

5. Teachers Creating Inclusive Classrooms-Issues and Challenges: A Research Study

1	Theme/Subject:	Inclusive Education
2	Stage of Education:	Preparatory Stage
3	Topic of Research:	Teachers Creating Inclusive Classrooms-Issues and Challenges: A Research Study
4	Name And Address of The Investigator(s) (with E-mail) :	Dr. Anita Julka, Retd. Professor, Department of Education of Groups with special Needs (DEGSN), NCERT, Sri AurobindoMarg, New Delhi Email:headdegsn@gmail.com
5	Institution where the Research was Conducted:	Department of Education of Groups with special Needs (DEGSN), NCERT, Sri AurobindoMarg, New Delhi
6	Category:	Research conducted as a part of a development project
7	Language of Research Report:	English
8	Year of Completion:	2013
9	Published/Unpublished :	Published in the year 2014

ABSTRACT

Although Children with Special Needs (CWSN) are studying in regular school, teachers continue to find it hard to accept the fact that these children have the same entitlements like any other child. The regular schools need to gear up to accept these children and strive to provide equal opportunities for their education. This study attempted to assess the current needs of teachers in regular schools and to investigate issues and challenges in imparting education to CWSN along with all other students in the classrooms. The need analysis was carried out to identify current practices of curricular adaptation/modification in inclusive schools for identifying the gaps between current knowledge and skills of the teachers, and what they need to know to teach all children in inclusive classrooms. Design of this study was exploratory in nature. Data with the help of self designed information schedule and questionnaire having items related to curriculum, pedagogy, TLMs, equipments, adaptation/modifications in curriculum and assessment procedures, teaching of different subjects, difficulties faced by teachers etc. was collected. Purposive sampling technique was used for selection of 174 regular school teachers and 20 resource teachers, along with 63 CWSN and 77 parents from seven States. For data collection, the research team had interacted with selected teachers of those schools where CWSN were studying. Parents were called in schools along with their children and information was obtained with regard to the difficulties faced by them in learning and participation in activities. The data was analyzed quantitatively in percentage. The results highlighted that majority of CWSN liked to attend schools but the teachers faced number of difficulties in meeting the special needs of these children. The study indicated the need for better training in adapting the curriculum, better

facilities in terms of infrastructure and support services and better acceptance of CWSN by teachers and other students. It also highlighted poor collaboration between special teachers, teachers and parents. Special training to regular teachers was required on different types and nature of disabilities in order to develop pedagogic skills and attitude among teachers to deal with differences in classroom, assessment strategies, effective use of the Teaching Learning Material (TLM), assistive devices and other support materials. Strengthening a collaborative model of learning where the regular teachers and special teachers/resources teachers can work together towards providing equality and effective learning to CWSN in regular schools was also one of the implications of this study. As per the findings of this study, teachers required a set of developed model lesson plans and exemplar materials for curriculum adaptation and modifications which could be implemented in the schools meeting the diverse learning needs of CWSN.