

# SURVEY ON EXISTING INCLUSIVE EDUCATION FACILITIES IN VARIOUS SCHOOLS OF ODISHA

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## **Abstract**

This research paper is an exploratory survey research based on various facilities like infrastructural facilities, transportation facilities and other facilities existing in various schools of Odisha in relation to inclusive education. It was found that transport facility is only available in private schools. Schemes and scholarships are only available in state government and kendriya Vidyalaya School.

**Keyword:** Inclusive Education, Infrastructural facilities, EFA, Materials,

## **1.0 Introduction**

One of the greatest problems faced by the world today is the growing number of individuals who are excluded from meaningful participation in the economic, social, political and cultural life of the society. The Universal Declaration of Human Rights (1949), the United Nations General Assembly Charter (1959) and the United Nations Convention on the Rights of the Child (1989) all acknowledged education as a human right. The Salamanca Statement and Framework for Action on Special Needs Education (1994) suggested "inclusion" in mainstream education to be the norm so that all children have the opportunity to learn. The Salamanca Statement and Framework for Action (1994) asserts that: "Regular schools with inclusive outlook are the most effective means for eliminating inequality and building an inclusive society and achieving education for all". The Millennium Development Goals (MDG) endorsed at the UN Millennium Development Summit (September 2000) targeted the eradication of extreme poverty and hunger and the achievement of universal primary education as its first two goals. Inclusive Education offers a strategy for reaching disabled children and adults and other marginalized or at risk groups, who normally constitute the poorest of the poor in developing country. "Inclusive education in special education may be a recent concept, but a kind of inclusion is an accepted approach in general education. In a general classroom in India, children with different levels of mental abilities study together. A classroom teacher usually targets the average learner in his/her teaching, but is also exposed to situations of handling slow learners as well as academically advanced learners. Therefore, inclusive education on the basis of cognitive abilities is already in vogue in general education. General classroom teachers apply this method of teaching without labelling it as inclusive education. Only children at the two extremes of cognitive abilities are classified as mentally retarded and gifted children. Group of slow learners but not mentally retarded and academically advanced learners but not gifted children are certainly different from average learners. However, they are taught by general classroom teachers only-(Mani, 2009). Inclusive education is a new approach for educating the children with disability and learning difficulties with normal ones under the same roof. It attempts to fulfill the learning needs of all children with a specific attention on those who are prone to marginalization and exclusion. It (Inclusive Education) aims at integrated development of children with special needs and normal children through mainstream schooling. Inclusion is a value approach not a theory to be tested experimentally. All the children whether they are disabled or not have the right to education. In the context of present Indian education system where resources are insufficient even to provide quality education for common

children in mainstream schools, it will be impractical to put children with special needs in the special school and community (Dash, 2006). According to the 2005 Global Monitoring Report, "Education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities". Education for All means ensuring that all children have accessed to basic education of good quality by creating an environment in which learners both able and enabled to learn can learn. Such an environment must be inclusive, effective, friendly and welcoming to all learners. The Education for All (EFA) Global Monitoring Report (2008, 2009) sends a warning to governments that goals of EFA can't be met by 2015 if the problem of inequality in education is not dealt properly, as education leads to an empowered and fulfilled life. The Education for All (EFA) Global Monitoring Report (2008, 2009) sends a warning to governments that goals of EFA can't be met by 2015 if the problem of inequality in education is not dealt properly, as education leads to an empowered and fulfilled life.

## **2.0 Rationale of the Study:**

The present study has its great relevancy in the current scenario i.e. how to adopt the concept and function of inclusive education in schools of Odisha. SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities of all children through provision of community owned quality education in a mission mode. The programme envisages partnership among the central, state and the local governments and it also provides an opportunity for the states to develop their own vision of elementary education." Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by mainstream teachers (Ali, Mustapha & Jelas, 2006). It is considered a way to create an environment that can give all children access to education. If teaching is effective and responds to both students' needs and strengths, there is a possibility for all children to teach (Lindsay, 2003). Students with disabilities are able to fit into an inclusive programme because they usually receive some individual support from class teachers to help them complete the required tasks (Chhabra, Srivastava, & Srivastava, 2010). Academic success depends on how much a student learns from teachers, whether they have disabilities or not (Young, Wright & Laster, 2005). Teachers play a vital role in the learning process of students because they are the ones imparting the knowledge. Successful and effective implementation of inclusive education depends upon teachers having adequate knowledge of it through training (Ntombela, 2009) as well as positive attitudes towards it (Loreman, Deppler & Harvey, 2005). An attitude is broadly defined as the way someone thinks about something or an idea and it is suggested that for a teacher to contribute to a successful implementation of an inclusive programme, he or she is required to have positive attitudes (Hossain, 2004). While teachers' attitudes towards a concept are traditionally based on their beliefs and knowledge about it, conversely, their understanding of a concept can be influenced by their existing attitudes towards it (Harding & Darling, 2003).

However, there is evidence suggesting that teachers have "limited knowledge" of inclusive education (Sadler, 2005). The present investigator is a research scholar and her personal experiences and interests are the driving force behind this study. As such, the researcher wants to explore teachers' conceptualizations of inclusive education, as well as the epistemology of it. This study can help the researcher to better understand teachers' attitudes, views and understanding about inclusive education in mainstream secondary education settings.

## **3.0 Objectives of the Study**

- 1) To study the various infrastructure facilities available for differently able children in schools.
- 2) To study the transportation facilities available for differently able children in schools.
- 3) To study various schemes and scholarship subsidy offered to the students incoherent with inclusive education.

## **4.0 Research Questions**

1. What are the infrastructural facilities available for differently able children?
2. What are the transportation facilities available for differently able children?
3. What are schemes and scholarship facilities available for differently able children?

## **5.0 Operational Definitions:**

### **5.1 Inclusion:**

Inclusion in education is an approach to educating students with special educational needs, where students with special needs spend most or all of their time with non-disabled students. Inclusion is about the child’s right to participate and the school’s responsibility to accept the child, and a premium is placed upon participation by students with disabilities and upon respect for their social, civil, and educational rights- (Gilbert BerryT)<sup>1</sup>

**5.2 Material and Methods:**

Tools are the instrument and with the help of which, objectives of the study can be assessed. For the present study, the following tools are used:-

1. Interview schedule for headmaster/ mistress.
2. Observation schedule cum checklist.

**6.0 Results:**

**Table 1-Status of School Building Facilities Available (In Percentage)**

School building	Central Govt. Schools	State govt. Schools	Private Schools
Ramps	100%	0	60
Ramps parallel to stairs	20	0	0
Wide entry at school gate	60	0	20
Large play ground	100	100	60
Wide corridors	40	0	60
First floor accessible	0	0	0
Sign boards	40	0	80
Drinking water facilities	100	0	100
Potable water facilities	100	0	100
Accessible toilet	60	0	20

**Table 2-Showing Status of Transport Facilities in Government Schools and Private Schools (in percentage)**

Transport Facilities	Central Govt. Schools	State Govt. Schools	Private Schools
Own Transport facilities	0	0	100
Buses Route till entry of school building	0	0	60
Buses with wide door ways	0	0	20
Special transport system for special children	0	0	0

**Table 3 Showing Various Classroom Facilities Available in Government Schools and Private Schools (in percentage)**

Class Room Facilities	Central Govt. Schools	State Govt. Schools	Private Schools
Spacious classroom	80	0	60
Adequate natural light	80	0	80
Artificial lighting	60	0	80
Benches accessible by all	20	0	20

Space for wheel chair	0	0	0
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Tale 4- Showing Status of Special Facilities Available in Government Schools and Private Schools (in percentage)

Special Facilities	Central Govt. Schools	State Govt. Schools	Private Schools
Medical room	80	0	60
Counseling Facilities	20	0	60
Special education teachers	0	0	0

**Table 5- Showing Status of Various Provisions to Promote Inclusive Education System in Government schools and Private Schools (in percentage)**

Special Provision for Differently Able Children	CentralGovt. Schools	State Govt. Schools	Private Schools
Free Education	100	100	0
Scholarship	100	100	40

**7.0 Discussions:**

1. A good infrastructure facility is present in none of the school inspite of few central schools which have few infrastructural facilities which can be assessed by the differently able children.
2. No transport facilities are available in central schools and state government schools, where as in private schools they have the transport facilities but cannot be accessed by differently able children.
3. The playground, toilet and water facilities are not accessible in all the schools.
4. The percentage of classrooms accessible in the samples is very low with few existing facilities but cannot be accessed by differently able children.
5. The provisions for inclusive education for differently able children are only present in state government and kendriya Vidyalaya.

**8.0 Delimitation of the Study:**

The study is delimited to twenty five kendriya Vidyalaya Schools (central government schools) twenty five Private Schools and twenty five state government schools of Secondary level of Odisha.

**9.0 Conclusion**

Inclusive education is mostly discussed in terms of awareness and attitudinal aspect rather than practical outlook. It can be state now without physical infrastructure facilities and availability of supporting staff it will be difficult to bring children with special needs or differently able children with normal children under the same roof. The SSA has made significant progress in the last five years. Experiences in many states in the country reveal that general schools are opening doors for children with disabilities and as a result, more children are currently enrolled. It is projected that the SSA programme is likely to result in a quantum leap in the years to come in providing education for all children with disabilities in India. The conclusion is estimated that, there are not sufficient quantities of infrastructure available and not in functional condition in Nayagarh District of Odisha. Inclusion of students as well as the teacher is found only in the pen and paper but not in the actual condition. It revealed that, building and MLL (Minimum Level of Learning) are not available in the schools

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