

Perspectives of General Education Classroom Teachers regarding Children with Special Needs in Regular Classrooms

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Abstract

As the diversity of students in general education classrooms seems to be widening at a continuous rate, so accommodations and modifications that are needed to meet the needs of each and every student. The efficiency of classroom teaching and learning is co-related to teacher training and qualification to perform the job in accordance with the requirements of the nature of tasks assigned to the teacher. The objective of the study was to study teachers' views regarding knowledge, and understanding of inclusive education and to assess the Attitude in Acceptance of children with special needs (CWSN) in the Class. The descriptive exploratory survey design was employed in this study. As per design of the study, the evaluation of inclusive education was done in 12 districts of Punjab. Sampling techniques involved a combination of purposive and random selection of schools. Against the plan to evaluate 60 schools, 66 schools were covered. Data was collected from 63 classroom teachers, Most of the teachers' responses reflected a lack of proper knowledge and understanding to explain and differentiate between basic concepts of inclusion, Inclusive Education and Integration, except 34 (53.7%) teachers who tried to explain the meaning of Inclusive Education. The responses of the teachers revealed a lack of knowledge and understanding of proper techniques of teaching and evaluation. 14 (30.2%) teachers suggested having separate schools for CWSN, which defeats the purpose and importance of IE Scheme. The responses reflected a mixture of positive and negative attitude of teachers in teaching the CWSN in Regular Class-room. Although teachers are concerned with the betterment of CWSN, their reluctance to accept them in regular classrooms is also reflected in their attitude. The major challenge faced by the teachers was that of not being trained adequately to teach CWSN for which organizing a training workshop and deployment of Special Educators was the only remedy suggested by them.

Keywords: General education classroom teachers, inclusive education, Knowledge, Attitude, Mainstreaming

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