



Regular School Teachers' Concerns and Perceived Barriers to Implement Inclusive Education in New Delhi, India

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Since the passage of The Persons with Disabilities (PWD) Act in 1995 and subsequent implementation of various policies and programs by the Indian government to enhance the participation of students with disabilities in regular schools, there has been a steady growth of inclusive education. Such initiatives, however, have placed new demands on schools, especially on teachers who have the major responsibility for implementing inclusion at the classroom level. Literature from other countries indicates that for inclusion to be successful, it is essential that classroom teachers' concerns about implementing such programs be identified and systematically addressed. Unfortunately, there is a paucity of research about teacher concerns regarding inclusive education in India. This study was undertaken to identify the concerns and perceived barriers of regular school teachers in Delhi, India about the inclusion of students with disabilities. Respondents were secondary school teachers working in schools in Delhi that were involved in teaching special needs children. Two focus group interviews and 20 individual semi-structured interviews were conducted to collect data from the participants. The flexible qualitative analysis program QRS NVivo was utilized for data analysis. Three concerns and eleven barrier themes emerged.

Keywords: Inclusion, disabilities, teachers, concerns, barriers, India

INTRODUCTION

During the past three decades, there has been a growing worldwide commitment to education for children with special needs in regular education setting. This movement, at least in part, has been fueled by the United Nations' initiatives and policy and legislations implemented in many countries. These initiatives influenced India's decision to embrace the concept of inclusive education to provide equitable educational opportunities to children with disabilities. In 1994, representatives from 92 countries including India and 25 international organizations attended the World Conference on Special Needs Education in Salamanca, Spain. The Salamanca Statement and

Framework for Action on Special Needs Education urged all governments to adopt, as a matter of law or policy, the principles of inclusive education (UNESCO, 1994). Subsequently, India undertook some key initiatives that focused on providing increased educational opportunities for students with disabilities in regular education setting. Most notably among them are the Persons with Disabilities Act, 1995, National Trust Act, 1999, *Sarva Siksha Abhiyan* [Education for All Movement], 2001 and the Action Plan for Inclusive Education of Children and Youth with Disabilities, 2005. These initiatives have brought inclusive education to the forefront of education reform movement in India. If such initiatives are implemented appropriately, with adequate allocation of resources, they have the potential to change the lives of about 30 million children with disabilities in India (Chief Commissioner of Persons with Disabilities, 2007).

The literature indicates that the regular classroom teacher is the single most important variable in the success of inclusion programs (Bhatnagar & Das, 2013; Das et al., 2013a; Shah, 2005). It is what they do and what they believe shapes the quality of instruction that all students (particularly those with disabilities) receive in the classroom. The literature on inclusive education is also unanimous about the fact that no matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a program might be, effective inclusion does not take place until regular classroom teachers deliver relevant and meaningful instruction to students with disabilities (Das et al., 2012; Mastropieri & Scruggs, 2000). A close scrutiny of the literature indicates that regular education teachers do not consider themselves to be adequately prepared for this task (Bhatnagar & Das, in press, Das et al., 2013b; Shah, 2005). In addition, many of them indicate that adequate opportunities for professional development (in inclusion skills and competencies) have not been afforded to them. These teachers, therefore, have a number of concerns for the successful implementation of inclusive education programs.

Teacher Concerns for Inclusive Education

A range of concerns that many teachers involved in inclusive education have reiterated at different forums are inability to meet the demands of inclusion, feeling of anxiety regarding negative attitudes of staff, negative attitudes of regular education students towards their peers with disabilities, lack of funds for appropriate instructional materials and staffing, lack of collaboration among teachers and the curtailment of the academic progress of students without disabilities (Bhatnagar & Das, 2013; Shah, 2005; Werts et al., 1996; York & Tundidor, 1995). Other studies have also identified teachers' willingness and competencies to adapt instruction (Vaughn et al., 1996), non-inclusive curriculum (Sigafoos & Elkins, 1994; York & Tundidor, 1995), and teachers' stress (Male & May, 1997) as additional concerns impinging on teachers who are directly responsible for the implementation of inclusive education programs. Other common concerns that are recurrently expressed by school teachers about implementing inclusive education include safety issues, physical accessibility, behavior problems, large class

sizes, meeting the educational needs of students with and without disabilities, social needs, designing and implementing curriculum and instructional adaptations, evaluations, grades and diplomas, additional work and responsibility, lack of specialized personnel, lack of support from school administration, time and scheduling issues and lack of training in special education (Avramidis et al., 2000; Das, 2001; Das et al., 2013a and 2013b; Forlin & Chambers, 2011; Hemmings & Woodcock, 2011; Sharma et al., 2009).

Bhatnagar and Das (2013) conducted a survey of 470 regular school teachers in Delhi, India and reported that these teachers had a moderate level of concerns to implement inclusive education in their schools. While the teachers were not concerned about increased workload due to inclusion, an overwhelming majority of the respondents (95%) indicated that they had not received training in special education. Forlin and Chambers (2011) conducted a survey of 67 pre-service teachers at an Australian university to identify their concerns regarding the implementation of inclusive education. They reported that the respondents were concerned about their lack of knowledge and skill based difficulty with appropriate attention to all students in an inclusive classroom and an increasing workload. They were, however, most concerned about inadequate resources and a lack of staff to support inclusion. Cook and Cameron (2010) conducted a survey of regular education teachers in the United States and concluded that these teachers were more concerned about working with learning disabilities, attention deficit disorder and behavior disorder than students without disabilities. Sharma et al., (2009) conducted a survey of 480 pre-service teachers in India and reported that these teachers were moderately concerned about including students with disabilities in their classrooms. These teachers were particularly concerned about the lack of resources needed to implement inclusive education. Singal (2008) explored variables associated with inclusion and reported their impact on the implementation of inclusive education in India. Participants in her study reported large class size as a major barrier in the implementation of inclusion programs in their schools. Sharma et al. (2006) identified the concerns of the pre-service teachers in four countries namely Australia, Canada, Hong Kong and Singapore using a four-point Likert scale titled Concerns about Integrated Education Scale (CIES) where the scores ranged from 1 (not at all concerned) to 4 (extremely concerned). They reported concern mean scores of 2.21, 2.25, 2.62 and 2.68 for the teachers from Canada, Australia, Singapore and Hong Kong respectively. In another study, Bradshaw and Mundia (2006) used the same scale and found the concern mean score of 2.70 among 166 pre-service teachers in Brunei. Shah (2005) conducted a large-scale survey of 560 regular primary school teachers in Ahmedabad, India and reported that the teachers were moderately concerned about implementing inclusion. She reported that the teachers were most concerned about lack of infrastructural resources and least concerned about lack of social acceptance of students with disabilities in inclusive education classrooms. In an earlier study, Sharma (2001) conducted a survey of 310 primary school principals and 484 teachers in Delhi, India and reported that both principals and teachers were concerned about 'the lack of resources' (such as special education teachers and para-professional staff), 'the non-availability of instructional materials', 'the lack of

funding', and the 'lack of training to implement inclusive education'. Snyder (1999) conducted a qualitative study utilizing interviews of regular and special education teachers in the USA and reported that the teachers were concerned about increased work load, lack of skills in implementing inclusion and a lack of communication between regular and special education teachers.

It is vital that teacher concerns need to be addressed for the successful implementation of inclusive education. While discussing the importance of addressing teacher concerns for inclusion, McLeskey et al., (2001) argue that:

.....if successful inclusive school programs are to be developed, these concerns must be addressed and ameliorated to ensure that inclusive programs are successfully implemented, teachers have professional roles that are satisfying and reasonably demanding, and students benefit from these programs. (p. 115)

It is, therefore, imperative that policy makers in India pay close attention to the lessons learned from other countries while they are laying foundation for inclusive education programs. As mentioned earlier, statistics show that the number of students with disabilities is huge in India. In spite of these large numbers and the work that is going on in the development of inclusive education in India in the last three decades, there has been a dearth of research on teacher concerns. A review of literature yielded only three studies (Shah, 2005; Sharma, 2001, Sharma et al., 2009) that were done on this topic in India. In addition, all of these studies used quantitative research methods. This study was perhaps first of its kind in India that used qualitative research methods to gain an in-depth understanding of teachers' concerns towards inclusive education. In addition to understanding their concerns, the study also explored teachers' perceived barriers that hindered the successful implementation of inclusive education in their schools.

METHOD

This study employed an interpretive qualitative methodology for data analysis. Research indicates that qualitative methodology helps to understand a topic from the population experiencing it through textual description that can be analyzed to ascertain themes and induce transferable interpretations (Auerbach & Silverstein, 2003).

Participants and Settings

Participants in this study were secondary regular school teachers in Delhi, India. All of the schools where the teachers were selected from, implemented inclusive education for children with special needs. Two focus group interviews were conducted. Each focus group had ten participants. Group one had teachers from East and West administrative zone of Delhi while group two had teachers from North and South zone. These teachers were randomly selected and were invited to participate in the study. In addition to the focus group interviews, 20 individual semi-structured interviews were conducted as well. These teachers were also selected randomly from the four administrative zones (five teachers from each zone) of Delhi. Some teachers opted to be interviewed in Hindi

as they were not fluent in English. Open-ended questions were asked during both focus group and semi-structured interviews to understand teacher concerns and barriers for inclusion.

Data Analysis

The flexible qualitative analysis program QRS NVivo was utilized for the analysis of the qualitative data obtained from focus groups and semi-structured interviews. After reviewing the audiotapes, translating and transcribing Hindi transcripts into English, the resulting data was imported as rich text format (rtf) into the computer software package NVivo. The content analyses were conducted using the qualitative research analysis software. As a result of constant comparative analysis of the focus group and semi-structured interview transcripts, three concern themes and eleven barrier themes emerged.

RESULTS

In semi-structured and focus group interviews, the teachers were asked to express major concerns about inclusive education. In addition, they were encouraged to express barriers to the implementation of inclusive education in their schools. The main concerns expressed by the teachers were poor infrastructure, financial limitations and large class sizes. While the teachers expressed satisfaction with the services that they were providing, some of them indicated that they had encountered barriers to education. These barriers included a lack of trained teachers, lack of inclusion policy and a lack of differentiation in instruction among others.

Concerns about Inclusive Education

1. Poor Infrastructure. Mamta, with five years of teaching experience, seemed to be very concerned about the state of infrastructure in her school. According to her, this prevented many students with special needs in participating in various school activities. She commented:

They (special needs students) do not feel comfortable sitting in the classroom when their class is enjoying a television program in library on the second floor. They cannot go there in their wheel chairs as we do not have any lifts in the school.

2. Financial Limitations. This is a common issue in New Delhi schools as the state government allots a limited budget to each school for the education of children with special needs. Although some assistance is offered to schools for special needs education, this does not even meet their basic needs such as the purchase of instructional material. Savitri, a young female teacher felt that financial limitations did not allow the schools to buy the resources that would support special needs students' learning. She revealed:

The latest technology which should be available for special needs students is not available in our school. For example the hearing impaired students can learn from computer technology but we are not able to purchase this because of financial limitations.

3. *Large Class Sizes.* The concept of smaller class size is central in learning theories that have been driven by psychological and developmental paradigms in education (Cannella, 1997). Class size has been an area of intense research in the field of inclusive education and studies have presented a variety of findings on the topic. Sushil, a senior Language Arts teacher believed that inclusion could be more successful if they had smaller class sizes in their schools, where fifty students in a class is a norm. Sushil suggested:

The issue of small class size and the quality of one-on-one interaction between teachers and students with disabilities becomes further irrelevant when the real issue in many classrooms is the struggle to acquire the foundations of literacy amidst a paucity of resources and aids required by the child. For many years India has had a huge population and Indian children have studied in large classes with limited resources. In the Indian context where resources are scarce, large class sizes are a further blow to inclusive education.

Barriers to Inclusive Education

The teachers were also asked about the factors that they perceived as preventing successful implementation of inclusive education in their schools. The following were the themes that emerged from the discussion:

1. *Lack of Trained Teachers.* Teachers have a crucial role to play in the successful implementation of inclusive education. While it has been common to assess and provide support for the needs of the learner, the support needs of the teachers is often overlooked. Ravi, a young math teacher expressed his anguish on the issue of unskilled teachers and suggested that all teachers must be provided with relevant in-service training. According to Ravi:

We, the teachers were never given any training to teach students with special needs. We are teaching all kinds of children but in reality do not possess skills for teaching them. The school management and school principal must ensure that all teachers get in-service training and guidance for teaching special needs students. The trained teachers must be rewarded or adequately compensated and encouraged to go through the training for successful inclusive education programs in schools. National Council of Educational Research and Training (NCERT) must also prepare a team of master trainers who should offer training to the teachers for assisting them to learn the techniques of teaching special needs students.

2. *Lack of Inclusion Policy.* One of the challenges facing inclusion in India today is the challenge of providing a single policy for the appropriate education for children and youth with special needs (Das et al., 2012). This gets compounded due to vast differences in management structure of ever increasing private schools. According to Desai et al., (2008), about 68% children in 6–14 years of age group are enrolled in government-run schools with 42% and 76% of the urban and rural students in

government schools, respectively. Private school enrolment stands at 58% in urban areas to 24% in rural areas.

Over the past many decades there has been a proliferation of legislation and federally funded "special," "compensatory," and "remedial" education programs designed to ensure the educational success for these students. Each of these programs has expanded knowledge about pedagogy and technology for selected segments of the student population but the irony is that all schools do not have a policy to include special needs students in their schools which should be made essential for all the schools.

Rakesh, a postgraduate teacher was concerned that teachers do not know the goals and objectives of the special needs students as there was no policy in the school. Those students also have the same curriculum as those students without special needs. According to Rakesh:

We are perhaps doing injustice to special needs students in our schools as we have no policy and no guidance about their goals and objectives. In the absence of a policy, no program can be implemented successfully. We are not trained and skilled and therefore are working in dark. The school management and principal should collaborate to make a policy for a successful inclusion program in the school.

3. *Lack of Differentiation in Instruction.* Baker and Zigmond (1990) found that the teachers in mainstream schools taught in large groups and seldom differentiated instruction or made adaptations based on students' needs. In addition, on a survey addressing adaptive instruction, regular education teachers did not specify classroom adaptations for students with disabilities (Florian, 2005). In India, there is not a common curriculum in different states and therefore becomes difficult to make adaptations for children with special needs. In addition, curriculum planning for inclusive education is much neglected by educators as being unnecessary. Sri, a very senior teacher commented on the same curriculum structure in their classes suggesting that the alternative is unnecessary and stated:

Special programs and regular education programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualized educational needs but we teachers do not have any time and any idea to distinguish the two curriculums for the two sets of students sitting in our classes. The students are given the same assignments, same tests and the same question papers in the examinations. We are simply trying to do uniformed education. NCERT must ensure that there is a national curriculum for different types of disabled students based on the severity of disability.

4. *Parental Pressure.* The parents of students with and without special needs pressurize the teachers, the principals and other staff in schools to make their own way. The teachers who are already overworked and overstrained have to undergo additional pressure from the parents. The parents wish to make sure that the children with special needs are supported by their peer group and teachers with respect. Lalitha, a senior language arts teacher expressed her concerns like this:

Some parents interpret rigid rules and eligibility requirements to which the schools must adhere to as an indication that school officials are not willing to help their child. Other parents feel that the school actively discourages their participation in shaping educational programs for their children. We have also seen that conflicts arise when the school perceives the parents' requests for services and a stronger voice in decision making as being excessive, costly and inappropriate.

5. *Teacher Anxiety.* Many teachers were not sure whether inclusive education was a success in their schools. The teachers expressed their concerns about having stress and anxiety while including special needs students in their classrooms. Rohit, a young teacher was also concerned about teachers' burn out due to inclusion and suggested that the Ministry of Education must prepare the teachers for this purpose. He commented:

Many of us are not trained in teaching special needs students and sometimes have to face some maladaptive behaviors such as tantrums, aggression, self-injury and avoidance or neglect of the teachers. Sometimes they throw chairs on other students. This is really very stressful for the teachers. Ministry of Education must conduct seminars to help the teachers and encourage them to have integrated practices in the school. The teachers must be adequately prepared to welcome and teach the special needs students in their classes.

6. *Negative Attitudes.* Research indicates that the successful implementation of inclusive is largely dependent on educators being positive about it (Bhatnagar & Das, 2013; Das et al., 2013). Many teachers are, however, unwilling to include special needs students in their classrooms. In many studies the attitudes of teachers towards educating students with special needs has been put forward as a decisive factor in making schools more inclusive (Hegarty & Alur, 2002). Sushila, a senior Language Arts teacher talked about the negative attitudes of teachers as a major barrier to inclusive education. According to her, the students with special needs deserve better and the teachers having negative attitudes towards inclusive education must be prepared and trained by the school principal and other staff to improve their attitudes. According to her:

The teacher is a central figure in inclusive education. Many teachers in ordinary schools have do not knowledge or skills with regard to teaching special needs students. Some are perhaps directly negative, others only confused and afraid, still others overlook or overprotect the pupil. I would like to point out one dangerous and frequent effect of these varying negative attitudes: The teacher's expectations regarding the pupil's achievement are far too low. We all need to fulfill expectations of those students who have special needs. It is a major responsibility of the school principal to ensure that classroom teachers do not exhibit negative attitudes towards the special needs students.

7. *Fear of Downfall of Academic Achievement.* Burdened with a history that includes the denial of education, separate and unequal education and relegation of standards, the

quest for quality education remains an elusive dream for the students with special needs in India. In education systems, efforts are underway to focus attention on the nature, quality, and level of student learning. In this age of increased academic competition, all the schools are competing to show their best results and this is the main reason that most teachers do not wish to include students with special needs in their classes. These students may not show good results and teachers do not wish to show such results. This could be considered the main barrier to inclusion of special needs students in mainstream schools.

The difference in academic performance among children is referred to as the achievement gap. Children with intellectual impairment generally achieve at lower levels than children with any other special needs. Slavin (1995) proposes that schools can have a powerful impact on the academic achievement and success of all children by viewing them as 'at-promise' rather than 'at-risk' and preparing them to reach their full potential. Om, a young Science teacher was of view that the students are not integrated in the schools because teachers are scared of downfall of their academic achievement. They do not want to be deprived of the award given to those teachers who have got one hundred percent success and that is the barrier to inclusive education in our schools. According to Om:

Segregation and inclusion may be thought of as opposite poles on a sliding transition scale. Those teachers who hesitate to include intellectually slow children into their classrooms and are scared of fall of their academic results, must be informed by school administration that the results of the special needs students would not be affecting their overall achievement and that those teachers must be awarded who include those students into their classrooms.

8. *Lack of Professional Development of the Teachers.* In recent years, professional development for school teachers has come to be seen as a key component of inclusive education reform agenda. In traditional school schedules, sufficient time for this kind of teacher activity is not normally integrated into the school day. Professional development today also means providing occasions for teachers to reflect critically on their practices. The absence of professional development of teachers is the key challenge and the most important obstacle to policy makers' efforts to create inclusive education. The vision of practice that underlies the reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about students' outcomes and to teach in the ways they did not teach before. The success of inclusive education ultimately depends on teachers' success in accomplishing the tasks of learning the skills and perspectives assumed by new visions of inclusion and unlearning the practices and beliefs about students and instruction that have dominated their professional lives to date. Still, few occasions and little support for such professional development exist in our schools. Tina, a veteran Language Arts teacher believed that lack of professional development for teachers is one of the biggest barriers to inclusive education in schools. She added:

The dominant training-and-coaching model which is focused on expanding an individual repertoire of well-defined classroom practice is not adequate to the conceptions or requirements of teaching embedded in present reform initiatives which includes special students as well. The Ministry of Education must endeavor to provide professional development to all teachers so that they understand the concept of inclusive education and are ready for including special needs students.

9. *Admission Policy of the School.* Right to admission in an educational institute under Articles 14 and 21 of the Constitution of India is a fundamental right. Even as Articles 32 and 39 of the Persons with Disabilities Act, 1995 clearly pronounces that every academic institution is bound to reserve 3 per cent of the seats for students with disabilities, this seems to have been ignored by most of the self-financed institutions in the state (Express India, 1st Feb. 2009). There are various institutions in India where students with disabilities are denied admission. According to Amitav, this is a significant barrier to inclusive education, as students and parents do not know about their rights and opportunities. According to Amitav:

In our schools we see only a few special needs students. These students like to sit at home as they do not know about their rights. The school management and school principals must not close the gates of the school for any special needs student. The Department of Education, New Delhi must reserve a few seats for special needs students in each and every school. Also, school principals must be obliged to give admission to special needs students.

DISCUSSION

The focus group and semi-structured interviews provided with a clear and comprehensive picture of teacher concerns and perceived barriers for the successful implementation of inclusive education in India. The concerns expressed by the teachers were poor infrastructure, financial limitations and large class sizes. Further, teachers' perceived barriers of inclusion substantiated their concerns. While the teachers expressed satisfaction with the services that they were providing, some of them indicated that they had encountered several barriers along the way which provided hindrance to implementing inclusion in their schools. Some of the barriers that obstructed the successful implementation of inclusion in New Delhi schools included a lack of inclusion policy, lack of trained teachers and para-professionals and a fear of downfall of academic achievement among others.

It is clear from the qualitative data obtained in this study that one of the immediate goals of the schools in Delhi, is the need for a social inclusion initiative aimed at enabling all young people, especially those with special needs, to attend school and successfully access education. Inclusion considers that all students are full members of the school community and are entitled to the opportunities and responsibilities that are available to all students in the school. David and Kuyini (2012) make an emphatic case

for social inclusion of children with disabilities in India. This may perhaps be a starting point in many schools, especially in rural areas, which may create further opportunities and yield improved outcomes for children with special needs in India.

The results of this study call for an introspection among all stakeholders in India that are involved in the implementation of inclusive education. It is necessary to discuss the results in detail to comprehend why these results have emerged among teachers in Delhi. In addition, a close scrutiny is warranted to fully understand the barriers that prevent the teachers from successfully including children with disabilities in their classrooms. A sustained and comprehensive effort from all stakeholders is needed to address teacher concerns and perceived barriers. It is only then that the true inclusion imperative can be realized in India.

As with any innovation or educational reform effort, the successful inclusion of students with disabilities requires a fundamental change in the organizational structures of schools and in the roles and responsibilities of teachers. Change in schools can be difficult, given the preponderance of school structures that promote traditional practices and provide little support for innovation (Klinger et al., 2001). Strong support systems, containing key personnel and resources committed to the change process, are required to change school practices in India. Responsible inclusion also necessitates a modification of existing financial policies (Evans, 2000). It is, therefore, necessary that funding systems of the schools in India be geared to sustain and gradually enhance inclusion programs in the schools. In addition, those teachers, who did not have an opportunity to receive initial or in-service training in special education, may tend to have apprehensions and anxieties regarding teaching students with disabilities. This may reflect, on the teachers' part, a general and great fear of the unknown and their uneasiness of not being able to cope with meeting the educational and social needs of these students (McLaughlin & Lewis 2001). It is therefore urgent that resources must be made available for the professional development of the teachers and other professionals.

In order for the professional development programs to be more effective, ongoing opportunities must be made available to the teachers. David and Kuyini (2012) argue that teachers have benefited from in-service programs that form 'part of a long term systemic staff development plan' rather than from 'single-shot' short-term programs.

In addition to professional development opportunities, pre-service teacher training programs in India must be re-examined in light of the findings of this research. The teachers in Delhi clearly perceive their lack of ability as a barrier to implement inclusion. A number of researchers have raised the issue of inadequate exposure of pre-service regular education teachers in working with special needs children (Sharma et al., 2009; Shah, 2005). The pre-service teachers in India should be afforded the opportunity for more coursework and exposure in working with special needs children by examining existing teacher training curriculum.

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Turkish Abstract

Regular School Teachers' Concerns and Perceived Barriers to Implement Inclusive Education in New Delhi, India

1995 PWD Hareketi ve Hint hükümetinin engelli öğrencilerin normal okullarda eğitim almalarını sağlayan çeşitli program ve politikalarla, kaynaştırma eğitiminde istikrarlı bir gelişme söz konusudur.

Fakat bu tür programlar okullara özellikle sınıf seviyesinde kaynaştırmanın uygulanmasında büyük sorumluluk sahibi öğretmenlere yeni istekler oluşturmuştur. Farklı ülkelerin literatürleri kaynaştırmanın başarılı olması için öğretmenlerin bu tür programları uygulamadaki endişelerinin belirlenmesi ve sistematik olarak üzerinde çalışılmasını temel olarak göstermektedir. Fakat Hindistan'da kaynaştırma eğitimiyle ilgili öğretmenlerin endişelerini konu alan araştırmalarda bir azlık söz konusudur. Bu çalışma Delhi, Hindistan'da kaynaştırma eğitimiyle ilgili öğretmenlerin endişelerini ve algıladıkları engelleri belirlemeyi amaçlamaktadır. Çalışmaya katılanlar Delhi'de özel eğitime ihtiyaç duyan öğrencilerle çalışan ortaokul öğretmenlerinden oluşmaktadır. İki odak grup görüşmesi ve 20 yarı-yapılandırılmış görüşme very toplamak için yürütülmüştür. Esnek nitel analiz programı QRS NVivo verileri analiz etmek için kullanılmıştır. 3 endişe veren konu ve 11 engel teması ortaya çıkmıştır.

Anahtar Kelimeler: Kaynaştırma, engeller, öğretmen, endişe, engel, Hindistan

French Abstract

Les Préoccupations des Enseignants Scolaires Régulières et les Obstacles Perçus à Mettre en œuvre l'Éducation Inclusive à New Delhi, Inde

Depuis le passage des Personnes avec des Handicaps (PWD) l'Acte(la Loi) en 1995 et la mise en œuvre ultérieure de politiques diverses et des programmes par le gouvernement indien pour améliorer la participation d'étudiants avec des handicaps aux écoles régulières, il y a eu une croissance stable d'enseignement inclus. De telles initiatives, cependant, ont placé de nouvelles demandes sur des écoles, particulièrement sur les professeurs qui ont la responsabilité majeure de mettre en œuvre l'inclusion au niveau de salle de classe. La littérature d'autres pays indique que pour l'inclusion pour avoir du succès, il est essentiel que les préoccupations des professeurs de salle de classe de la mise en œuvre de tels programmes à être identifié et adressé systématiquement. Malheureusement, il y a un manque de recherche de préoccupations de professeur quant à l'enseignement inclus en Inde. Cette étude a été entreprise pour identifier les préoccupations et les barrières perçues de professeurs scolaires réguliers à Delhi, l'Inde de l'inclusion d'étudiants avec des handicaps. Les personnes interrogées étaient des enseignants du secondaire marchant dans les écoles à Delhi qui a été impliqué dans des enfants handicapés enseignants. Deux interviews de groupe de discussion et 20 individu ont semi-structuré des interviews ont été conduit pour rassembler des données des participants. L'analyse qualitative flexible programme QRS NVivo a été utilisé pour l'analyse de données. Trois préoccupations et onze thèmes de barrière ont apparu.

Mots-clés: Inclusion, handicaps, professeurs, préoccupations, barrières, l'Inde

Arabic Abstract

مخاوف المعلمين في المدارس النظامية "و يرى الحواجز لتنفيذ التعليم الجامع في نيودلهي، الهند
منذ صدور القرار للأشخاص ذوي الإعاقة (PWD) في عام 1995 و سياسة مختلفة للتنفيذ اللاحق والبرامج من قبل الحكومة الهندية لتزويد مشاركة الطلاب المعوقين في المدارس العادية، كان هناك نمو مستمر التعليم الجامع. مثل هذه المبادرات، ومع ذلك، فقد وضعت مطالب جديدة على المدارس، وخصوصاً على المعلمين الذين لديهم المسؤولية الرئيسية عن تنفيذ إدراج على مستوى الفصول الدراسية. الأدب من دول أخرى يشير إلى أن لإدراجها لتكون ناجحة، فمن الضروري أن الشواغل معلمي الصفوف 'عن تنفيذ مثل هذه البرامج أن تحدد ومنهجية التصدي لها. للأسف، هناك ندرة في البحوث حول مخاوف المعلم بشأن التعليم الجامع في الهند. وقد أجريت هذه الدراسة لتحديد المخاوف والحواجز المرئي من معلمي المدارس العادية في دلهي، الهند بشأن إدراج الطلاب ذوي الإعاقة. كان المشاركون معلمي المدارس الثانوية الذين يعملون في المدارس في دلهي التي شاركت في تعليم الأطفال ذوي الاحتياجات الخاصة. أجريت مقابلتين مجموعة التركيز و 20 فرد مقابلات شبه منظمة لجمع البيانات من المشاركين. تم استخدام برنامج التحليل النوعي مرنة QRS NVivo لتحليل البيانات. ظهرت ثلاثة مخاوف وأحد عشر موضوعات الحاجز. الكلمات المهمة: تضمنين، الإعاقة، المعلمون، القلق، الحواجز، الهند