

## India's Inclusive Education: A School Teacher's View of Teaching

**Parag Agarwal,**

*Research Scholar, Chhatrapati Shahu Ji Maharaj University, Kanpur. India.*

### ABSTRACT

Students' activity and effectiveness are stimulated by teaching learning resources, which make the learning process easier, assist in getting higher-quality information, and invigorate students' freedom and decisive reasoning while picking and gathering data. The study's main goal is to look at the relationship between age, teaching experience, yearly pay, and capability, number of instructors in the school, area, the board, orientation, family size, marital status, and caste when it comes to imparting learning content. Education can be defined as a purposeful, conscious or unconscious psychological, sociological, scientific, and philosophical process that leads to the full development of the individual as well as the greatest advancement of society in such a way that both enjoy the greatest happiness and prosperity. In a nutshell, education is the process of improving an individual in accordance with his or her needs and the demands of society, of which he or she is an integral member. Using verbalism in the classroom has the lowest expectation, whereas direct personal experience will have a greater impact in the classroom. Direct experience activities are more viable than non-project and projected aids. Any innovation increases the student's energy and interest. Video assisted education and computer assisted instruction are methodically customized, taking into account all psychological principles, so that the student's interest in the learning process is piqued regardless of connectivity. New technologies (particularly, the internet) provide teachers with a variety of intriguing tools that can be used to enhance the teaching-learning process. Because of the utility of these tools, it is critical for teachers to have more information on the benefits and potential of employing innovation in the classroom, as well as the outcomes of their use.

**Keywords:** India's Inclusive Education, School

Teacher's, Teaching.

### Introduction

Outside of the classroom, the teacher's functions and responsibilities have expanded. The implementation of educational policies, the transaction of educational programmers, and the dissemination of information are the main areas in which teachers are kept under the spotlight. This profession, which demands specific competences and the correct temperament, has taken on a new dimension as a result of changing circumstances. The teacher's demeanor, conduct, and interest all contribute to the development of the student's personality. Demeanor is the tendency to react to stimuli in a particular way. It is a one-of-a-kind chemical that is always changing. It completely transforms the teacher's presentation. Demeanor is defined as a state of readiness that is developed by experience and determines an individual's response to stimuli. It is the forerunner of a person's behavior and ranges from ideal to foreboding to neutral. Mentality is made up of three parts: feelings, actions, and thoughts, and it serves as a barometer for individual behavior. Domestic atmosphere, familial foundation, socioeconomic basis, beliefs, and educational institutes, among other things, have an impact on the teacher's temperament. School status, school infrastructure, school safety circumstances, social and professional position, and a slew of other elements all play a role in influencing a teacher's manner. The experience is another factor that has an impact on one's thinking. This is also true in the teaching profession. The teacher's teaching expertise has an important role in framing attitude. . The teacher's attitude toward the subject and the pupils has a considerable impact on the students' motivation to study. The teacher's temperament is influenced by his or her orientation and type of preparation. Female instructors are noted to have a good attitude about their career.

Teachers with a negative attitude toward teaching are affected by inadequate monetary compensation and salary delays. When these negative influences are minimal, they can encourage instructors to be more aware of and accountable for their responsibilities. Beginning teacher preparation aids in molding student instructors' attitudes toward teaching. The development of a positive attitude toward work aids in the development of inventive reasoning and the motivation of students. Different learning environments, instructional materials, and tactics used in beginning teacher preparation programmes are also responsible for differences in student instructors' attitudes toward teaching. The character of the job completed and the teaching is influenced by the teacher's attitude. The teacher's demeanor engraves the competencies that she possesses.

Attitude towards Teaching Profession:

Mentality is defined as a good or negative reaction to any situation, event, or object. Teacher attitude towards teaching profession refers to a teacher's feelings or response to the profession of teaching. The scores obtained by secondary school teachers on the attitude scale are considered attitude of teacher towards teaching profession in this study. A higher score on the attitude scale indicates a more positive attitude toward teaching.

Teacher Adjustment:

Adjustment is a constant process in which a person alters his behavior in order to have a more harmonious relationship with his existing situation. Gates and Jerkily (Gates and Jerkily, 1998) teacher adjustment refers to a teacher's adjustment to their school's climate, teaching staff, non-teaching staff, pupils, educational programmes, and other factors. Teachers' adjustment to the academic and general environment of the institution, socio-psychophysical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment, and job satisfaction are all terms used to describe how teachers adjust to the academic and general environment of the institution.

### Review of Literature

**Khan, A. T. (2011)** has led a research project

secondary school teacher' opinions toward inclusive education for children with special educational needs are mainly positive or supportive, according to the quantitative and subjective findings of this study. This study also found that the majority of Bangladeshi secondary school instructors supported the inclusion of such students in normal classes.

**Belapurkar, M. A. & Phatak, v. S. (2012)** has directed a study on "information and behavior of school teachers regarding inclusive education." according to the findings of the study, school instructors in both rural and urban areas have a minor negative attitude toward preparing and educating programmes in teachers' education with regard to inclusive education. This research also shows that school instructors are dissatisfied with government plans and arrangements for inclusive education.

**Das, a. & Bhatnagar, n. (2014)** has led a study on secondary school teachers' attitudes toward inclusive education in New Delhi. The study's most important conclusion was that teachers in Delhi had a positive attitude toward including pupils with special needs. This study also found that male teachers had a more favorable attitude toward inclusive education.

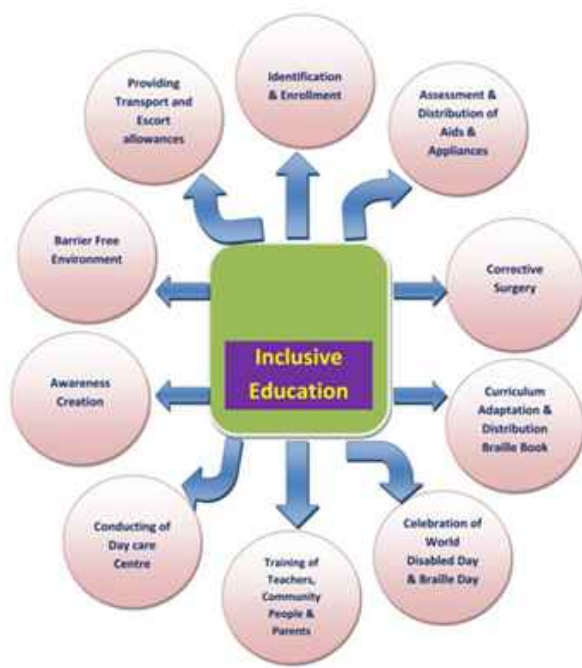
**Galovic, d. & Brojcin, b. & Glumbric, n. (2014)** have led a study on "teachers' attitudes to inclusive education in vojvodina." the findings revealed that participants had a neutral attitude toward inclusive education and had more optimistic expectations for inclusion results. This research also found that teachers at secondary schools and preschools, as well as teachers with past positive job experience, have a more positive attitude toward ie.

**Kaur, M. & Kaur, k. (2015)** have led a study on "secondary school teachers' attitudes toward inclusive education." according to the study's findings, there was no significant difference in attitudes toward inclusive education between male and female secondary school instructors. In terms of their attitudes toward inclusive education, this study found a considerable difference between country and metropolitan secondary school instructors.

**Kumar, a. (2016)** he led a research project called "investigating teachers' attitudes toward inclusive education system." according to the study's key findings, there is a considerable difference in attitudes toward inclusive education between country and urban instructors. This survey also discovered a substantial difference in attitudes toward inclusive education between male and female instructors, as well as low understanding and high experience teachers.

### **Inclusive education important**

Inclusive systems provide all children a greater chance to succeed in school and are crucial in altering discriminatory attitudes. Schools lay the groundwork for a child's initial interactions with the world outside of their families, as well as the development of social relationships and communication. When students of various skills and backgrounds play, socialize, and learn together, respect and understanding develop. Education that excludes and segregates maintains an imbalance in favor of marginalized groups. When education becomes more inclusive, students' perceptions of civic participation, business, and local life will improve.



**Figure:1.** Inclusive Education

### **Basic elements of inclusive education:**

Three forms of education are the most important aspects of inclusive education.

**1. Use of teaching assistants or specialists:** these educators have a fantastic opportunity to be inclusive. In this case, a specialist who assists teachers in meeting the requirements of a large number of pupils is working collaboratively. An expert who routinely pulls pupils out of class to work with them individually is not.

**i. Inclusive curriculum:** a comprehensive educational programme incorporates regionally relevant themes as well as contributions from marginalized and elective groups. It eliminates the use of two narratives, one good and one bad, and allows for the adaptation of the educational plan to the learning patterns of children with special needs.

**ii. Parental involvement:** most schools try for some level of family involvement, although it is often limited to email and special parent-teacher conferences. Experiencing the same thing as the varied school system, inclusion entails considering a variety of options for connecting parents based on their own preferences.

### **Advantages of inclusive education:**

There are numerous benefits of inclusive education for both disabled and non-disabled pupils. Some of the advantages of this education are listed below.

1. Inclusive education stimulates students' interest in all types of school movements.
2. An inclusive environment aids children's social and academic development.
3. In inclusive settings, numerous specialists such as teachers, psychologists, social workers, and teacher educators, among others, collaborate to carry out and describe instructional modifications.
4. Education for everybody. A better awareness and acceptance of diversity
5. Inclusive education gives all pupils a greater opportunity to collaborate.

### **Disadvantages of inclusive education:**

1. The number of teachers who are equipped to teach in an inclusive education system is insufficient.
2. Many schools do not provide enough resources to allow children to participate in inclusive classes.
3. The educational plan's content is inaccessible and not widely promoted.
4. The act of inclusion faces a considerable financial barrier.

### **Teachers' attitude towards teaching program**

A instructor who helps an individual's education is also known as a personal coach or, more historically, a governess. Self-teaching is an option for formal education in various nations. A instructor with a transient or ongoing work, such as a relative, or anyone with information or skills in a larger local area environment could help with casual learning. Allport (1935) defined it this way: "disposition is defined as "a psychological or brain state of readiness that is organized by experience and has a direct or dynamic impact on a person's response to all things and situations with which it is associated." furthermore, attitudes refer to people's general tendency to respond positively or adversely to an article, person, gathering, institution, or event " (morris & maestro, 2005). Nobody is born with any preconceived notions. Attitudes, such as interests, are learnt via life experiences that influence a person to act in certain ways toward people, professions, items, issues, and situations with which they are associated. Attitudes are quite individualized and have a lot of nuance to them. Every person's attitudes are highly coordinated, and the association is the consequence of his own reactions to his own experiences. Attitudes have a significant impact on one's behavior; similarly, individuals' attitudes can be positive (ideal) or negative (false) (horrible). There are three components to attitudes, according to K. Reinter and Kinaki (2007): emotional part (feelings or feelings), mental part (beliefs or ideas), and psychomotor part (conduct towards someone or something). Through quick and backhanded communication between society, school, and

instructors, these three components invariably appear to shape teachers' classroom posture (Leite, 1994). We just discussed how attitudes can be positive or bad, and how they are formed as a result of our current circumstances and life experiences. If a teacher's views are negative, he will not be able to succeed in his job. The teacher's scholarly attitudes, enthusiastic reactions, diverse habits, and personality, which comprises a huge number of factors, has an impact on the pupils' academic achievement, personality, interest, and so on (Bloom, 1976; Jeans, 1995; Brooks and Sikes, 1997). Teachers are the primary providers of high-quality education, and the success of education is dependent on their efforts. In any event, a teacher's professional qualifications, which form the system's foundation, are critical to its success (Calicos & Cetin, 2004). Professional ability, as well as personal attributes and disposition in relation to the profession, all have a role in a teacher's success. In any event, other research showed no substantial link between academic achievement and attitudes toward the teaching profession (Gcpi, 1981; Bhandarkar, 1980; Sara Swat, 1976). At any event, Mishap (1977) found a positive relationship between teachers in postgraduate institutions and instructors who worked in moderate-level institutions, with the teachers in postgraduate institutions having a considerably better attitude toward teaching. When it comes to the impact of age and attitudes, some research found a favorable outcome, while others found a negative outcome. Age was discovered to have an unmistakable beneficial association with attitudes toward teaching (Jaleel & Pillay, 1979). In another study (Gupta, 1979), opinions shifted from positive to negative as people got older. There was also a strong favorable association between the teachers' age and their attitudes toward teaching (Bhandarkar, 1980). In this way, the relationship between attitudes and scholastic achievement on the one hand, and attitudes and maturity on the other, was discovered to be consistent or inconsistent.



In the current paper, the authors are attempting to determine the effects of scholarly accomplishment and advancement through time on the improvement of ideal or negative attitudes toward teaching. The role of a teacher may alter depending on the culture. Teachers may instruct students in subjects such as education and numeracy, craftsmanship or professional preparation, the arts, religion, civics, community duties, or essential skills.

### Conclusion

Age, previous experience, beliefs, orientation, and educational stream all have an impact on mentality, which is a distinct element. Pre-service teacher preparing programmers help shape the disposition of teacher trainees by providing a sequence of experiences concentrated in their curriculum. New teachers enter the teacher preparing programmed with pre-existing beliefs. There is no discernible difference in teacher attitudes regarding teaching programmers based on teaching experience. Teachers' attitudes toward instructional programmers are influenced by their geographic location. As a result, it is concluded that there is a considerable difference in teacher attitudes toward teaching programmers based on their location. However, age has little bearing on a teacher's attitude toward a teaching end devour or on their pupils' academic achievements.

### References

1. Ball, s. J. (1994). Education reform: a critical and post-structural approach. Buckingham, pa: Open University press.
2. Banks, j. A. (1989). Approaches to multicultural reform. Trotter institute review, 3(3), 17-19.
3. Banks, j. A. (1993a). The canon debate, knowledge construction, and multicultural education, educational researcher, 22(5), 4-14.
4. Banks, j. A. (1993b). Multicultural education: development, dimensions, and challenges. The phi delta kappan, 75(1), 22-28.
5. banks, j. A. (1993c). Multicultural education: historical development, dimensions,& practice. Review of research in education, 19, 3-49.
6. Banks, j a. And tucker, m. (1998). "Multiculturalism's five dimensions." Nea today online.
7. Bell, l. & Stevenson, h. (2006). Education policy: process, themes, and impact. New york, ny: Rutledge.
8. Bernacchio, c. & Mullen, m. (2007). Universal design for learning. Psychiatric rehabilitation journal, 31(2), 167-169.
9. Center for applied special technology (2012). What is universal design for learning
10. Government of India. (2015). Constitution of India. New Delhi, India: ministry of law and justice.
11. Government of India planning commission. (2014). Report of the expert group to review the methodology for measurement of poverty. New Delhi, India: government of India.
12. Goyal, s. & Pandey, p. (2009). How do government and private schools differ? Findings from two large Indian states. South asia human development sector report, 30.
13. Hodkinson, a. & Devarakonda. C. (2009). Concepts of inclusion and inclusive education: a critical examination of perspectives and practices of teachers in India. Research in education, 82, 85-99.
14. Jha, m. M. (2005). Inclusive education and the common school in India. In c. S. Mohapatra (ed.), disability management in India: changes and commitments (160-171). Secunderabad, India: national institute for the mentally handicapped.
15. Kalyanpur, m. (2008), equality, quality and quantity: challenges in inclusive education policy and service provision in India. International journal of inclusive education, 12 (3), 243-262