

EFFORTS AND OUTCOMES TO PROMOTE INCLUSIVE EDUCATION IN SCHOOLS IN THE GOA STATE.

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Abstract: Inclusive Education is meant to make schools as centers of learning and educational systems as caring, nurturing, and supportive educational communities where the needs of all students are met in a true sense. The main aim of this paper is to find out the efforts and outcomes of government and non government in the implementation of Inclusive Education in the State of Goa. This paper explores about practices, policies, efforts and outcome taken by the government and non government in the state of Goa, that are contributing to school becoming more inclusive and more responsive to the diversity of students academic , personal and social needs. This study is intended to help the government authorities, policy-makers and educators in taking appropriate decisions in formulating and implementing inclusive education in the state of Goa. An effective and successful implementation of inclusive education in the small state of Goa could then prove to be a model for the rest of the country to follow.

Keywords: Inclusive Education, education system, practices and policies, efforts and outcomes,

Introduction: Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. The Salamanca Statement and Framework of Action on Special Needs Education Today Inclusive education is considered a human rights issue and hence any kind of exclusion is considered as violation of human rights of the disabled. There was for long a belief that the disabled were best taught in special schools and were therefore prepared separately from the everyday life of schools. The result was that when the disabled students are not members of the appropriate class for their age group and when there is no plan to include them, they are likely to be affected adversely. This realisation has been strong during the last three decades and thus began the movement for inclusion which is now being implemented vigorously at the school level in many parts of the world including in India and Goa. The existence of special schools represented a serious violation of students' human rights and the conversion or establishment of Inclusive schools was the apt response to this segregationist situation. It has been increasingly realised that the benefits of inclusion apply to all students, disabled and non-disabled alike.

1.1 Importance of Inclusive Education: Inclusive Education is meant to make schools as centers of learning and educational systems as caring, nurturing, and supportive educational communities where the needs of all students are met in a true sense. Inclusive schools no longer provide "regular

education" and "special education". Instead, inclusive schools provide an inclusive education and as a result all students are able to learn together. In other words, it is open to all students, and ensures that all students can learn and participate in a common situation and a common milieu. In short, Inclusive Education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems. Within the schools Inclusive Education is an approach which aims to develop a child-focus by acknowledging that all children are individuals with different learning needs and speeds and yet can be educated and trained without alienating them from their normal 3 peers. Teaching and learning is made more effective, relevant and fun for all. Inclusive Education is a relatively new concept, and is now recognized throughout the world. Inclusive Education in essence stands for equality, and accepts every child with his or her own unique capabilities. This notion is now being accepted by all the international, national and local educational programmes. Inclusion therefore entails the educational system making itself open and welcoming to all. As far as the inclusion of disabled children is concerned, there is a shift in outlook and the services from 'care of the disabled child' to 'education and personal development' of the child.

1.2 Inclusive Education In RTE- Ssa- An Overview : RTE mandates free and compulsory education to all children from 6-14 years of age. The key objective of RTE- SSA is Universalization of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. This goal of UEE, has further been facilitated by the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in

the age group of 6-14 years. This Amendment has given a new thrust to the education of Children With Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. In-fact inclusion of one of the groups, which is extremely crucial for UEE, is perhaps that of the CWSN. Hence, education of CWSN is an important component of SSA.

1.3 Objectives of the study:

1. To study the measure taken by the Government towards achieving inclusive education in Goa
2. To study the activities undertaken by the Inclusive Education schools to achieve inclusive education in Goa
3. To identify the problems faced by the Managements in inclusive educational institutions in Goa.

1.4 Significance of the Study: The present study in the context of human rights is extremely relevant and timely. The present study was intended to study the various aspects concerning the Inclusive Education in Goa as the same could prove to be helpful in finding the solutions to the problems besetting inclusive education in Goa and make improvements to the inclusive education implementation in Goa. Also the findings of the study could help in better education policy formulation for the disabled. Also Goa being a small and highly literate state, it was possible to conduct a comprehensive study on this subject and the finding and conclusions of this study could act both as indicators and example for the other states in the country trying to implement Inclusive Education. The usefulness of the study is thus to apply it to other states in the country. The findings can be logically extended to other parts of the country. This study will be of great help and useful to the teachers, to the school administrators, government

Policy-makers, NGO activists and the academic. The study will be useful for making changes to the schemes and to take corrective measures to improve Inclusive education.

1.5 Delimitations of the study: Briefly the following will be the delimitations of this study:

1. Looking at the effectiveness of laws, policies and schemes implemented in Goa by both the Governments and NGOs.
2. Looking at the facilities provided by the government,
3. Looking at the benefits to the disabled students studying in such inclusive schools/institutions.
5. Examining the present position of the Inclusive Education in Goa at schools levels of Education by looking at the operation of the Inclusive Education at school.

1.6 Operational Definitions:

1. Inclusive Education: Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model,

students with special needs spend most or all of their time with non-disabled students.

2. Goa: Goa is one of the states in India.

Review of Literature: Langon & Vesper (2000), Treder et al. (2000), Heflin & Bullock (1999), Hehir (1999), Scruggs & Mastropieri (1996) 161 and Diebold & VonEschenbach (1991), show that for integration or inclusion to be successful or effective, teachers have to first accept the principles and demands of inclusion. These scholars have found that successful inclusive education is possible only when there is administrative support; sufficient material and personnel resources; enough planning time; and most importantly disability-specific teaching skills among the teachers. According to the above mentioned scholars the teachers working in the inclusive settings need support in teaching classes where there are students with disabilities, and especially where severity of the disability of students is high and they are to be integrated or included in regular classrooms. The scholars have found that generally the teachers in inclusive schools are more willing to include students with mild disabilities than students with more severe disabilities and this due to their perceived limited ability to successfully implement teaching curricula for the entire classroom. Das et. al, (2001) titled "Inclusive education for students with disabilities: The challenge for teacher education" considered the Person with Disabilities Act, 1995 and looked at the benefits for the students with disabilities. Under the Act regular school teachers are expected to provide effective education to students with disabilities. The question was whether these teachers are competent to teach disabled students. Hence the study was conducted in Delhi, to find out the views on a number of issues such as the competencies the general teachers perceive to be necessary to work effectively with students with disabilities. The study also tried to see how these teachers perceived their Competencies. The study made a number of suggestions to help teacher education in India to suit the changing needs of providing inclusive education.

Methodology Of The Study

3.1 Plan And Procedure: Nature and Design of the study: The present research is a study with a combination of different approaches. It is primarily a descriptive study. However given the extent and nature of the study a descriptive analysis alone cannot be the mainstay of this study. Historical approach is also imperative to a limited extent since a timeframe for the coming of Inclusive education to Goa is also considered. The study also involves statistical analysis especially of the attitudes and a concern of the teachers'. The study is also done using comparative analysis wherever necessary.

3.2 Tools used in the study: The Data collected by using Questionnaire and Personal Interview. The researcher developed a questionnaire.

3.3 Population of the study: The entire population of the schools at primary, middle, secondary studied for the purpose of the study.

3.4 Sample of the study: The sample will be selected through random sampling technique. Proportionate size of the selected from Schools in Goa.

3.5 Procedure of data collection:

The schools surveyed in the state of Goa and data collected with the help of questionnaires, interviews, and observations.

Data Analysis and Results

4.1 **Analysis Of Data:** The data collected for this study subjected to analysis and interpretations using the necessary descriptive and statistical analysis tools. Also group means M, standard deviation-SDs and t-values computed to observe gross differences in various indices. ANOVA used to establish and ascertain relationship between the awareness levels of principals and the type of institutions they belonged to. Also percentage and comparative analysis used to bring out the clear picture of the reality. Recommendations and suggestions

Recommendations: On the basis of the above findings, the following recommendations are proposed to the Government and other concerned agencies and organisations for ameliorating the existing conditions.

1. A separate budget should be allocated for inclusion by the education department and at the department of higher education, instead of a common one. The state Government should increase the funds of the inclusive schools for its expenses
2. Supply of aids and appliances free of cost must be provided to all the disabled students at the inclusive schools itself.
3. Holding of seminars and conferences at the state level must be made compulsory wherein main themes about inclusion should be discussed. Teachers from various institutions should be invited for the same. Resource persons from various states as well as abroad should be invited to orient the participants.
4. Strict action should be taken by all those incharge for the implementation of inclusive education against those schools which do not enroll disabled students at the various stages of education. The monitoring body should see to it that the educational institutions do not refuse admission of the disabled students
5. Barrier free environment should be created at all the inclusive education schools. All necessary ramps, railings, tactile tiles etc should be constructed in schools and institutions of higher

learning, even before students with special needs are given enrollment.

6. Transport facilities should be arranged for the inclusive schools by the state government in order to encourage the disabled to go to inclusive set up.
7. Curriculum should be flexible and vocational in nature for the inclusive schools.
8. The Social Welfare Department should maintain separate record of the disabled students who avail various facilities.
9. Appropriate sensitization, orientation and awareness should be done of all the teachers, parents, students, headmasters, principals, educational officers and the public at large so that inclusion is made clear to all.
10. There should be an overall collaboration and co-operation among all the departments like the social welfare, education department, the directorate of higher education, the NGO's and the schools, so the inclusion is a success. The NGO's should be also involved in the screening process as most of their professionals are well experienced and trained
11. The framing of the curriculum for the inclusive schools should be done by the various experts and professionals involved in the field of special education.
12. Disabled friendly environment should be made at all the educational levels.
13. The teachers at the various educational levels should be given inhouse/in service training so that they are made aware of the need and importance of the subject.

Suggestions For Further Research: There are many areas about which research needs to be done in Goa on the subject of Inclusive Education.

As the present research was mainly descriptive in nature the following aspects concerning inclusive education could also be taken up for further studies

1. A comparative study may be undertaken to understand the functioning of inclusive schools in Goa and other states in our Country.
2. A study could also be conducted to ascertain the attitude of the parents regarding inclusive education.
3. A study may also be conducted to ascertain the effectiveness of inclusive education schools on the performance of the disabled student's academic and social development
4. A study may also be undertaken to ascertain the attitude of the teachers regarding inclusive education
5. A study could also be undertaken to ascertain the level of concern by the teachers about the education of the disabled children in the inclusive schools.

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