

A study on the problems faced by Inclusive Learners in Secondary Schools in the district of Howrah, West Bengal, India

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Abstract:

Education is the fundamental right of every child. All children are very special and unique. Those children whose are in diverse population they are called children with special needs (CWSN) or inclusive learners. Inclusive schools are regular or general schools to accommodate support services for children those who are general and mildly or moderately differently abled. The present study focused on the problems faced by inclusive learners in secondary schools in the district of Howrah, West Bengal; India. The present study emphasized infrastructure and implementation of various technical and academically support in the inclusive school for CWSN students. The above study designed by descriptive survey type method and 100 differently abled children and also 20 schools are considered as sample. Mainly these schools are situated in the district of Howrah and divided into rural and urban as of the important component of the present study. There are many problem faced by CWSN children of secondary schools in findings of the study. The result of the present study was discuss by graphical analysis in the excel software. The infrastructure and supportive system is an important factor of the inclusive education system. There is a light of hope for implementing the inclusive setup in general schools and all students are equally treated in their school.

Keywords- Secondary Schools, Inclusive Learners, Howrah

Introduction:

Education is one of the pillars to construct a well developed society and it is a fundamental right for every person of our country. As elementary and secondary stage of education is the base of any children's life. It is important to maintain a well and uniform education to all type of children irrespective of their personal or social status. In this context the children whose are different from general or called children with special need (CWSN) are every right to take same type of support and facilities from schools. This symbiosis of general and mildly or moderately differently abled students in a same education system arise concept of inclusive education. Inclusive education is education systems which culminate the needs of all types of students mainly welcome the general students as well as CWSN learners (mildly and moderately). The infrastructure, facilities, tools etc. which will provide a complete shape to an education system are the key indicators to judge the qualitative as well as quantitative status of inclusive learners in the schools. From that point of view the present study was set up to documented the status of the infrastructural facilities for inclusive learners in schools. On the other hand this study also tries to analyze the problems of inclusive learners in general schools.

Methodology:

To set up the methods of this study, is following a descriptive survey type design. A self-made questionnaire was structured s per requirement and information's needed to complete this study. 100 number of inclusive learners was interviewed from 20 secondary schools situated in the both the rural and urban area in district of Howrah, West Bengal India. The questionnaire having three parts –

No. 1 has questions about infrastructural facilities of schools, No. 2 has questions about economical facilities

No. 3 has questions about problems faced by inclusive learners

Each question of questionnaire carries a specific score. Total score was determined by the summation of the scores of each question.

Results and Discussion:

After determination total scores of infrastructural facilities of each schools, it was observed that nearly all schools has some facilities to support the CWSN students but based on their quantitative measures beside two to three schools all the schools more or less same type of scores irrespective of their locality (rural/urban).

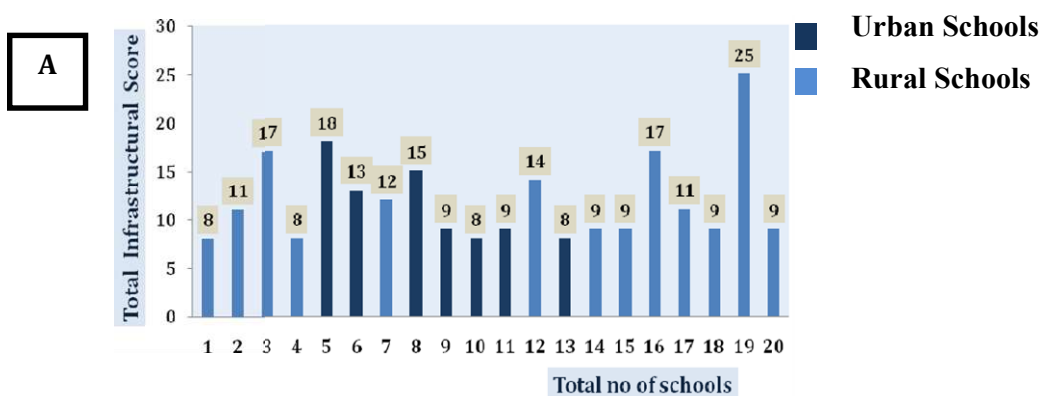


Figure A – The X- axis represented the infrastructural score and Y – axis plotted each schools. Each bar is representing the each score of infrastructural facilities of school. No. 19 School secured highest score.

As this study reported the status of inclusive education in schools, some of the schools were arranged various digital and manual support systems for CWSN learners but those tools were not sufficient and properly maintained.

From the background of the inclusive learners it was proved that financial assistance is a very important factor for their retention. As government have specific rules and regulations to provide financial help to these CWSN learners. This study documented the proper maintenances of government policies by schools. Results showed that except one school all school follow the overall financial assistance policy of government.

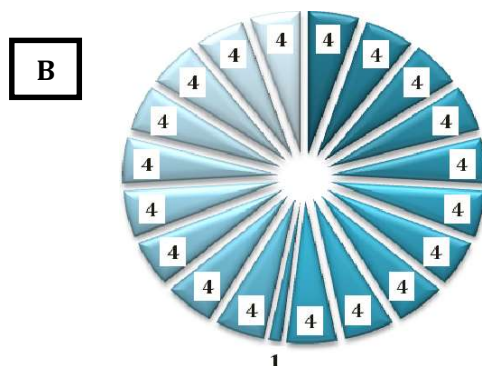


Figure B – The Pie diagram represented the total economical service score. Only one school score less than 4 and 19 schools were scored same score.

Mainly this study documented the various problems (Table -1) faced by CWSN learners due to inclusive classrooms.

Table 1: List of problems faced by CWSN learners

No.	Name of Problems
1.	Lack of care towards CWSN learners due to huge number of general students in same classroom
2.	Co-curricular activity and academic activities are not understandable for CWSN learners
3.	Lack of knowledge about inclusive education of teachers whose are the master key of this education system
4.	Lack of effective applications of inclusive acts and policies in real classroom situation
5.	Lack of separate Teaching Learning Materials (TLM) and not sufficient trainings about inclusive set up for teachers

As per present study the scores were recorded based on comparison of problems vs. service provided by the individual schools.

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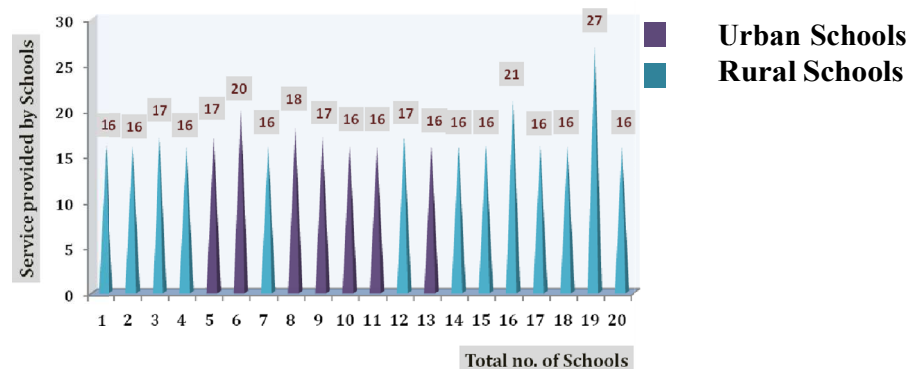
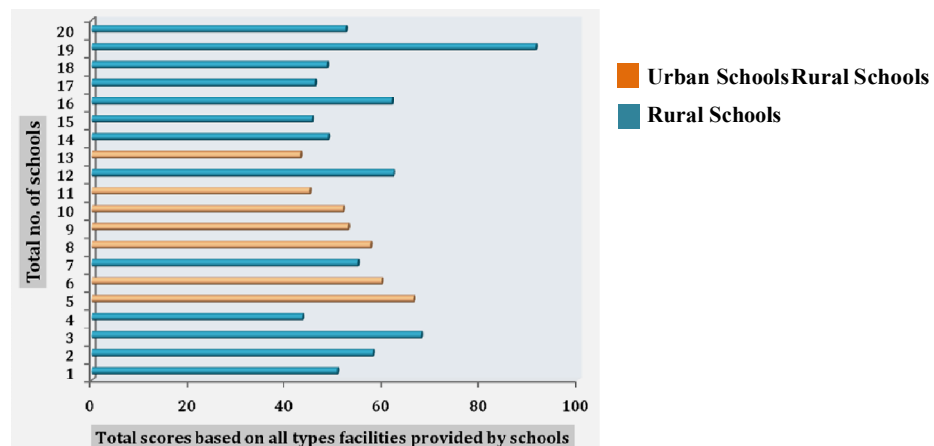


Figure A – The X- axis represented the service provided by schools and Y – axis plotted each schools. Each cone is representing the each score of service provided by school. No. 19 School secured highest score.

The overall scores based on basic information's, infrastructural facilities, economical facilities, and service provided by schools.



Conclusion:

This study indicated there were many factors to introduce inclusive education system in our country. The overall response of learners reported that infrastructure development and academic support system is very important factor to implement the inclusive education programme in regular schools. On the other hand teacher's attitude towards inclusive learners is a crucial factor to determine overall quality education in inclusive setup. Extra care should be provided to the CWSN learners. There is a light of hope for implementing the inclusive setup in general schools and all students are equally treated in their school.

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