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**NATIONAL CONFERENCE ON  
'INNOVATIVE APPROACHES AND PRACTICES  
FOR BUILDING AN INCLUSIVE SOCIETY'  
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**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH  
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REGIONAL CENTRE KOLKATA  
DEPwD (Divyangjan)  
(Ministry of Social Justice & Empowerment, Government of India)**



# NATIONAL CONFERENCE ON INNOVATIVE APPROACHES AND PRACTICES FOR BUILDING AN INCLUSIVE SOCIETY

## C o n t e n t s

Inclusive Education : Past, Present and Path Ahead <i>Sudesh Mukhopadhyay</i> .....	1
Effectiveness of Resource Support and Teacher Training on Inclusion of CWSN <i>Keshwal H.S. &amp; Chavan B.S.</i> .....	9
A Study on the Effectiveness of Computer Assisted Instruction (CAI) on the Academic Performance of Children with Mild Intellectual Disabilities at Primary Level: An Approach that will lead from Isolation to Inclusion <i>Alakananda Bandyopadhyay</i> .....	19
Special schools promoting inclusive education <i>Moorkoth Ajit</i> .....	34
Inclusion: multiple definitions, multiple meaning and a jargon <i>Dr. Akhilesh kumar</i> .....	40
Teaching literacy and numeracy skills- tlm for promoting inclusion <i>Geetha gopi n, tobbey philip jacob</i> .....	44
Building an innovative society for persons with disabilities: The policy path <i>Dr. Payel rai chowdhury dutt</i> .....	55
Supported independent housing for persons with intellectual disability & social inclusion <i>Dr. A.1.thressiakutty</i> .....	70
A relation between special and inclusive school children on accomplishment of sociable skills of children with intellectual disabilities <i>Dr. Madhavi sharma, Prof. Silali banarjee charkrobarty</i> .....	74
Parents training on comprehensive intervention for children with autism as step towards inclusion <i>E. Sambandam</i> .....	82
Targeted newborn hearing screening of 'at risk' babies: one step ahead to inclusive education in tertiary level <i>Nirmalya ghosh</i> .....	91
To compare the effects of biofeedback and task oriented intervention on balance confidence and its relationship with social participation in stroke survivors <i>E. Pachaippan</i> .....	97



Effectiveness of dual task exercises on community ambulation in stroke patients	
<i>N. Raghunadh</i> .....	108
Early intervention services for preparing the cerebral palsy children with intellectual disabilities for inclusive education.	
<i>Dr. R C Nitnaware and Mr. Santosh sethi</i> .....	118
Effectiveness of knowledge transfer by parents utilizing distributed teaching learning materials to the persons with intellectual disabilities.	
<i>Soumi banerjee</i> .....	125
Psycho-emotional disablism of persons with intellectual disabilities - a case study	
<i>Sucharita dutt</i> .....	131
Building inclusive classrooms for students with intellectual disabilities	
<i>Sudhir markham j s, and suraj singh</i> .....	140
Confidence of master trainers in teaching children with special needs in inclusive classroom	
<i>Umesh kumar sharma</i> .....	146
A step towards inclusion : a case study on autism	
<i>Aditi biswas</i> .....	156
Practices of Inclusive Education in India: The National Perspective	
<i>Prof. Amitav Mishra</i> .....	165
Visual impairment and inclusive education - myth or reality : a case study	
<i>Dr. Priyanka bose (das)</i> .....	177
Inclusive entrepreneurship	
<i>Dr. A.T.Thressiakutty</i> .....	185
Cross Disability Approach to Early Childhood Inclusive Education	
<i>Mousumi Bhaumik, Ph.D.</i> .....	187
A study on peer attitude towards children with intellectual disability in inclusive set up at middle school level	
<i>Moumita Biswas</i> .....	188
Children with Intellectual Disability: A Study from the parental perspective	
<i>Mintu Bhattacharya</i> .....	189
A comparative study on reading skills and reading error of elementary level sighted and sightless children and impact of intervention programme	
<i>Mrs. Minati Rani Mohapatra</i> .....	189
Global approaches and practices toward inclusive education.(based on the study and literature review and twenty five years of experience inclusive education)	
<i>Ruma Banerjee</i> .....	190

## CONFIDENCE OF MASTER TRAINERS IN TEACHING CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOM

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**Abstract:** *A survey based research was conducted with master trainers of North East States of India, to explore their confidence level about teaching Children with Special Needs (CWSN) in Inclusive Classroom. Closed ended questions were used in the survey to collect information from the respondent. This tool covers six areas viz. Inclusive Education, Identification of CWSN, Teaching techniques, Adaptations, Lesson plan preparation & implementation, and IEP preparation & implementation. Collected data were tabulated and analyzed separately for each area for two information, they are a) sum up response of the master trainers, and b) percentage distribution of responses under three i.e. more confident, less confident and very less confident. The results of this analysis are reported and comparisons are made of the confidence level shared by the teachers. From the result it was revealed that maximum of them are not confident in dealing CWSN in inclusive classroom. However, many are showing confident in implementing the lessons prepared by special educators.*

**Key words:** *Confidence level, Master trainers, CWSN, Inclusive Classroom*

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### Introduction

In India, 'The Right of Children to Free and Compulsory Education Act, 2009' and 'Rights of Persons with Disabilities Act, 2016' assumes special significance for quality educational opportunities to be made available to children with disabilities as along with necessary infrastructural facilities and support services including trained teachers. The education of students with disabilities and non-disabled students in the same school and same class were the biggest debate from the last three decades. The debate emanated from voices supporting and those criticizing inclusive education. Teachers are often not including adaptations into the classroom that would better students with special needs. Instead they are teaching with antiquated strategies (Kara & Yoga, 2001).

When she teach student with disability, she requires adapting the content, techniques and resources to match with the needs of student. Researchers have emphasized that the student teaching experience is the core of effective teacher preparation because it provides meaningful learning opportunities (Cook, 2002). General education teachers often report that they do not feel confident enough in their knowledge and skills to effectively teach students with disabilities (Hyunsoo, 2004).

The purpose of this study is to investigate the level of confidence in dealing Children with Special Needs (CWSN) of Master Trainers of NE States in inclusive classroom. Therefore, it was emphasized on knowledge of inclusive education, identification of CWSN, teaching techniques suitable for CWSN, adaptation, preparation and implementation of lessons and IEP.

### **Research Questions**

The following questions are set and worked upon

1. What is the level of understanding about Inclusive Education by Master Trainers of NE States?
2. What is the level of confidence of Master trainers of NE States in identification of CWSN?
3. What is the level of confidence of Master Trainers of NE States in teaching techniques for CWSN in Inclusive Classroom?
4. What is the level of confidence of Master Trainers of NE States in adaptations required for CWSN in Inclusive Classroom?
5. What is the level of confidence of Master Trainers of NE States in preparation and implementation of Lesson for teaching CWSN in Inclusive Classroom?
6. What is the level of confidence of Master Trainers of NE States in preparation and implementation of IEP for CWSN in Inclusive Classroom?

### **Methods**

Participants in this study were Master Trainers from NE state of India. Twenty six Master Trainer were participated in the survey. They were selected as they are deputed by the respective states to North East Regional Institute of Education (NERIE), NCERT, Umiam, Shillong. The instrument used for collecting the information was a questionnaire called 'Confidence on Teaching CWSN in Inclusive Classroom'. The items in the questionnaire are closed ended type and were listed under six domains viz. 1. Inclusive Education, 2. Identification of CWSN, 3. Teaching techniques, 4. Adaptations, 5. Lesson plan preparation & implementation, and 6. IEP preparation & implementation. Respondents were offered three rating scale viz. for domain Inclusive Education: more knowledge, less knowledge and very less knowledge; and for remaining areas more confident, less confident and very less confident. Once the response came back from the teachers, the information were tabulated and analysed. In order to obtain the result, data were sum up and converted into percentage. Data were analysed separately for each items for two information, they are a) sum up response of the master trainers, and b) percentage distribution of responses under three i.e. more confident, less confident and very less confident.

### **Results**

Descriptive statistics were used to calculate the collected data. Initially the data were analysed as per the code provided for response and further percentage distribution.

### What is the level of understanding about Inclusive Education by Master Trainers of NE States?

**Table 1**

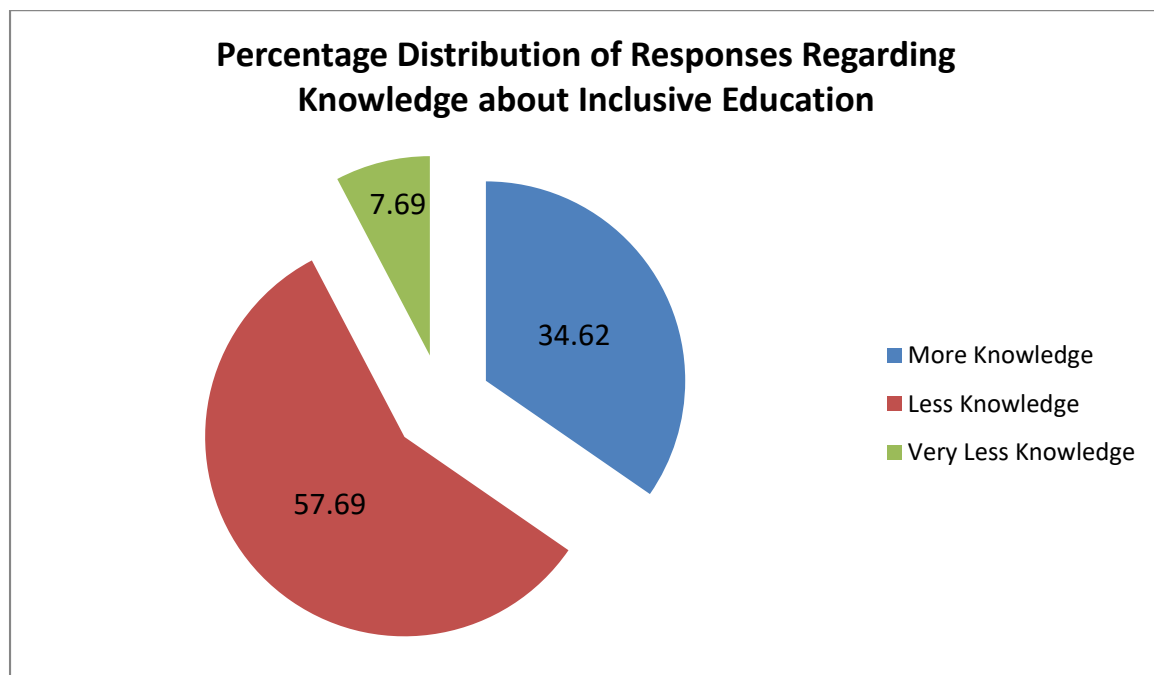
*Table describing the level of understanding about Inclusive Education by Master Trainers of NE States*

No	Item	MK	LK	VLK
1	Knowledge about Inclusive Education	9	15	2

N = 26

*Note:* MK = More Knowledge; LK= Less Knowledge; VLK= Very Less Knowledge

Knowledge level of Master Trainers of NE States about Inclusive Education is shown in table 1 and percentage distribution of response is shown in figure 1. In the item related to knowledge about inclusive education, out of 26 Master trainers only 2 (7.69 %) of them are having very less knowledge, 9 (34.62 %) are having less knowledge and 15 (57.69 %) are having more knowledge. It reveals that maximum of the Master trainers are having knowledge about Inclusive Education.



*Figure 1.* Percentage distribution of More Knowledge, Less Knowledge and Very Less Knowledge response of Master Trainers regarding Inclusive Education.

### What is the level of confidence of Master trainers of NE States in identification of CWSN?



**Table 2**

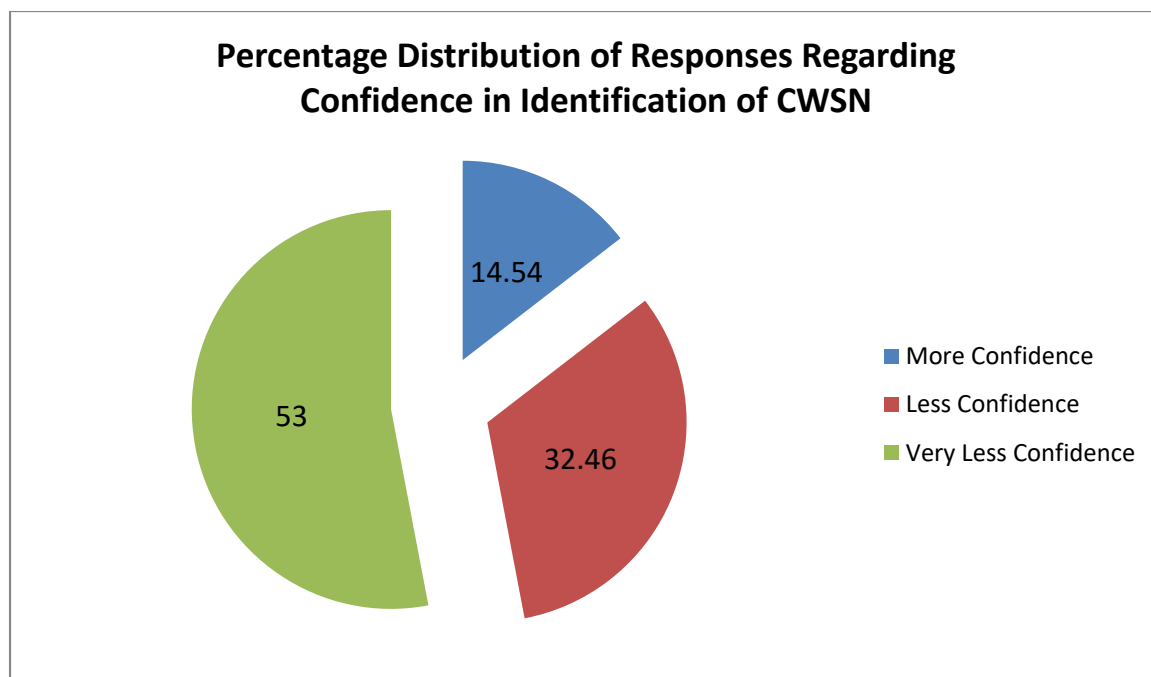
*Table describing the level of confidence of Master trainers of NE States in identification of CWSN*

No	Item	MC	LC	VLC
1	Children with Intellectual disability	1	8	17
2	Children with Slow learners	4	12	10
3	Children with learning disabilities	4	8	14
4	Children with Autism Spectrum Disorder	0	7	19
5	Children with Attention Deficit Hyperactivity Disorder	1	7	18
6	Children with Emotionally disturbed	3	8	15
7	Children with Deaf/ Hard of Hearing	9	8	9
8	Children with Visually Impaired	9	9	8
9	Children with Giftedness	3	9	14

N = 26

*Note:* MC = More Confidence; LC= Less Confidence; VLC= Very Less Confidence

Confidence level of Master trainers in the items listed under the domain identification of CWSN is varying. The survey responses of Master trainers on confidence level in identification of CWSN are shown in table 2 and percentage distribution of response is shown in figure 2. Only 3.78 (14.54%) has more confident in identification of CWSN, 83.44 (32.46%) has less confident and 13.78 (53.00%) has very less confident. From their response it can be observed that maximum of the Master trainers are not having enough knowledge about characteristics and symptoms of children with Intellectual Disability, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Emotionally disturbed. Whereas they are more confident in identification of children with Deaf/Hard of Hearing, Visually Impaired. These may be due to visible in their physical appearance.



*Figure 2. Percentage distribution of More Confidence, Less Confidence and Very Less Confidence responses of Master Trainer regarding identification of CWSN.*

### **What is the level of confidence of Master Trainers of NE States in teaching techniques for CWSN in Inclusive Classroom?**

**Table 3**

*Table describing the level of confidence of Master Trainers of NE States in teaching techniques for CWSN in Inclusive Classroom*

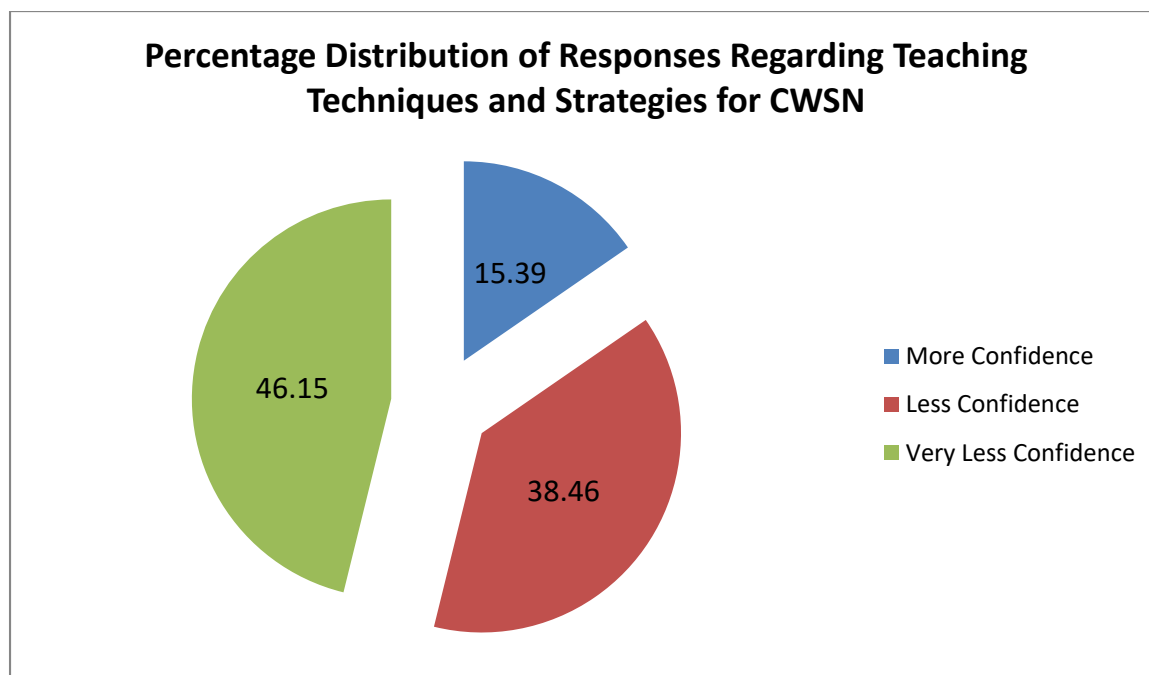
No	Item	MC	LC	VLC
1	Teaching techniques and strategies for teaching CWSN in Inclusive classroom.	4	10	12

N = 26

*Note:* MC = More Confidence; LC= Less Confidence; VLC= Very Less Confidence

Confidence level of Master Trainers of NE States about teaching techniques and strategies for teaching CWSN in inclusive classroom is shown in table 3 and percentage distribution of response is shown in figure 3. Out of 26 Master trainers only 4 (15.39 %) of them are having more confidence, 10 (38.46 %) are having less confidence and 12 (46.15 %) are having very less confidence in teaching strategies skills required for teaching CWSN in inclusive classroom. From the above result it may assume that around half of the Master trainers have some knowledge and confidence in using teaching techniques and strategies for CWSN in inclusive classroom.





*Figure 3. Percentage distribution of More Confidence, Less Confidence and Very Less Confidence responses of Master Trainer regarding teaching techniques and strategies for CWSN in inclusive classroom.*

#### **What is the level of confidence of Master Trainers of NE States in adaptations required for CWSN in Inclusive Classroom?**

**Table 4**

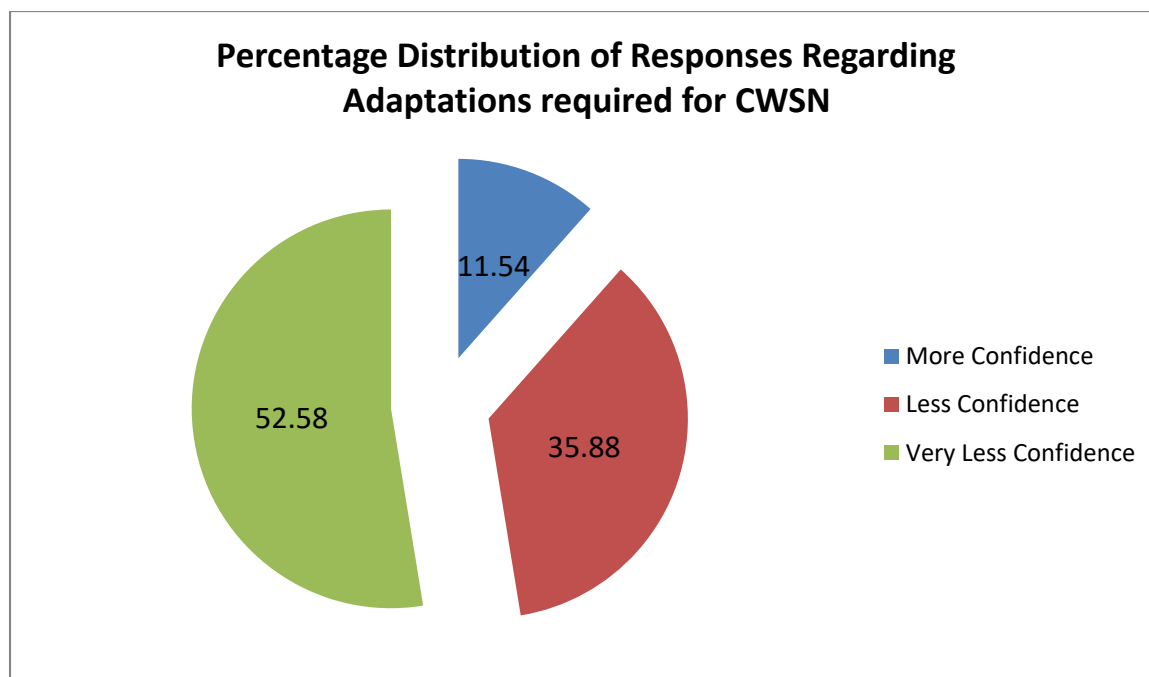
*Table describing the level of confidence of Master Trainers of NE States in adaptations required for CWSN in Inclusive Classroom*

No	Item	MC	LC	VLC
1	Adapt curricular content for CWSN in inclusive school.	3	9	14
2	Adapt Teaching Learning Materials for teaching CWSN in inclusive school.	5	11	10
3	Adapt examination pattern for CWSN in inclusive school.	1	8	17

N = 26

*Note:* MC = More Confidence; LC= Less Confidence; VLC= Very Less Confidence

The survey responses of Master trainers on confidence level in adaptations required for CWSN in inclusive classroom are shown in table 4 and percentage distribution of response is shown in figure 4. Only 3 (11.54%) has more confident in adaptation skills required for CWSN, 9.33 (35.88%) has less confident and 13.67 (52.58%) has very less confident. It reveals that more maximum of Master trainers are not having enough skills and confidence in adaptations required for CWSN in inclusive classroom. Also, it is found that adaptation in the examination pattern is more challenging for them then adapting teaching learning materials.



*Figure 4. Percentage distribution of More Confidence, Less Confidence and Very Less Confidence responses of Master Trainer regarding adaptations required for CWSN in inclusive classroom.*

**What is the level of confidence of Master Trainers of NE States in preparation and implementation of Lesson for teaching CWSN in Inclusive Classroom?**

**Table 5**

*Table describing the level of confidence of Master Trainers of NE States in preparation and implementation of Lesson for teaching CWSN in Inclusive Classroom*

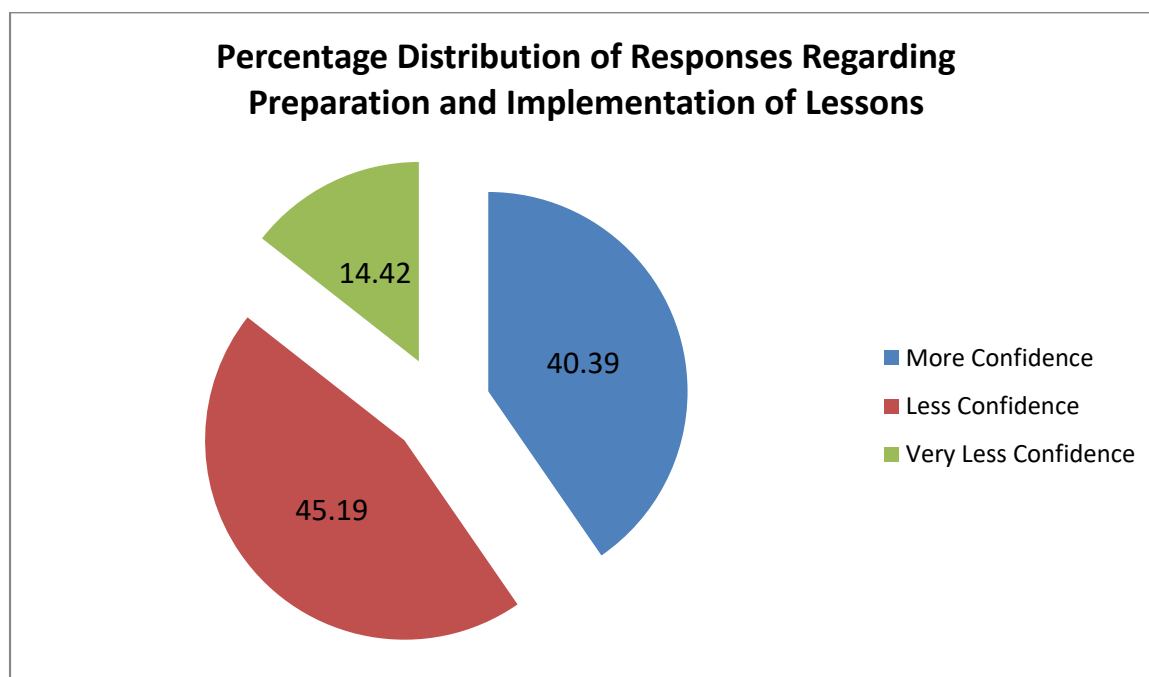
No	Item	MC	LC	VLC
1	Prepare lessons for teaching CWSN in inclusive classroom.	7	10	9
2	Implement a prepared lesson plan for teaching CWSN in inclusive classroom	10	13	3
3	Implement a prepared lesson plan for teaching CWSN in inclusive classroom with support of other teacher.	12	14	0
4	Implement a prepared lesson plan for teaching CWSN in inclusive classroom only with support of special teacher.	13	10	3

N = 26

*Note:* MC = More Confidence; LC= Less Confidence; VLC= Very Less Confidence

The survey responses of Master trainers on confidence level in preparation and implementation of lessons for CWSN in inclusive classroom are shown in table 5 and percentage distribution of response is shown in figure 5. Around 10.5 (40.39%) has more confident in preparation in implementation of lessons for CWSN in inclusive classroom, 11.75 (45.19%) has less confident and 3.75 (14.42%) has very less confident. It is found that when a special teacher is supporting

them in preparation of lessons for teaching CWSN in inclusive classroom, they are having more confident. However, they are less confident in preparing and implementing by themselves.



*Figure 5.* Percentage distribution of More Confidence, Less Confidence and Very Less Confidence responses of Master Trainer regarding preparation and implementation of lessons for CWSN in inclusive classroom.

### **What is the level of confidence of Master Trainers of NE States in preparation and implementation of IEP for CWSN in Inclusive Classroom?**

**Table 6**

*Table describing the level of confidence of Master Trainers of NE States in preparation and implementation of IEP for CWSN in Inclusive Classroom*

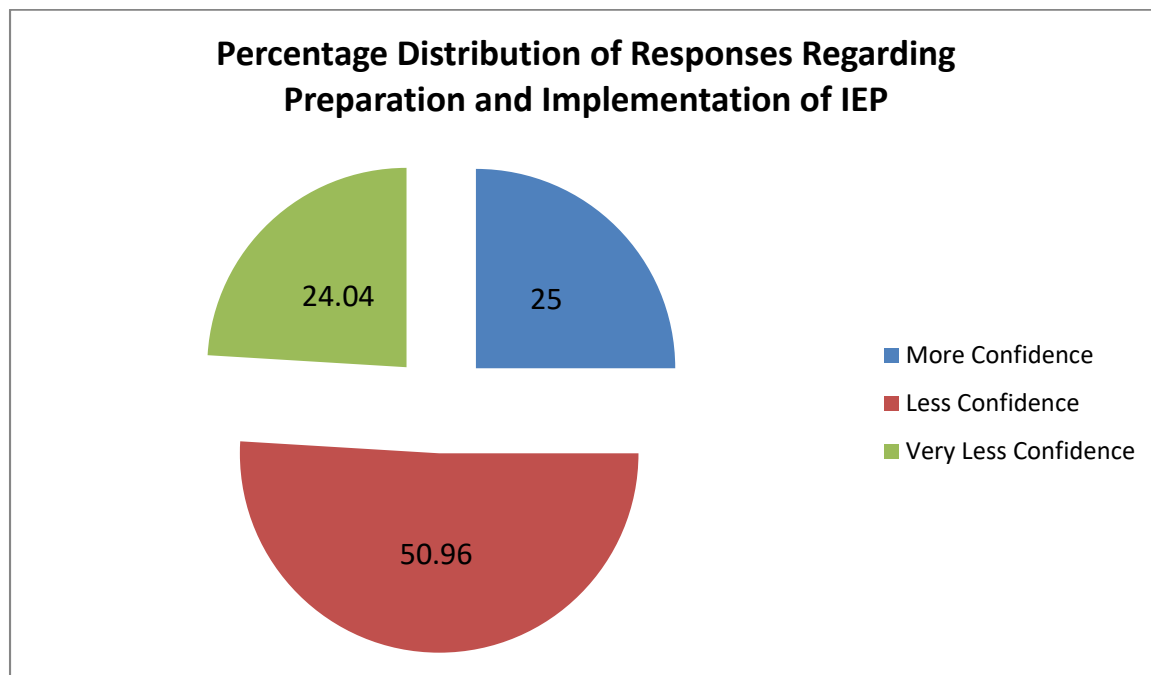
No	Item	MC	LC	VLC
1	Prepare individualized educational programme for CWSN in inclusive classroom.	3	6	17
2	Implement a prepared Individualized educational programme for CWSN in inclusive classroom.	6	17	3
3	Implement a prepared Individualized educational programme for CWSN in inclusive classroom with support of other teacher.	6	20	0
4	Implement a prepared Individualized educational programme for CWSN in inclusive classroom only with support of special teacher.	11	10	5

N = 26

*Note:* MC = More Confidence; LC= Less Confidence; VLC= Very Less Confidence



The survey responses of Master trainers on confidence level in preparation and implementation of IEP for CWSN in inclusive classroom are shown in table 6 and percentage distribution of response is shown in figure 6. Only 6.5 (25.00%) has more confident in preparation and implementation of IEP for CWSN, 13.25 (50.96%) has less confident and 6.25 (24.04%) has very less confident. It reveals that they are not having enough confidence in preparing and implementing IEP for CWSN in inclusive classroom. Interestingly, they are having more confident when supported by other teachers than special teacher. These may be due to unable to catch the idea and philosophy used by the special educator as they are specially trained for CWSN.



*Figure 6.* Percentage distribution of More Confidence, Less Confidence and Very Less Confidence responses of Master Trainer regarding preparation and implementation of IEP for CWSN in inclusive classroom.

## Discussion and Conclusion

A teacher's confidence is a reflection of knowledge and skill she possess. Acceptance of a new system of education is not an easy task. In India, providing education to all children is mandate and their fundamental right so inclusive education is not an option to be choose by children with disability. A successful inclusion and achieving learning goals by the learner is depending on the skills and knowledge of the teachers. The present study was carried out to investigate their confidence on teaching children with special needs in regular classroom. From their overall response it is found that only 5.64 (21.69%) are having more confidence, 9.95 (38.27%) having very less confidence and 10.41 (40.04%) are having less confidence. Further if we analyze their response, it is found that maximum is not having managerial skills for dealing CWSN in inclusive classroom. But, they are happily accepting and increasing their confidence when other teachers are supporting them. From these findings it may be concluded

that Master trainers need to improve their knowledge and various skills required dealing CWSN in inclusive setup.

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