably in the centre. The source of noise in the classroom can be controlled. The classroom should be well lit and airy.

Despite these challenges, you may be able to participate in intermediary solutions that can help overcome physical barriers. Some examples could include:

- Reserving seating for students with disabilities in a classroom that may not be fully accessible.
- Making lighting adjustments in the classroom, such as eliminating glare by closing blinds or drapes.

- Turning off any noisy machinery, such as projectors, while they are not in use.
- Using a microphone in a large classroom.

3. Adapting simple classroom management techniques: With children of diverse needs we need to be prepared for challenges and meet the challenges in all the dealings in the class. When a student finds it difficult to solve a problem stay close to the child and help him/her to solve it. If a child is very naughty look at the child telling/ conveying that you are watching. If a student cannot read well, help by giving clues and guidance. Classroom management gets refined with our experience. With very little time and effort many of the difficulties can be solved.

4. Child friendly evaluation: The rigid evaluation system is not practical in an exclusive classroom for example a child who cannot give an oral exam can be helped through modification by giving a written work. Either there in the form of computer, pictures or written form depending on once on child's strength. A child who is unable to read print can be given a substitution with larger print material for evaluation, if a child is unable to respond abstract concept, then through omission it can be replaced with a similar concepts. Some children may not be able to learn basic academic skills hence teachers have to make use of compensation technique to assess the child.

5. Infrastructural facilitators: Basic architectural changes to school buildings would include lowering locker shelves, hooks, lowering water fountains, building wider corridors and classrooms, installing ramps near stairs, widening doorways and eliminating ledges on doors, easy access door buttons.

6. Social facilitators: Social facilitators mainly focusses on disability awareness education for both students and educational staff. Other changes include having physical education class for the students with disabilities and sometimes equalizing the playing field by having everyone play even on wheel chairs. Policy facilitators would include allowing extra time to get to classes, having a rule stating that consent must be obtained before pushing someone's wheelchair, provided suggestion boxes at schools, including individuals with disabilities in the planning of renovations or expansions and finally repairing elevators swiftly.

7. Attitudinal facilitators: Making sure disability is covered in a positive way in all parts of the curriculum eg: art, History, Geography. Relate to television and newspapers and encourage peer support. Use a social model approach-identify

barriers. Examine ethical issues from a human rights perspective. Ensure hidden curriculum is disability friendly, develop strong self-esteem in disabled pupils. Ensure peer support and relate aspects to social media. Help students critique stereotypes and use a social model approach -identity barrier. Examining ethical issues from a human rights perspective. Build strong self-esteem in disabled pupils.

As an educator, there are a number of ways you can help remove attitudinal barriers.

- Avoid making assumptions about a student's disability or capabilities; many persons with disabilities talk about being frustrated with people assuming what they can or cannot do.
- Encourage students with disabilities to come forward and speak to you about the way they learn and what may be "disabling" in your course, classroom, or teaching. Remember that students with disabilities do not have to disclose their disability to their professors or to anyone else in the academic environment in order to receive accommodations.
- Respect the privacy of students with disabilities.
- Insist on professional, civil conduct between and among students to respect people's differences and create an inclusive environment.
- Engage in the accommodation process at your university in good faith and implement appropriate accommodations.

ROLE OF SCHOOL IN PROMOTING INCLUSIVE EDUCATION

- Providing proper physical facilities for differently abled students
- Hiring additional special education teachers.
- Holding regular professional development and training courses.
- Encouraging peer coaching and rewarding best practices.
- Limiting the number and types of accepted cases of SODs.
- Allocating a budget for providing students' needs in terms of facilities and resources.
- Reducing class size.
- Introducing and encouraging co-teaching practices.
- Takes measures to make curriculum and instruction appropriate with the capacities and educational needs of all students including those with additional educational requisites.

ROLE OF TEACHER IN PROMOTING INCLUSION IN CLASSROOM

- It is very important for a teacher to understand the individual differences of each and every learner so that effective teaching-learning takes place.
- A teacher should understand the various psychological, personal, social, religious, and other factors within the classroom.
- A teacher should decide teaching-learning strategies according to the individual differences of students in the class.
- Develop a curriculum that suits the needs of individual differences needs.
- Consider the individual differences of the class and construct the environment in such a way so that it provides equal opportunities to all

CONCLUSION

Benefits of Inclusive education for students with special education need develop individual strengths and gifts with high and appropriate expectations for each child. Work on individual goals while participating in the life of the classroom with other students their own age. Involve their parents in their education and in the activities of their local schools. **Universalization of education is a dream which can be achieved only if there is a harmonious effort from the government as well as the stakeholders of the system of inclusive education. Apart from Government, we also need to understand and analyze this issue from the view points of the schools, parents as well as the children themselves. The idea of inclusive education is a child of the capability approach which strives to make the disadvantaged section of the society capable instead of sympathizing with them throughout their lives. They have their right to live and have access to education. The education which has been referred should be at par with the education which is received by the children without disabilities. In no way the children with disabilities should be in a less competitive or disadvantageous position due to lack of access to mainstream schools.**

For successful implementation of inclusive education system in India, the parents, teachers and even the children without disabilities have to be educated about the system and made aware of its benefits. These people play a pivotal role in the implementation process as they interact with the children with disabilities on a regular basis and form their immediate surroundings. We need to understand the difficulties of the implementation process from the view points of all these groups of people to understand the barriers to inclusive education effectively. It is important to understand the real life problems that the parents of the children with disabilities face which makes them chose special schools for their children to mitigate their problems. Similarly it is equally important to analyze the barriers to inclusive education form the point of view of the teachers and school authorities. They might have certain concerns regarding taking responsibilities of Children with disabilities due to lack of teachers training, inadequate infrastructure, lack of trained staff, the extra care and supervision that these children have to be provided

with, negative attitude of peers and parents of children without disabilities, social bias etc. Since schools are those places which¹ play a key role in shaping up a child's future and is one of the main contributors to it is important to develop awareness, knowledge and a positive thought process in general regarding Inclusive education in the Indian Society.

Lack of awareness remains a problem for the failures in the implementation process but there are factors apart from lack of awareness which are causing a greater trouble in the process of universalizing education system in India. It becomes utmost necessary to analyse the barriers to understand the reason for choosing special schools over the mainstream ones or what are the factors that are keeping the children with intellectual disabilities deprived of their right to inclusive education. For a long time, the children with disabilities have been segregated and kept deprived of their right. In the present era where right to education is an essential component of right to life, these children should get equal opportunities and rights and inclusive education is one of those first steps towards lifting the barriers of segregation of the children with disabilities from the mainstream education system.

THANK YOU