

Effectiveness of Implementation of Inclusive Education for Visually Challenged Children under Various Modes in Jodhpur City

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ABSTRACT

Inclusive education is latest plan for 21st Century. It is emphasizing under plan and perspectives to teach special children as far as possible under general schools. After implementation of Sarva Siksha Abhiyan, the concept of inclusion has replaced in place of integration. Present paper study the implementation of effectiveness of inclusive education for visually challenged children under various modes in Jodhpur city. The aim of study was to analyse the attitude of general as well as special children, general teacher as well as special teacher and administrators of both government and non – government sectors towards the implementation of inclusive education. The sample of the present investigation consisted of 20 general children, 20 special children, 20 general educator, 20 special educator, 5 administrator of government sector and 5 administrator of non – government sector. Self – made attitude scale was used for data collection. The obtained data were subjected to necessary statistical computation. The data were mainly analysed in terms of percentage, average and t – Analysis. It was found that attitude wise there is no difference among children, teachers and administrators. Finding of study reveals that though hypothesis may be accepted yet it can't be said that process of implementation is effective. Due to lack of proper coordination and cooperation between Government and Non – Government sector process has many hurdles and target of zero rejection policy is yet not achieved.

Keywords: *Inclusive Education, Visually, Children, Jodhpur City*

Inclusive education in the current context typically means “that students with disabilities are served primarily in the general education settings, under the responsibility of a regular classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as a resource room” (*Mastropieri & Scruggs, 2004*). Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. The feeling of belongingness among all community members – teachers, students and other functionaries is developed through inclusive education.

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Inclusive education is for all, irrespective of any social community, caste and class gender and disability of the child.

The concept of inclusion has been finding its reference in many national education documents in the post independent period. The article 45 of the Constitution of India is assuring better services to person with disabilities. The Education Commission report (1964 – 1966) recommended placement of the disabled child as far as possible in ordinary schools. The national policy on education, 1986 include a full chapter on education of the handicapped and formulated guideline for action. The phrase “inclusive education” has attracted much attention in recent years. After the implementation of Person with Disabilities Act 1995, education of disabled child is considered as the right of child rather than a welfare activity.

In developing countries where there are growing numbers of visually impaired children, inclusion can be apparent as a substitute to reach out children who are not yet reached. The EFA Global monitoring report estimated that one – third of the 77 million children who are still out of school have disability. The report recommended that inclusive education should be the top priority if government wants to achieve EFA. In India, considerable work has been done over the years for the growth of education of special children. It is, however, faced with several problems like limited coverage, lack of qualified teachers etc. The problem of India in inclusion is not in policies and models but in expansion, it is indicating that we might have some sort of problem in the process of implementation. The present study is expected to throw light on process of implementation of inclusive education for visual impaired children through various modes in Jodhpur. It is also hoped that the findings of the study may give direction for further research in this area.

OPERATIONAL DEFINITION

1. Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

2. Inclusive Education

Inclusive education is a system in which we impart education to children with special need in general school with development of environment all favourable to the needs of special children.

3. Blindness

Blindness refers to a condition where a person suffers from any of the following condition:-

- a. Total absence of sight.
- b. Visual acuity not exceeding 6/60 or 20/200 (Snellen) in better eye with the best possible correction.
- c. Field of visual subtending an angle of 20 degree or worse.

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4. Low Vision

“Markedly reduced functional vision” is referred to as low vision.

The World Health Organization (1992) defines ‘Low Vision’ as follows:-

“A person with low vision is one who has impairment of visual functioning even after treatment and / or standard refractive correction and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degree from the point of fixation, but who uses, or its potentiality able to use vision for the planning and / or execution of a task”.

Statement of the Problem

“Study of Effectiveness of Inclusive Education for Visually Challenged Children under Various Modes in Jodhpur”

Rational of the Study

1. The study will help to know the feelings of visually impaired person towards implementation of inclusive education.
2. The study will be of immense use for understanding of major issues and challenges in the way of implementation of inclusive education.
3. The study will also throw the light on the use of sighted people.
4. It will suggest way for better implementation.
5. It will bring attention of administration.

Objectives

1. To develop tools for measuring attitudes of educators and administrators of government and non – government organizations as well as effective implementation of inclusive education for visually challenged children.
2. To study the effective implementation of inclusive education for visually challenged children.
3. To identify factors which, effects implementation of inclusive education for visually challenged children.
4. To study attitude of educators or administrators of government as well as NGOs.

Hypotheses

1. There will be significant difference among attitude of government and non–government educators or administrators.
2. Implementation of inclusive programme for visually challenged children will be more effective in Government Organizations as compared to Non–Government Organizations.

METHODOLOGY

Sample

In this study the investigator selected Jodhpur City for collection of data from general children as well as visually challenged children, general educator as well as special educator and administrators from government as well as non-government institutions. The sampling method was purposive and non – probability sampling.

Design:

The sample consist of 20 visually challenged children as well as 20 general children, 20 special educators as well as 20 general educators and 5 administrators from each government and non – government organization.

Tools:

Two questionnaire was developed, one for measuring attitude of special and general children, general educators and special educators and another questionnaire for measuring attitude of government and non – government organizations administrators.

Development of Tool:-

The aim of study is to find out views about implementation of inclusive education for visually challenged children under various modes in Jodhpur city. For this purpose, investigator developed questionnaire which consists two part, one part contain demographic information and second part contains different statements for measuring attitude of children, educators and administrators.

The questionnaire for children and teachers consist of 30 closed ended statements whereas questionnaire for administrators consists of 40 closed ended statements. The responses were rated on a three point rating scale as agree, disagree and not sure.

Validation of Questionnaire:-

Face validity was established by giving the check list to 15 professionals who have adequate experience of working with visually challenged children to rate on three point scale. All professionals accepted the given statements of questionnaire.

Scoring:

Statement Response	Positive	Negative
Agree	3	1
Not Sure	2	2
Disagree	1	3

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Research Method:

In order to achieve the objective of study, the investigator adopted descriptive method. The present study is surveying the views and measuring attitude of children, educators and administrators towards implementation of inclusive education under various modes for visually challenged children in Jodhpur city.

Statistical Techniques:-

The data were mainly analysed in terms of percentage analysis, mean and standard deviation. The 't' test was used to find out the significance of differences. To find out the level of significance, the calculated t values were compared with the table values.

RESULT AND DISCUSSION

Table 1: Showing Mean, SD and 't' values for various categories for attitude towards implementation of inclusion.

Variable		Category	N	Mean	SD	t – value	Significance Level
Gender	Male	Special	11	68.27	5.04	2.27	$p < .05$
		General	12	62.83	5.88		
	Female	Special	9	68.44	6.36	0.54	$p > .05$
		General	8	66.75	5.65		
Age	10 – 15	Special	7	70.42	5.85	1.61	$p > .05$
		General	11	65.09	6.83		
	Above 15	Special	13	67.23	5.24	1.45	$p > .05$
		General	9	63.55	6.07		
Education	Upto 10	Special	14	68.42	5.60	1.18	$p > .05$
		General	12	65.58	6.19		
	Above 10	Special	6	68.16	5.81	1.35	$p > .05$
		General	8	62.62	7.79		

Table 1 indicates as per the gender, mean values of special and general male children are 68.27 and 62.83, SD values of special and general children are 5.04 and 5.88. t – value is 2.227 ($P < 0.05$), which indicates highly significant difference among male. This difference might be due to non acceptance of general children for children with visual impairment. In case of female, mean values of special and general children are 68.44 and 66.75, SD values in special and general children are 6.36 and 5.65. t – value is 0.54 ($P > 0.05$), which indicates non significant difference among female children.

As per age of 10 – 15 years, mean values of special and general children are 70.72 and 65.09, SD values of special and general are 5.85 and 6.83. t – value is 1.61 ($P > 0.05$), which indicates non significant difference. In case of age above 15, mean values of special and general children are

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67.23 and 63.55, SD values are 5.24 and 6.07. t – value is 1.45 ($P>0.05$), which indicates non significant difference.

As per education upto 10th, mean values of special and general children are 68.42 and 65.58, SD values are 5.60 and 6.19. t – value is 1.18 ($P>0.05$), which indicates non significant difference. In case of above 10th, mean values of special and general children are 68.16 and 62.62, SD values are 5.81 and 7.79. t – value is 1.35 ($P>0.05$), which indicates non significant difference.

Table 2: Showing Mean, SD and ‘t’ value for Attitude of General and Special Educators for various categories.

Variable		Category	N	Mean	SD	t – value	Significance Level
Gender	Male	Special	14	66.21	5.64	0.76	$p>0.05$
		General	11	66.45	4.58		
	Female	Special	6	62	5.35	1.25	$p>0.05$
		General	9	65.22	3.97		
Age	20 – 35	Special	6	65.5	4.54	0.55	$p>0.05$
		General	5	64.2	1.67		
	Above 35	Special	14	63.92	8.91	0.44	$p>0.05$
		General	15	65.13	4.86		
Experience	0 – 10	Special	6	65	2.71	0.04	$p>0.05$
		General	11	64.9	6.13		
	Above 10	Special	14	64.78	4.84	1.03	$p>0.05$
		General	9	67.22	5.88		

Table 2 reported the mean values of special and general male educators are 66.21 and 66.45, SD values of special and general educators are 5.64 and 4.58. t – value is 0.76 ($P>0.05$), which indicates non significant difference among male. In case of female, mean values of special and general educators are 62 and 65.22, SD values in special and general educators are 5.35 and 3.97. t – value is 1.25 ($P>0.05$), which indicates non significant difference among female educators.

As per age of 20 – 35 years, mean values of special and general educators are 65.5 and 64.2, SD values of special and general are 4.54 and 1.67. t – value is 0.55 ($P>0.05$), which indicates non significant difference. In case of age above 35, mean values of special and general educators are 63.92 and 65.13, SD values are 8.91 and 4.86. t – value is 0.44 ($P>0.05$), which indicates non significant difference.

As per experience 0 – 10 years, mean values of special and general educators are 65 and 64.9, SD values are 2.71 and 6.13. t – value is 0.04 ($P>0.05$), which indicates non significant difference. In case of above 10 years, mean values of special and general educators are 64.78 and 67.22, SD values are 4.84 and 5.88. t – value is 1.03 ($P>0.05$), which indicates non significant difference.

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Table 3: Showing Mean, SD and 't' value for Attitude of Government and non – Government administrators for various categories

Variable	Category	N	Mean	SD	t – value	Significance Level
Gender	Male	6	96.17	6.31	1.01	$p>0.05$
	Female	4	92	4.74		
Age	Under 40	4	96	12.25	0.44	$p>0.05$
	Above 40	6	93.5	1.61		
Experience	Less than 15	3	93.33	13.09	0.28	$p>0.05$
	Above 15	7	95	3.96		

Table 3 indicates mean, standard deviation and t – values as per the gender, mean values of government and non – government administrators, male and female are 96.17 and 92, SD values are 6.31 and 4.74. t – value is 1.01 ($P>0.05$), which indicates non significant difference among administrators.

As per age of under 40 years and above 40, mean values are 96 and 93.5, SD are 12.25 and 1.61. t – value is 0.44 ($P>0.05$), which indicates non significant difference.

As per experience less than 15 and above 15 years, mean values are 93.33 and 95, SD values are 13.09 and 3.96. t – value is 0.28 ($P>0.05$), which indicates non significant difference.

Finding of study reveals that as per the t – analysis, we have no significant difference among children, educators and administrators. On the basis of percentage, investigator likes to highlight following key points:-

1. Almost all administrators have accepted that the goal of EFA is still not achieved and children with visual impairment are not in mainstreaming.
2. Only 20 per cent agree that we have accessibility in schools for visually challenged children.
3. Only 15 per cent agree with that visually challenged children are getting equal opportunity as far as concerned with education.
4. 40 per cent administrators are still lacking knowledge about integration and inclusion.
5. Only 30 per cent administrators agree that we have ample infrastructure.
6. 90 per cent administrators agree with this that for better implementation, there must be cooperation between Government and Non – Government sector.
7. 80 per cent were agreeing that lack of special educator is a great hurdle in the process of implementation of inclusive education.
8. 80 per cent were agreeing that the target of zero rejection policy is not achieved.
9. Only 30 per cent were agreeing that NGOs are performing well.
10. 80 per cent were agreeing that in Government sector, financial resources are not being utilised properly.

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11. 80 per cent were agreeing that the implementation of legal provision is not applying in practise for VICs in real life.
12. 90 per cent were agreeing that lack of expertise knowledge is a hurdle in way of implementation.
13. Most of administrators were disagreeing about following of missionary concept.
14. 80 per cent were disagreeing that fare remuneration is given to special educator though 90 per cent were agreeing that duty of special educator is tough.

SUGGESTIONS

Investigator likes to give following suggestions:-

- Separate identification should be done for low vision children.
- Low vision children should be taught by utilizing appropriate methodology.
- Accessibility must be developed for visually challenged children in general school.
- At least one special educator must be appointed in each general school.
- Fare remuneration must be paid to special educators.
- Implementation must be done under supervision of experts of special education.
- Pre skill for visually challenged children must be developed.
- Administrators must be trained.
- Inclusive education must be implemented.
- Proper co – ordination and co – operation must be developed among Government as well as Non – Government sector.

CONCLUSION

We can summarise that we have several hurdles in the way of implementation, due to subjectivity, we cannot generalize the result. We can say that the process of implementation has serious drawbacks and neither NGOs nor Government is doing 100 per cent well due to not proper coordination and cooperation. Hypothesis may be accepted but we cannot say that implementation is effective.

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Conflict of Interests

The author declared no conflict of interests.

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