

Problems Faced by CWSN in Inclusive Classrooms: An Exploratory Study

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Abstract

Change is the need of the hour, this quote is absolutely right. The education system of our country also keeps track of the demands of society and makes the changes as per demand. One of the prominent changes is the concept of inclusive education which mainstreams economically backward, socially backward and differently abled students to provide equal opportunities to each and every learner. Inclusion is now being practice in all the schools but the implementation of inclusive education is facing lots of challenges. Present study is an effort to study the problems faced by CWSN (children with special need) in inclusive classrooms. Researcher had conducted the study on 368 Government school teachers of DoE of North Delhi Region. Results of the study highlight that CWSN face different kinds of problems in inclusive classrooms such as inadequacy of proper instructional material, lack of support services and problems regarding social adjustments.

Key Words: Inclusive Education, Mainstreaming, CWSN

INTRODUCTION

Education lays the foundation of society and it is the premise of knowledge. It is the most important tool to carve the future. The roots of discrimination are quite strong and deep. History reflects the society had faced the discrimination on the bases of caste, religion, sex, economic status and many more. Education as well as education system has the power to eradicate it form society and to contribute to sustainable development. Inclusion or mainstreaming of all disadvantaged groups is one such effort, by virtue of which learners from different backgrounds are getting the equal opportunities of education. Every change faces resistance and challenges, the same is with inclusion. Children with special need, as the name suggests their requirements are different

than those of general students and lack of those supportive services make it difficult for them to adjust and they face different kinds of problems like cognitive, emotional and social.

OPERATIONAL TERMS

Inclusive Education: Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the school in a common learning environment where students from different backgrounds and with different abilities learn together in an inclusive environment.

Mainstreaming: The act of including people who have particular difficulties or needs in the same school or places of work as everyone else.

Children with Special Need (CWSN): Children possessing any of various difficulties (such as a physical, emotional, behavioural, or learning disability or impairment) cause an individual to require additional or specialized services or accommodations (such as in education or recreation).

“Inclusive Education means including not only children with disabilities in the classroom but all children with diverse background and abilities”. Actually getting these children into a classroom is only half of the challenge. The other half is in meeting all of their different learning needs as well as in giving special attention to those children who are usually excluded from the classroom or from participating / learning in the classroom. Children learn in a different ways because of hereditary factors, experience, environment and their personalities. Consequently, we need to custom the teaching methods and activities to come across the different learning needs of our children. The elementary concept is that giving equal opportunity but access to all children does not mean treating everyone the same; this will not ACT to address the diverse needs. Equality of educational opportunity requires an understanding of the condition for success where children with diverse needs will be given more support or additional provisions in order to have an equal chance to access to success and achievement in general classroom. In order to ensure that this happens, we need to foster inclusive classroom in inclusive schools.

Concept of Inclusive Education

At least ten percent of the total world's population has a significant, long term, physical or mental impairment which can and usually does disable them from taking

part in the usual educational, social and economic activity in their community. This is due to barriers in attitudes, in the built environment and in the way society is organized, which prevent us from participating on an equal level with others. The reasons why these barriers exist is because societies have until very recently not recognized that the systematic way in which they discriminate against the disabled, when backed by the discriminatory laws and practices of the state, often amounts to oppression. This oppression has developed from our history, from myths and beliefs that attribute characteristics to disabled people's lives. The particular form of stereotyped thinking depends on the society's history, its explanation of how it has come to be and the resultant culture. Inclusion means the mainstreaming of the following:

- i) Economically Backward
- ii) Socially backward
- iii) Differently abled

Mainstreaming of all these in general classroom is exactly the inclusion.

Inclusion has the following benefits:

- The benefits of 'social interaction' that would not be available in special school settings.
- The students with SEN learn communication skills as well as develop social competence.
- Socially desirable behavior can be developed.
- Can acquire different skills to enhance learning and improvement in performance in academic areas.
- Active and participative approach helps them to develop positive personality traits.

- Can maintain a good physical and mental health.
- Can be aware of the new inventions, technologies and the exploding general knowledge in the world.
- Oppose the activity restriction.
- Children can think over better options for career in life.
- Can develop a sense of confidence, dignity and respect and treat all equal partners.
- Can spend more time in leisure and recreational activities.
- Can participate in the community work.

Benefits to Non-Disabled Students Studying in Inclusive Classes

- Opportunities to interact with children with SEN i.e. variety of experience can be sought.
- Sharing and caring of each other's feelings, attitude, knowledge and skills.
- Can serve as a 'helping hand' for children with SEN.
- Can learn to respect individual differences and human diversity.
- Can do peer tutoring.
- Know about their strengths and weaknesses and can imbibe many positive characteristics in their personality.
- Can get the exposure about new career options.
- Helps to be responsible member of society.
- Can enhance their knowledge and skill by acquainting different skills e.g. Braille or sign language.

- Can serve as a liaison between community and school.

The above mentioned benefits emphasize that inclusion is the key for the balanced and sustainable development of society where all have the equal rights of education, employment, good health and quality life but inclusion face many challenges and this research paper attempts to explore the problems faced by the CWSN.

OBJECTIVES

- i To study the concept of inclusive education.
- ii To identify the problems faced by the CWSN in an inclusive classroom.

RESEARCH DESIGN

The present study is an attempt to explore the different problems faced by CWSN (children with special need) in inclusive classroom. The researcher had conducted the study on sample of 368 teachers of North Delhi Region. The sampling technique used is purposive. The tool used to collect the data for the present study is the questionnaire developed by the researcher.

Dimensions of the Questionnaire

The questionnaire was designed to assess the problems related to:

- i) Quality education
- ii) Availability of Para-professional staff
- iii) Social adjustment
- iv) Provision of Special Educator
- v) Provision of support services

Data Analysis and Interpretation

Data collected from questionnaire is analysed and following results are obtained:

Table 1.1 Appropriateness of Infrastructure according to the need of CWSN

Yes	No	Can't Say
43	313	12

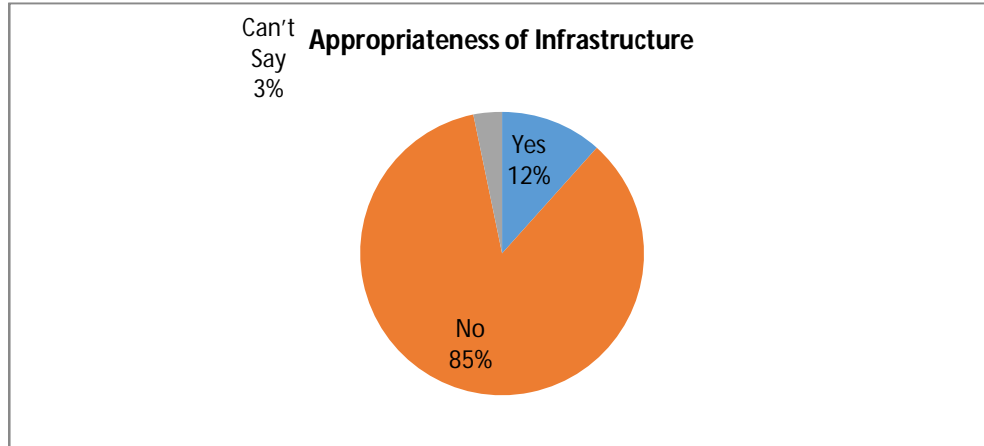


Figure 1.1

Interpretation: As shown in the fig, in lieu of appropriateness of infrastructure according to need of children with special need 85% teachers opted for 'No', 12% for 'Yes' and 3% for 'Can't Say'.

Table 1.2 Effective Teaching to CWSN

Yes	No	Sometimes
84	164	120

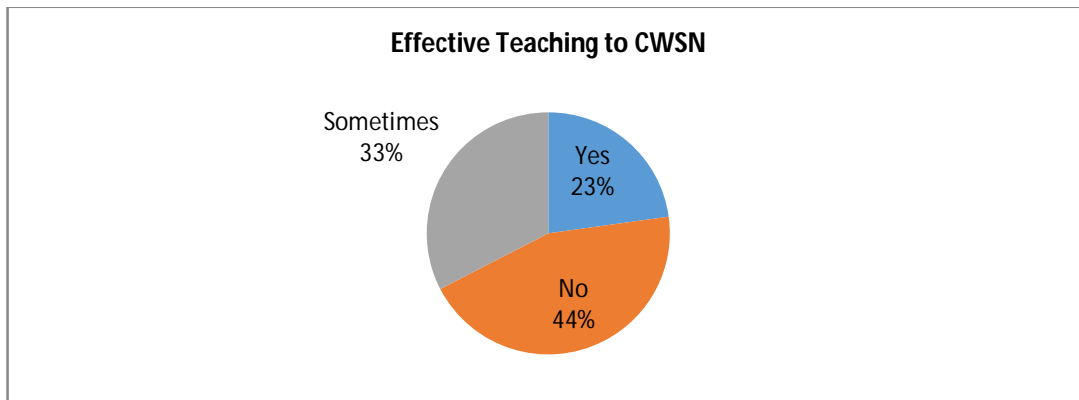


Figure 1.2

Interpretation: According to the analysis of data highlighted through fig. only 23% teachers are in favour that teachers are providing effective teaching, 33% opted that sometimes provided and 44% said 'No'.

Table 1.3 Provisions of Facilities to Support Inclusion

Yes	No	Sometimes
32	313	23

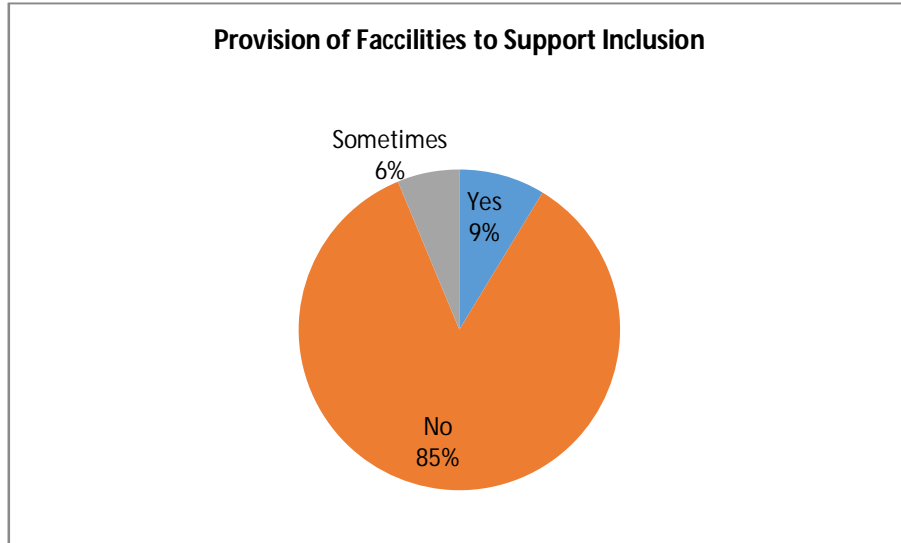


Figure 1.3

Interpretation: When asked about the provision of facilities to support inclusion 9% teachers responded 'Yes', 85% said 'No' and 6% said sometimes.

Table 1.4 Adaptation according to the Need of CWSN

Furniture	Toilets	Taps for Drinking Water	Instructional material	Classroom Setting	No
52	126	32	29	149	90

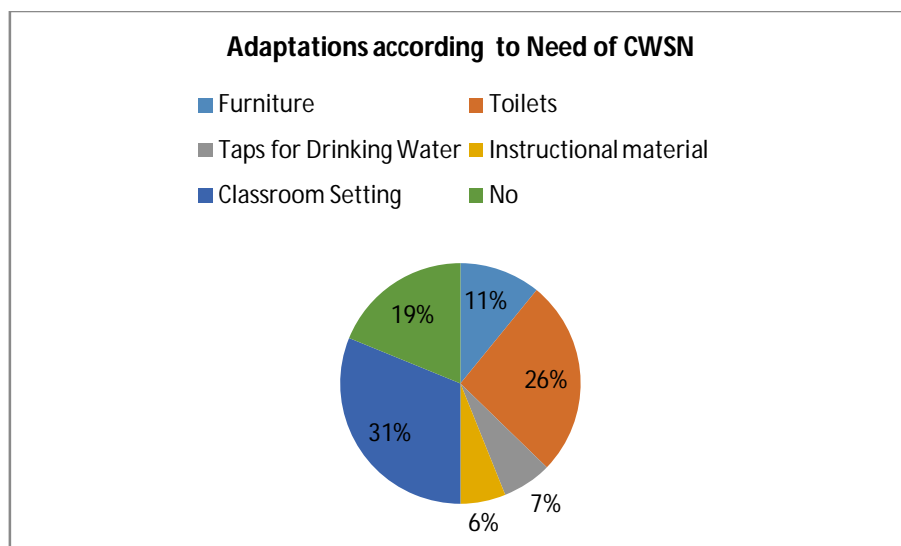


Figure 1.4

Interpretation: The fig1.4 highlights changes in the infrastructure to cater the needs of children with special need are asked under the head of adaptation and the results reveal that 14% have changed the furniture, 34% have adapted the toilets, 9% adapted the water taps, 8% have adapted the instructional material, 40% changed the classroom settings and 245 are those who have not adapted.

Table1.5 Provision of Special Educator in School

Yes	No	Can't Say
122	245	1

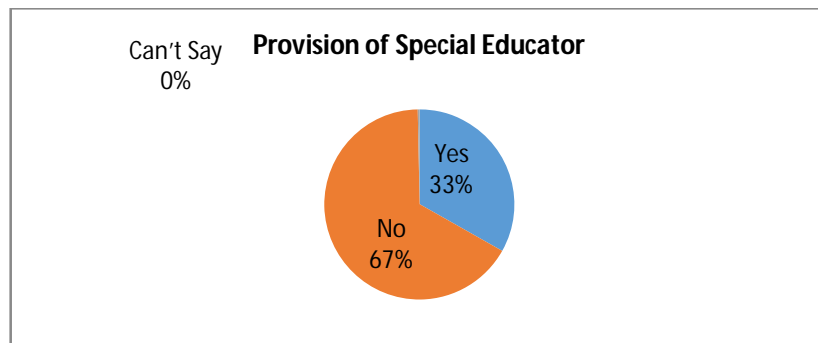


Figure 1.5

Interpretation: As shown in fig1.5 regarding the provision of special educator, 67% teachers said that the provision of special educator is not made in their school, 33% said that special educator is available in their school.

Table 1.6 Problem of Social Adjustment Faced by CWSN

Yes	No	Can't Say
208	145	15

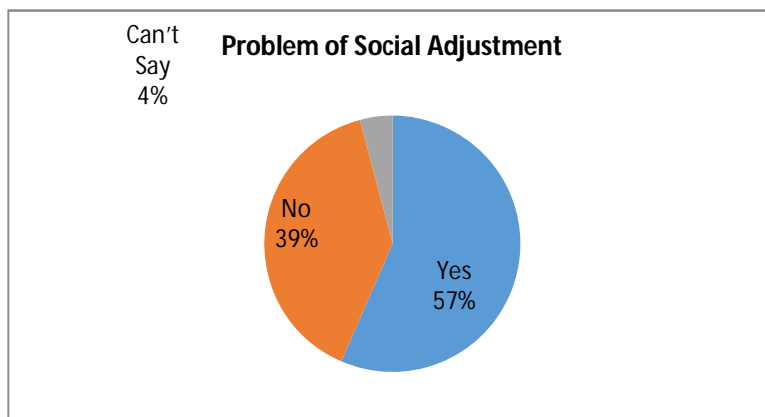


Figure 1.6

Interpretation: Results highlight that 57% teachers agreed with the fact that the CWSN face problems of social adjustment whereas 39% said 'No' and 4% opted for 'Can't Say'.

Table 1.7 Availability of Para-professional Staff to Support CWSN

Yes	No	Can't Say
56	310	2

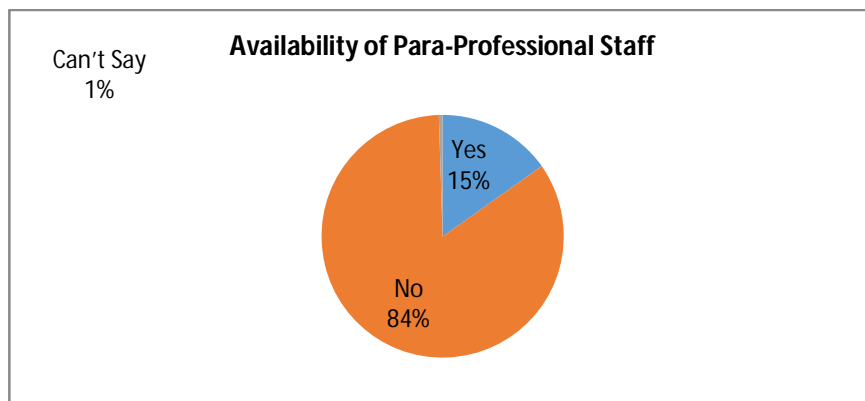


Figure 1.7

Interpretation: As shown in the fig 1.7 84% teachers responded that the availability of para-professional staff is not there in schools, 15% said 'Yes' and 1% said 'Can't Say'.

CONCLUSION

Efforts have been made to the successful implementation of inclusive education but still few areas are remaining where more efforts are required. The purpose of inclusive education is not to increase the quantity of students but to provide the quality education and opportunity to provide quality education. As mentioned children with special need, their teaching and learning need some special support services, right from the infrastructure to instructional material, support services are required to make the teaching learning process effective. Results highlighted that CWSN face different kinds of problems in the inclusive setting like infrastructural barriers as some of the schools are in

which adaptation of basic facilities is not made to support CWSN. Provision of special educator and provision of para-professional staff is mandatory scaffold the learning of CWSN. Teachers are not aware about the pedagogies to deal with in case of different disabilities. Curriculum adaptation and usage of appropriate assistive devices can be guided by the special educator and availability of para-professional staff can assist the student in learning different life skills. Regular counseling sessions are required for both CWSN and general students to address and eradicate social adjustments problems.

LIMITATIONS

- The present study is limited to north Delhi region only due to the paucity of time.
- The sample taken for the study is limited to 368 only.
- Only five dimensions are taken to assess the problems of CWSN

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