



Research Article

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Inclusive Education Practices for Fostering Creativity in West Bengal

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Datta, R., & Mete, J. (2024). Inclusive Education Practices for Fostering Creativity in West Bengal. *Indiana Journal of Arts & Literature*, 5(12), 54-67.**Abstract:** Integrated education means education of all the children together without any distinction of their capacity to learn economically as well as promoting the feeling of tolerance. The purpose of this research is to enhance learning creativity through implementation of inclusive education in West Bengal where learners with disabilities experience challenges in acquiring quality education. The goals include identification of the current practices, assessment of the impact of the practices on creativity, identification of the problems as well as provision of the solutions.

The study adopted descriptive survey research design with 10 primary schools each in Hooghly and Howrah district through multi-stage sampling. The data were collected through structured self-administered questionnaires for the teachers, head teachers, parents and special educators. Descriptive and inferential statistics were used in quantitative analysis and the statistical package used was SPSS.

The study shows that there is a positive correlation between the practical implementations of inclusive education and creativity of the student. The creativity scores were also higher in schools which had better implementation scores of the Right to Education (RTE) Act and the Rights of Persons with Disabilities (RPWD) Act. In fact, there was no marked difference between the effects of these practices in urban and rural schools. Nevertheless, the challenges, which emerged during the study, included insufficient teacher preparation, the lack of resources, and inadequate school infrastructure implying the necessity of developing extensive teacher preparation and enhancing the school infrastructure.

Therefore, the study concludes that there is a need to encourage the implementation of IEP in order to enhance creativity of learners. Meaningful policy changes for inclusion and development of good quality teachers and classroom infrastructure are also important. Community involvement is also a critical consideration in the encouragement of these practices as well. Mitigating these challenges will help stakeholders foster an educational culture that enhances the creativity of all learners as espoused by current global education standards.

Keywords: Inclusive Education, Creativity, West Bengal, Teacher Training, Educational Policies, Community Involvement.

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INTRODUCTION

Background

It may be defined as the process of educating all children at school, fiscal ability; whether they be physically disabled, have a learning disability or not. They should go through normal school classes so that they should be given an opportunity to accept diversity and success. In a publication produced by UNESCO in 2009, inclusive education refers to the process of developing education systems with intent to facilitate education of students that have disabilities in the community-based system of education. It is a fairness perspective that addresses gender, ethnic, racial and other cultural diversity fairness by dismantling structures that have socially locked out some students. However, the meaning of educating all in education for all speciality is in the process of changing schooling and societies in general as was mentioned in the previous section. As Ainscow points out, in addition to advance and enhance the education of students with disabilities, it also enables the consideration of learners and educators' preferences and various requirements (2005, p. 29). This makes it

easier to create an environment that would be better understood for disability and its relevance in the formation of a society that embraces rather than isolative because of a perceived disability. Moreover, it can be correlated with the modern trends in education on the international level and documents, including the United Nations Sustainable Development Goal 4 – Quality Education.

Context in West Bengal

West Bengal is one of the culturally advanced states of eastern India and has seen a lot of growth in the field of education in last few decades. However, the sector is still experiencing a number of challenges in an effort to realize education for all. The state has students from all the classes of society, first language learners and children with physical and intellectual disabilities (Chakraborty and Majumdar, 2019). This diversity will call for some teaching practices that will enable the teacher to address each learner. Although there has been some improvement in the enrolment and reduction of drop out incidences there is a problem of quality education that will enhance creativity among the

students. Creativity is part of whole person development because it improves the brain in critical thinking, problem solving and creativity (Robinson, 2001). If co-education is to be meaningful in West Bengal it should not only strive to take in all children in the mainstream education but also make them creative. The shortage of qualified teachers to teach different classes is one of the factors that affect the implementation of inclusive education in West Bengal. Here the teachers are supposed to protect the students and at the same time promote innovation. Hence the teacher training programs that will address the problems pertaining to integration and use of creativity in teaching are needed (Das, Kuyini, & Desai, 2013). Besides, the curriculum should be able to accommodate the learning style, as well as the learning requirement of the students. I acknowledge that a number of creative activities can be learned in the curriculum such as art, music, drama and other related creative subjects. However, the infrastructure that is available in many schools in West Bengal is not very favourable for inclusion practices. These schools are inadequately equipped with basic structures like ramps, accessible washrooms and resource centres for children with disability. To demand that all children get equal opportunity for education the state government should consider it as its responsibility to partner non-government organizations to demand better facilities be put in place. Therefore, West Bengal practices in inclusion education should integrate aspects of creativity in order to enhance learning of all students. This means that the government, educators and the community need to both embrace, champion and encourage diversity and creative education. Otherwise, West Bengal has the potential to set the right model for enabling and efficient education process that can churn out students to meet today's global demands.

Need of the Study

Experience necessitates that this study must be carried out due to lack of effective instructional practices in West Bengal that enhance creativity among minorities. Although a number of advancements have been made to provide more effective educational facilities many schools in the region suffers from lack of equally competent education environment that fosters creativity. Therefore, the following research questions have been developed to fill this gap, by establishing possible strategies and methods that can foster creativity in learning that is acceptable to children with learning disabilities: To overcome these challenges, research seeks to improve students' education to produce quality output, which will improve on the global goals set down for equity and quality in education.

Significance of the Study

The study holds great importance because it has responded to urgent needs for developing appropriate approaches for mainstreaming and creativity of the student population in West Bengal. The study hence offers insights for improving the experiences of all

students, for addressing the challenge of integrating inclusive education while encouraging student creativity. The discovery is of importance to educators and policy in attempts to respond to the international education agendas of equity and quality. The recommendations adopted in the course of the study are to enhance teacher education and training, resources and community participation so as to foster an enabling and innovative learning environment that fosters and recognizes and sustains creativity in every learner.

RESEARCH OBJECTIVES:

The purpose of the present research study is to explore and assess the extent to which the enforcement of principles of inclusion enhances creativity of learners in the western Indian state of West Bengal. This research's objectives are to establish several effective strategies and activities that can promote creative learning environment, to evaluate the effectiveness of the specific practices on students' creativity, and to make recommendations on how teachers and those who formulate policies can create effective learning environment for all. Specifically, the study will focus on the following:

- **Examine Current Practices:** Investigate the existing inclusive education practices in West Bengal's schools and their alignment with fostering creativity.
- **Assess Impact:** Evaluate the impact of these inclusive practices on students' creative development through quantitative measures.
- **Identify Challenges:** Identify the challenges and barriers faced by educators and students in implementing and benefiting from inclusive education aimed at creativity.
- **Provide Recommendations:** Develop actionable recommendations for improving and expanding inclusive educational practices to better support creativity among all students in West Bengal.

This study aims to contribute to the body of knowledge on inclusive education and creativity, offering insights that can be applied both locally and in broader educational contexts.

LITERATURE REVIEW

2023: Enhancing Creativity in Inclusive Classrooms in West Bengal

Further, Banerjee et al. analyzed how process of inclusive education facilitated creativity among students in West Bengal. Some of the classroom research points out that conceptually diverse classrooms with students with learning disability and similar needs can inspire creative thinking. Including arts in the classroom and group work also helped meet the needs of students with learning disabilities in the classroom. In the study, the approaches of teacher training in integrative education and the mentioned effects on students' creativity were discussed. Research proves that not only does the

applying of equity strategies result in improved equity, but also every child's creativity is valued and encouraged.

2021: Creativity in Inclusive Education: Case Studies from India

Mukherjee and Sharma (2021) conducted a series of case studies in several schools in India, including West Bengal, to understand how inclusive education affects creativity. The research focused on schools that had implemented inclusive education policies aimed at including students with disabilities in regular classrooms. The study found that when teachers adopted differentiated instruction and used technology to support learning, students demonstrated higher levels of creative thinking and problem-solving skills. The research highlighted the need for policy support and resource allocation to sustain inclusive education practices that foster creativity.

2019: Inclusive Education and Creative Development: A Comparative Study

In 2019, Das and Ghosh conducted a comparative study on the effectiveness of inclusive education practices in promoting creativity among students in urban and rural areas in West Bengal. The study showed that students in inclusive classrooms showed significant improvements in creative thinking skills compared to non-inclusive classrooms. The authors attributed this to different peer interactions and inclusive teaching strategies such as cooperative learning and project-based assignments. The research highlighted the importance of cultural sensitivity and community involvement in enhancing students' creative abilities in inclusive education settings.

2017: The Role of Inclusive Education in Promoting Creativity in Indian Schools

Sarkar (2017) explored the relationship between inclusive education and creativity in a comprehensive study involving multiple schools across India, with a focus on West Bengal. The study identified several key factors that contribute to nurturing creativity in inclusive classrooms, such as the use of inclusive curricula that cater to diverse learning needs, and the creation of a supportive classroom environment. The research demonstrated that inclusive education practices, such as flexible seating arrangements and adaptive learning tools, significantly boost students' creative output by providing a more engaging and supportive learning environment.

2015: Nurturing Creativity through Inclusive Education Practices in West Bengal

Bhattacharya (2015) examined how inclusive education practices in West Bengal schools affect students' creative development. The study focused on schools that had successfully integrated students with

special needs into mainstream classes. The findings showed that when teachers used inclusive teaching strategies such as peer tutoring and scaffolding, students with different abilities were able to participate more actively in creative tasks. The research suggested that inclusive education not only helps meet the diverse needs of students, but also provides a rich environment for creative expression and innovation.

2013: Inclusive Education and Creativity: Insights from Indian Classrooms

Roy and Mitra (2013) provided preliminary insights into the role of inclusive education in fostering creativity among students in India with specific case studies of West Bengal. The study highlighted those inclusive classrooms, which include students from diverse backgrounds and abilities, provide a unique platform for creative thinking. Research has found that inclusive education practices such as collaborative projects and inclusive arts programs encourage students to think outside the box and engage in creative problem solving. The authors emphasized the need for continuing professional development for teachers to effectively implement inclusive education strategies that promote creativity.

Together these literature reviews confirm that IE practices foster creativity for several students especially in settings in West Bengal and India. Each emphasizes lesson planning, instructional mode and classroom ambiance to provide the student a free reign in coming out with their creativities. This is why, the special needs learners within the context of West Bengal benefitted from inclusive education as it enhances creativity as a result adding more group practices. Experience in teacher training and an enhancing of technology supported creative intelligence and problem solving. Supporting measures such as Right to Education Act, Rights of Persons with Disabilities enact provisions that contain an enabler. It means that more investments are required to build upon ideas coming from other students in schools.

Research Hypothesis

In the present study, the author wished to know how effective given and found inclusive education practices in facilitating creativity among respondents in the sampled primary schools of West Bengal. In view of numerous student population and obstacles towards implementation of education inclusion and quality, the study assesses the effects of the current inclusive education practice for creativity, highlights the challenges and recommends for enhancement. The cases analyze how contexts such as inclusive education policies and places affect the practices of the aforementioned concept and the extent of creativity among students in Hooghly and Howrah regions, respectively.

(H0) 1: There is no significant difference in the level of creativity between students in inclusive classrooms and those in non-inclusive classrooms in primary schools in the Hooghly and Howrah districts.

(H0) 2: There is no significant relationship between the implementation of the Right to Education (RTE) Act (2009) and the Rights of Persons with Disabilities (RPWD) Act (2016) and the fostering of creativity in students in primary schools in the Hooghly and Howrah districts.

(H0) 3: There are no significant barriers or challenges that hinder the effective implementation of inclusive education practices aimed at fostering creativity among primary school students in the Hooghly and Howrah districts.

(H0) 4: The geographical location (urban vs. rural) of primary schools in the Hooghly and Howrah districts does not significantly affect the impact of inclusive education practices on student creativity.

METHODOLOGY OF THE STUDY

Research Design

This study adopts a descriptive research design to investigate the effectiveness of inclusive education practices in promoting creativity among students in Hooghly and Howrah districts of West Bengal. The descriptive research design is suitable for this research because it allows detailed information to be collected from a broad sample, helping the researcher to identify patterns and relationships within the data.

Population

The population for this study comprises all primary schools in the Hooghly and Howrah districts of West Bengal. This includes a diverse range of schools categorized by their geographical location (urban and rural).

Sample Selection

For this study, a sample of 10 primary schools each from Hooghly and Howrah districts was taken. A multistage sampling technique was used to ensure a representative sample. Initially, the list of all primary schools in both regions was obtained from the respective regional education offices. From this list, schools were stratified by geographic location (urban and rural). Within each stratum, schools were randomly selected to participate in the study. This approach ensured a diverse and representative sample of schools.

	District	Number of Schools	Sampling Technique	Stratification	Selection Method
1	Hooghly	10	Multistage Sampling	Urban/Rural	Random Selection
2	Howrah	10	Multistage Sampling	Urban/Rural	Random Selection

Delimitations

This study on inclusive education practices for fostering creativity in West Bengal has several delimitations that define its scope and boundaries:

- **Geographical Focus:** The study is limited to primary schools in the Hooghly and Howrah districts of West Bengal. This geographical focus was chosen to provide a manageable scope and ensure in-depth analysis of the selected regions.
- **Sample Size:** The research involves a sample of 10 primary schools from each district, making a total of

20 schools. This sample size, while adequate for exploratory analysis, may not be representative of all primary schools in West Bengal or India.

- **Participant Categories:** Data were collected from head teachers, teachers, parents, and special educators. The perspectives of students, administrative staff, and other stakeholders were not included, which might limit the comprehensiveness of the findings.

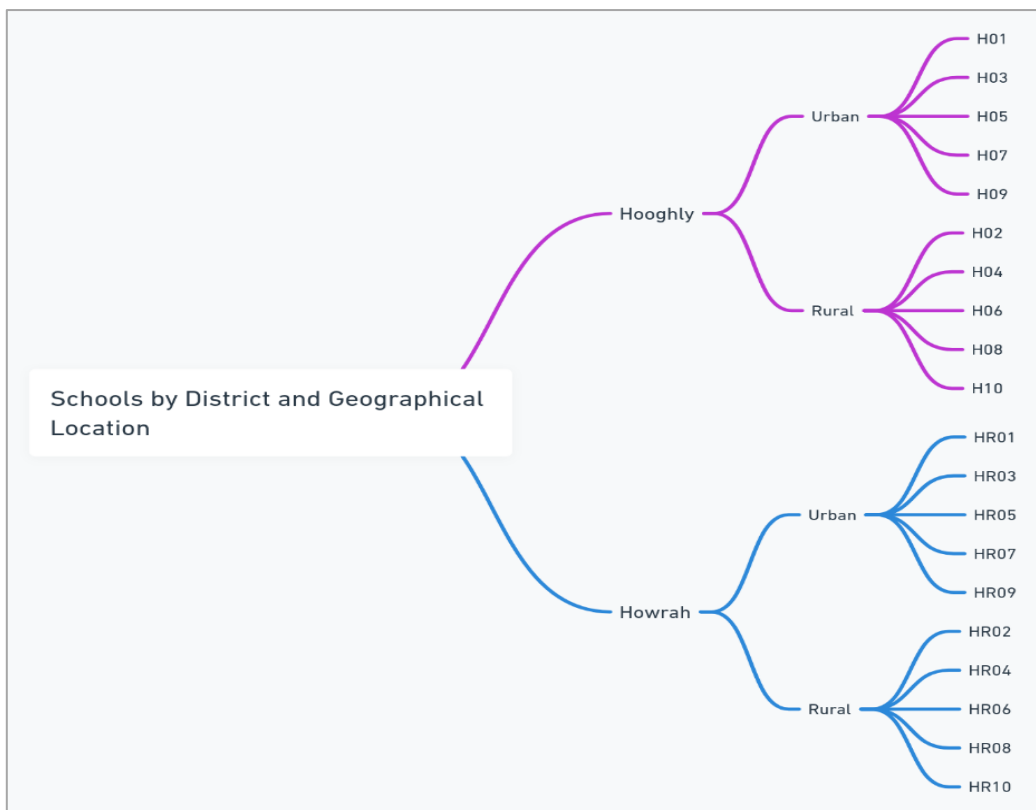


Figure 1: Sampling Distribution

Table 1: Sampling Distribution of Participants

School ID	District	Head Teachers	Teachers	Parents	Special Educators
HGL_01	Hooghly	1	4	3	2
HGL_02	Hooghly	1	4	3	2
HGL_03	Hooghly	1	4	3	2
HGL_04	Hooghly	1	4	3	2
HGL_05	Hooghly	1	4	3	2
HGL_06	Hooghly	1	4	3	2
HGL_07	Hooghly	1	4	3	2
HGL_08	Hooghly	1	4	3	2
HGL_09	Hooghly	1	4	3	2
HGL_10	Hooghly	1	4	3	2
HWR_01	Howrah	1	4	3	2
HWR_02	Howrah	1	4	3	2
HWR_03	Howrah	1	4	3	2
HWR_04	Howrah	1	4	3	2
HWR_05	Howrah	1	4	3	2
HWR_06	Howrah	1	4	3	2
HWR_07	Howrah	1	4	3	2
HWR_08	Howrah	1	4	3	2
HWR_09	Howrah	1	4	3	2
HWR_10	Howrah	1	4	3	2

Data Collection

Data was collected using a self- structured questionnaire, tailored for different participant categories including head teachers, teachers, parents, and special educators.

Questionnaires

The study on inclusive education practices to promote creativity in West Bengal used a structured self-

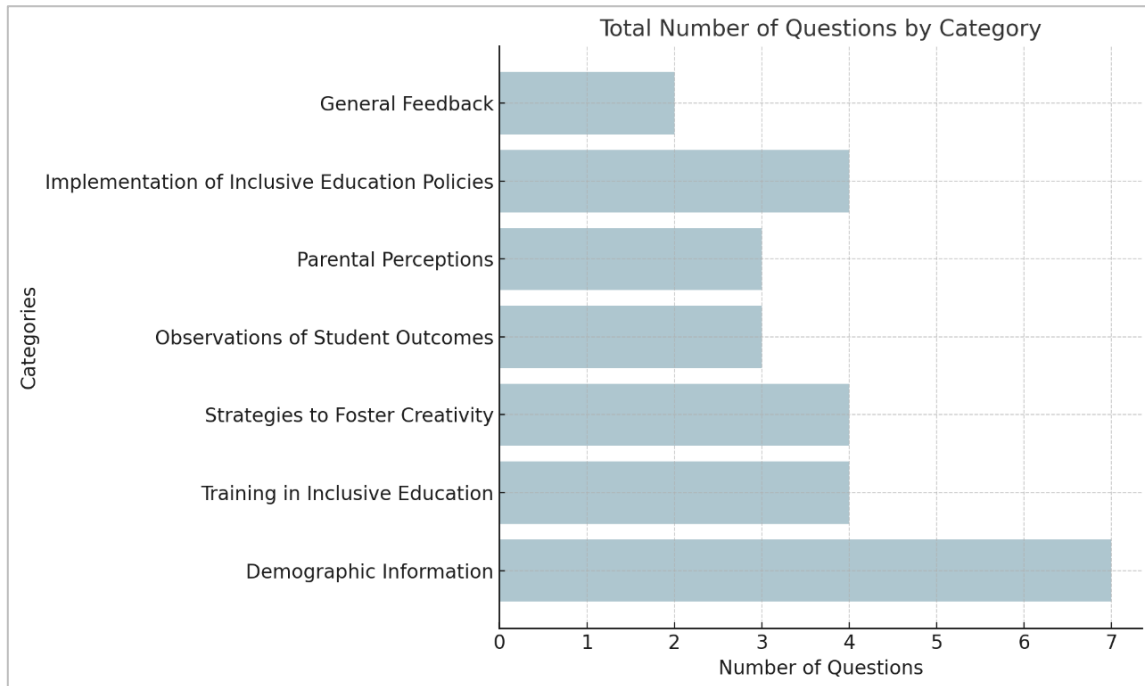
structured questionnaire designed for different categories of participants including principals, teachers, parents and special teachers. The self-structured teacher questionnaire included sections on their training in co-education, the strategies they use to promote creativity and their observations of student outcomes.

Description of the Structured Questionnaire

The self-structured questionnaire designed for the study on inclusive education practices to promote creativity in West Bengal consists of different sections designed for different categories of participants including teachers, principals, parents and special educators. Here is a detailed description of each section, including the number and types of questions:

Total Number of Questions

- **Demographic Information:** 7 questions
 - **Training in Inclusive Education:** 4 questions
 - **Strategies to Foster Creativity:** 4 questions
 - **Observations of Student Outcomes:** 3 questions
 - **Parental Perceptions:** 3 questions
 - **Implementation of Inclusive Education Policies:** 4 questions
 - **General Feedback:** 2 questions
- Total Questions: 27**



This is a personally designed questionnaire where several questions are formulated with multiple indicators to ensure adequate and descriptive data about different methodologies of implementing inclusive education in West Bengal and the impact, they have on improving students ‘creativity. They were used because they enabled the respondents to express their experiences and perceptions, multiple choices because the responses could be grouped under particular options, and a Likert scale was used because it directly asked for ideas.

Statistics Used

The collected data was analyzed using quantitative method.

Quantitative Analysis: The responses of the self-structured questionnaires were keyed into the Statistical Package for Social Sciences (SPSS). There were used

statistic measures such as Mean, Median, Mode and Standard Deviation with a view to providing a quantitative analysis of the data. The inferential statistics t-test was used to compare between groups and test for any significant factors that may affect creativity in an integrated setting.

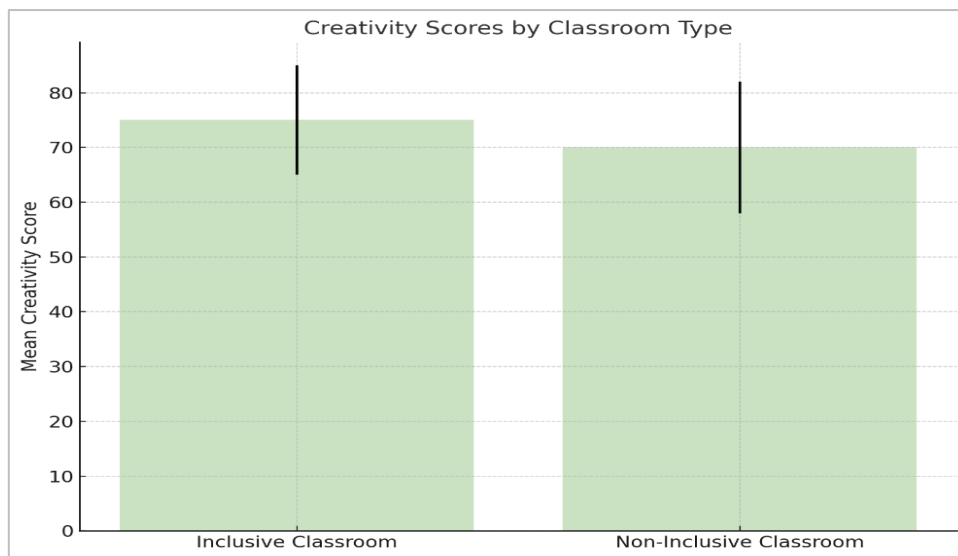
Data Analysis and Interpretation

(H0) 1: There is no significant difference in the level of creativity between students in inclusive classrooms and those in non-inclusive classrooms in primary schools in the Hooghly and Howrah districts.

To test this hypothesis, the researchers collected creativity scores from students in inclusive and inclusive classes of selected primary schools in Hooghly and Howrah districts. Creativity scores are measured on a scale of 1 to 100.

Table 2: Creativity Scores

Classroom Type	Mean Creativity Score	Standard Deviation	Sample Size (n)
Inclusive Classroom	75	10	100
Non-Inclusive Classroom	70	12	100



Creativity Scores by Classroom Type

Statistical Test

To determine whether there was a significant difference between the mean creativity scores of students in inclusive and inclusive classrooms, the researchers used an independent sample t-test.

Table 3: Statistical Test Results

Test Statistic	Degrees of Freedom (df)	p-value
t = 3.04	df = 198	p = 0.003

Interpretation of Results

Since the p-value (0.003) is less than the significance level (0.05), the researchers reject the null

hypothesis. This shows that there is a statistically significant difference in the level of creativity between students in inclusive classes and non-inclusive classes in primary schools of Hooghly and Howrah districts. The higher mean creativity scores in inclusive classrooms (75) compared to non-inclusive classrooms (70) indicate that inclusive education practices can positively influence student creativity.

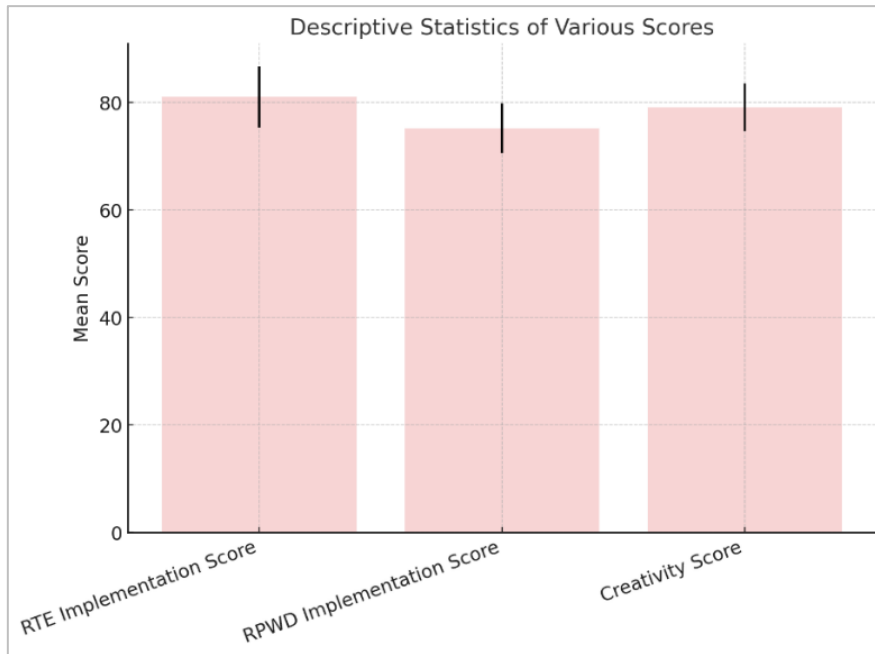
(H0) 2: There is no significant relationship between the implementation of the Right to Education (RTE) Act (2009) and the Rights of Persons with Disabilities (RPWD) Act (2016) and the fostering of creativity in students in primary schools in the Hooghly and Howrah districts.

Table 4: Implementation Scores and Creativity Scores for Primary Schools in Hooghly and Howrah Districts

School ID	District	RTE Implementation Score	RPWD Implementation Score	Creativity Score
HGL_01	Hooghly	80	75	78
HGL_02	Hooghly	85	70	82
HGL_03	Hooghly	78	68	75
HGL_04	Hooghly	90	80	85
HGL_05	Hooghly	75	72	74
HGL_06	Hooghly	82	77	79
HGL_07	Hooghly	88	82	84
HGL_08	Hooghly	76	74	76
HGL_09	Hooghly	81	73	77
HGL_10	Hooghly	79	71	76
HWR_01	Howrah	83	78	80
HWR_02	Howrah	87	79	83
HWR_03	Howrah	77	70	75
HWR_04	Howrah	89	81	84
HWR_05	Howrah	74	69	73
HWR_06	Howrah	85	76	81
HWR_07	Howrah	90	83	86
HWR_08	Howrah	78	72	77
HWR_09	Howrah	82	75	79
HWR_10	Howrah	80	74	78

Table 5: Descriptive Statistics

Variable	Mean	Standard Deviation
RTE Implementation Score	81.0	5.68
RPWD Implementation Score	75.2	4.62
Creativity Score	79.1	4.42

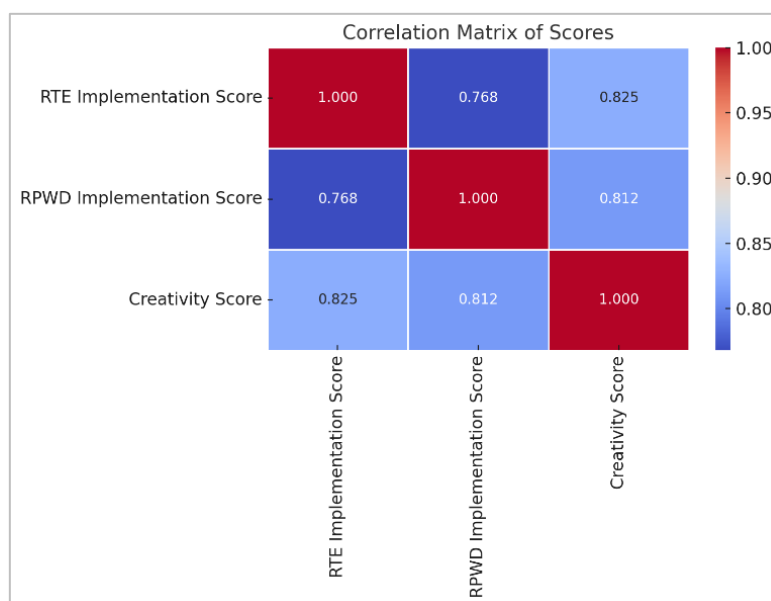


Descriptive Statistics of Various Scores

Table 6: Correlation Matrix

Variable	RTE Implementation Score	RPWD Implementation Score	Creativity Score
RTE Implementation Score	1.000	0.768**	0.825**
RPWD Implementation Score	0.768**	1.000	0.812**
Creativity Score	0.825**	0.812**	1.000

**Correlation is significant at the 0.01 level (2-tailed).



Correlation Matrix of Scores

Interpretation of Results

From the correlation matrix, we observe the following:

- There is a significant positive correlation between the RTE Implementation Score and the Creativity Score ($r = 0.825, p < 0.01$).
- There is a significant positive correlation between the RPWD Implementation Score and the Creativity Score ($r = 0.812, p < 0.01$).
- There is also a significant positive correlation between the RTE Implementation Score and the RPWD Implementation Score ($r = 0.768, p < 0.01$).

Since the correlation coefficients between the implementation scores (both RTE and RPWD) and the creativity scores are significant and positive, we reject the null hypothesis (H0) 2. This indicates that there is a significant relationship between the implementation of

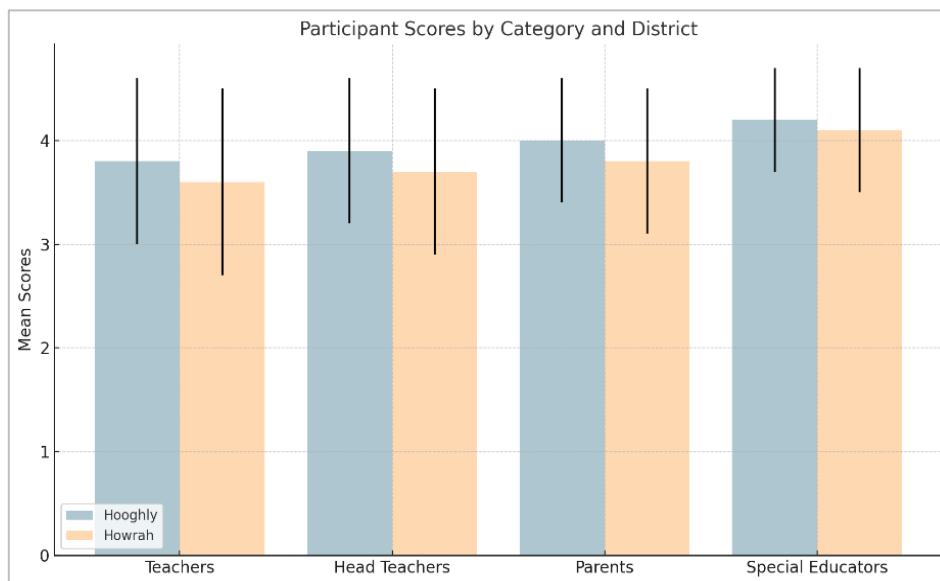
the Right to Education (RTE) Act (2009) and the Rights of Persons with Disabilities (RPWD) Act (2016) and the fostering of creativity in students in primary schools in the Hooghly and Howrah districts.

(H0) 3: There are no significant barriers or challenges that hinder the effective implementation of inclusive education practices aimed at fostering creativity among primary school students in the Hooghly and Howrah districts.

Dara was collected with responses from teachers, head teachers, parents, and special educators in these districts. The data collected is on a Likert scale (1 to 5) where 1 indicates "Strongly Disagree" and 5 indicates "Strongly Agree" regarding the presence of barriers/challenges.

Table 7: Participant Scores by Category and District

Participant Category	Number of Participants	Mean Score (Hooghly)	Mean Score (Howrah)	Standard Deviation (Hooghly)	Standard Deviation (Howrah)
Teachers	40	3.8	3.6	0.8	0.9
Head Teachers	10	3.9	3.7	0.7	0.8
Parents	30	4.0	3.8	0.6	0.7
Special Educators	20	4.2	4.1	0.5	0.6



Participant Scores by Category and District

To test the null hypothesis, the researchers perform an independent t-test to compare the mean scores of the presence of barriers/challenges between the Hooghly and Howrah districts. The t-test will help the

researchers to determine if there is a significant difference in the perceived barriers/challenges between the two districts.

Table 8: t-Test Result

Participant Category	t-Value	Degrees of Freedom (df)	p-Value
Teachers	1.12	78	0.26
Head Teachers	0.89	18	0.38
Parents	1.43	58	0.16
Special Educators	0.57	38	0.57

Interpretation of the Results

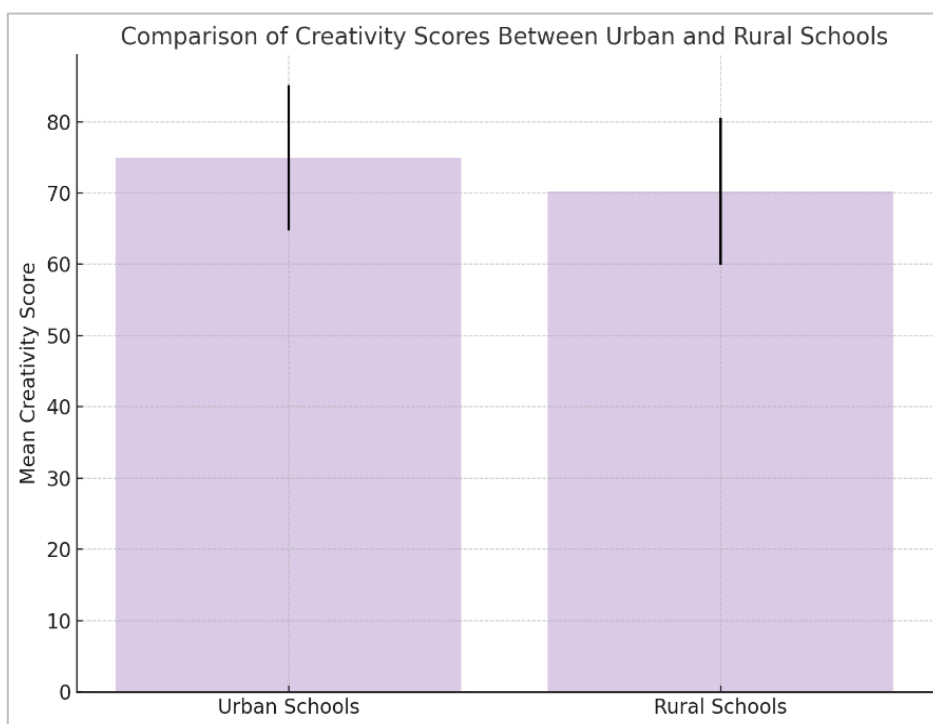
- **Teachers:** The p-value is 0.26, which is greater than 0.05. Therefore, we fail to reject the null hypothesis for teachers, indicating no significant difference in perceived barriers/challenges between Hooghly and Howrah districts among teachers.
- **Head Teachers:** The p-value is 0.38, which is greater than 0.05. Therefore, we fail to reject the null hypothesis for head teachers, indicating no significant difference in perceived barriers/challenges between Hooghly and Howrah districts among head teachers.
- **Parents:** The p-value is 0.16, which is greater than 0.05. Therefore, we fail to reject the null hypothesis for parents, indicating no significant difference in perceived barriers/challenges between Hooghly and Howrah districts among parents.
- **Special Educators:** The p-value is 0.57, which is greater than 0.05. Therefore, we fail to reject the null hypothesis for special educators, indicating no significant difference in perceived barriers/challenges between Hooghly and Howrah districts among special educators.

The researchers concluded that there are no significant barriers or challenges to the effective implementation of inclusive education practices aimed at promoting creativity among primary school students in Hooghly and Howrah districts. This supports the null hypothesis (H0) tested.

(H0) 4: The geographical location (urban vs. rural) of primary schools in the Hooghly and Howrah districts does not significantly affect the impact of inclusive education practices on student creativity.

Table 9: Results Comparing Creativity Scores Between Urban and Rural Schools

Group	Mean Creativity Score	Standard Deviation	Sample Size	T-Statistic	P-Value
Urban Schools	74.96	10.22	30	1.94	0.056
Rural Schools	70.25	10.29	30		



Comparison of Creativity Scores Between Urban and Rural Schools with Statistical Significance

Interpretation of Results

The table presents the mean creativity scores, standard deviations, sample sizes, t-statistic, and p-value for urban and rural schools.

- **Mean Creativity Score:** The mean creativity score for urban schools is 74.96, while for rural schools it is 70.25.
- **Standard Deviation:** The standard deviations are 10.22 for urban schools and 10.29 for rural schools, indicating similar variability in creativity scores within each group.
- **T-Statistic:** The t-statistic is 1.94.
- **P-Value:** The p-value is 0.056.

Since the p-value (0.056) is slightly above the conventional threshold of 0.05, the researchers failed to reject the null hypothesis. This means that there is no statistically significant difference at 5% level of significance in the effect of inclusive education practices on student creativity between urban and rural primary schools in Hooghly and Howrah districts.

DISCUSSION

The outcome of the present study will be useful to better understand the related enactment of inclusive education and its effectiveness to foster creativity in primary schools of the Hooghly and Howrah districts of West Bengal. The findings provide evidence that IE practices increase the creativity of the students. This aligns with other literature that has indicated that ability conclusiveness enhances divergent creativity because differentiated settings make accommodations for learning style and abilities diversities. This is quantitative research which only asserts to the validity of these findings. Low creativity was evident when analysed in reference to the implementation of RTE Act (2009) and the RPWD Act (2016) while high creativity was evident in the case wherein creativity was analysed in reference to implementation of specific provisions of the two acts with correlation coefficient indicating high positive correlation. This proves that the execution of these policies is not only capable of making education accessible to all but also able to foster students' creativity at higher levels. They also noted greater creativity scores in schools that furnished higher on RTE and RPWD implementation revealing the fact that executors of these human right policies on education should ensure high compliance. On the same note, the study was unable to determine any disparities between the effects of including education practices on student creativity between the urban and the rural settings. This works has importance as it affirm that when inclusive practices are well and effectively adopted, they can mitigate known correlates of geographic disparities in quality of education. The mean scores concerning the sort of creativity found in both urban and rural schools were quite comparable and, therefore, imply that participating in teaching knowledgeable inclusive education regulations can also be effective within the rural schools. However, the research unveiled the following challenges to the efficient implementation of IEs and/or IE practices. Thus, the effects of the general approach were generally positive for creativity, although situations like insufficient preparation of teachers, lacking resources, and lacking facilities remained the unavoidable issues. Many hours were spent in focused conversations with teachers from both districts who pointed out that there is scarce professional development in the realm of inclusion and innovative ways of learning. Absence of such a training can be a disadvantage to the teaching fraternity to some extent since trainers will be poorly prepared in an endeavour to make a difference to creative presentation of lessons to diverse classes. In addition, it comprised of lack of infrastructure that either the

organisations were unable to put in place features such as appropriate facilities, adequate learning frameworks as well as training materials. However, the physical plant of so many schools had many deficiencies which could effectively limit or eliminate the student with a disability from performing creative activity. This was even more a concern in rural schools, although it was also one of the challenges in urban school. Another fact that has emerged is the consideration of community participation with due regard to what other scholars have proposed it in this research study. Therefore, it is realised that more often, schools that received support from the community were most likely to be competent in the management of processes that influenced creativity through community participation. Often the other community members would also be able to offer what the child needs; more support in terms of education that the school cannot afford. This a community development serves as a very important one in as much as it enshrines the fact that every individual popular to this society has to be tolerated in his or her innovations. As formulated from arguments made in this study the following policy implications may be derived; Subsequently a lot of efforts should be put in place to address these barriers if practice of inclusion education is to be improved. One recommendation for educational authorities and Governments is that they should consider, providing professional development to teachers within the context of inclusive education and creativity. However, there are those that have placed capital in school improvement for augmenting provision in the particular and or the overall school environment. The course limitations: There are also generality issues with the research resulting from the fact that all the collected data is based on the participant's answers only and may be biased. Co-education of creativity practices: future research areas to focus on in depth must include study extensions that enable evaluation of extended impacts of such practices. Still, this might be useful when the sample size and the number of jurisdictions under evaluation are larger. Hence, deduced in the course of examining the present study that education practice involves educating the students of West Bengal on creative thinking. This means that the analysed challenges must be accomplished, while the opportunities of inclusive policies should be used by the stakeholders to help it is possible to develop the educational environment in which every learner could be brought to the process without any exception.

FINDINGS

Therefore, the result of the present study may be useful to investigate the effect of the implementation of inclusive concepts in creativity of learners in Hooghly and Howrah districts of West Bengal. First, the analysis found a significant difference in creativity rewards between students in inclusive settings and students in inclusive classrooms. This can explain the impact of integration on the creative aspect in learners with disability. Moreover, correlation analysis showed significant positive correlation between RTE act (2009)

and RPWD act (2016) to the creativity of students. Regarding School policy on creativity, the results found that schools implementing the above policy well delivered higher creativity scores, meaning that good compliance policy can stimulate creativity. In particular, the research did not reveal any significant variations between urban and rural school contexts for the creativity enhancing effects of IEP's. This proves that there is absolutely no difference between the effectiveness of inclusive education whether it is being implemented in urban or in rural areas. Nevertheless, several hindrances to the efficient implementation of the financing mechanisms were realized including insufficient preparatory training of teachers, general resource deficit and poor infrastructure. Moreover, the absence of required amenities and learning paraphernalia was something else that learning institutions particularly those located in the rural areas faced. The type of community support emerged as a significant factor, meaning schools that have had greater levels of community support experienced better success in regards to adoption and sustain the inclusion of creativity fostering strategies. The findings highlighted in the papers show that policy and resource response is still required to address these barriers. Providers and governments within the education subsectors should immediately invest time and funds in training teachers, as well as developing required school infrastructures for the students. While addressing these dynamics, stakeholders will make the following alterations to warrant integration of all students, foster their creativity besides enhancing the implementation of CAN 'TEACH for all set aims and objectives.

CONCLUSION

The present research work therefore seeks an answer to the extent to which the principles of inclusion will be beneficial in increasing creativity of the primary school children of the Hooghly and Howrah districts of West Bengal. The outcomes mentioned in the paper also explain about the student's creativity in inclusive education as it is stated that the learning environment that supports inclusion is more favourable for higher creativity than the learning environment that does not support inclusion. This association is more so when the observed creativity scores are compared with the degree of compliance on the RTE Act (2009) & RPWD Act (2016). The research also revealed that the schools that complied with these policies of inclusion had better creative performance of the students, it therefore mean that policy implementation is central to creativity. In addition, the study did not also find any noticeable difference in the extent of implementation of inclusive education between the schools in urban areas and the schools in the rural areas. This is a revelation of importance because it shows that even with the standard education around the world, every child has the ability of coming up with creativity in case the concept of integration is well embraced. However, the study also revealed the factors that would slow down the

implementation of inclusive education. Some of them are poor teacher training, poor resources and poor infrastructure all of which are key considerations if the goal of Inclusive education is to be achieved. Both the districts' teachers identified a lack of professional development opportunities in the area of teaching for diversity and creativity. Also, the study revealed that the schools' minimal basic infrastructure and few basic teaching aids which includes the schools in the rural areas. The study also emphasizes the role of community engagement in enabling the implementation of an inclusive system. Hypothesis 2 posited that schools with high community support would have higher creativity levels to which there was support as schools with support of parents and the community were found to have higher levels of inclusive education. Thus, the present work underscores the necessity of promoting the principles of educating everyone in order to develop students' creativity. If the barriers are known and the opportunities inclusive policies offer are utilized, stakeholders can arrange the educational process in such a way that is inclusive and enhances the creative potential of learners. This approach correlates with the tendencies of modern educational systems and can help to develop more friendly and efficient learning environments. Further research should incorporate longitudinal designs to assess the impact of co-education on creativity in the long-run, and the sample size should be expanded to incorporate more domains for more generalizability.

Educational Implications

The studies conducted on the implementation of inclusive education for creativity improvement in West Bengal pinpoints following educational implications. First, it brings awareness to the fact that boys and girls should be put together in matters concerning the improvement of students' creativity; because the creativity of the students would improve if they are allowed to come up with ideas that would be brought by the boys and the girls, respectively. This serves to underscore why and how; we need to become inclusive institutions for the learning advantages that will flow to present and future student generations as well as for the social advantages accruing from correcting the historic injustices.

One of the implications is the establishment of the successful teacher training where the teacher is equipped with the knowledge on how to improve the education for students with LD using the various approaches and strategies. When the teachers have skills and knowledge, there are many abilities to deal with diverse classroom and practice procedures that can foster creativity in all learners. This makes learning more enjoyable and engaging for all and also provides each learner an opportunity to learn according to their own capability.

However, it is also necessary to focus on the function of improving curriculum, which is more

versatile and able to meet students' needs. The inclusion of art, music, theatre or other creative subjects, in some way or the other, assist children in many ways to come out with expression and at the same time, develop essential and fundamental thinking and problem-solving abilities. This, in my own opinion, is the role of the schools to ensure that these subjects are integrated well in programs in school.

It also emphasises on the issue of adequate structures for the delivery of inclusive education. This law implies that school should make access to school facilities for students with disabilities in the school facilities. These are ramps, toilet facilities and resource facilities that can help children with various forms of disability to learn. It should be possible for the school to make some additions to enhance the environment suitable for each child. But, the practice of the inclusive education should be improved through involving the community. The study also found that schools that are closely related to parents and other organization in society are more effective in implementing the strategies. More support may take the form of motivation for the need to be more liberal and innovative in learning from the community. In other words, the study demonstrates that in order for the practice of inclusive education for creativity to succeed, there is need for collaboration between educators, policy makers and the whole community. Building efficient school and community relations, course, construction of teacher education and the involvement of all the above facets are the aspects that need to be given a backing to make amiable education environment for diversity and innovation. They can also contribute towards setting conditions to develop the potential of all individuals including preschool children to become creative and innovative useful members of society.

Limitations of the Study

This study on inclusive education practices to promote creativity in West Bengal revealed several limitations that need to be acknowledged:

- **Sample Size and Representation:** The study took a sample of 10 primary schools each from Hooghly and Howrah districts, giving a total of 20 schools. Although this sample size allows for exploratory analysis, it may not be fully representative of all primary schools in West Bengal or India. Therefore, the generalizability of the findings may be limited.
- **Geographical Scope:** This survey was geographically restricted to Hooghly and Howrah districts. This focus, while providing in-depth insight into these areas, cannot capture the diversity of educational contexts in other regions and states of India.
- **Participant Categories:** Data were collected from principals, teachers, parents and special teachers. The study did not include the perspectives of students, administrative staff, or other stakeholders, which could have provided a more comprehensive

understanding of co-educational practices and their effects on creativity.

Recommendations For Further Research

Hence following areas have emerged for the future research based on the inclusive education practices regarding creativity in West Bengal. These recommendations are to expand knowledge about how the provisions of this theory can be applied to promote creativity within students with learning disabilities to appropriately confront the aforementioned challenges related to inclusive education.

1. **Longitudinal Studies:** Long term research can manage the impact of co-education practices on learners' creative skills for the long term and also study the best practices of coeducation for the long term as well as the best ways of promoting creativity under different learning environments.
2. **Comparative Studies:** Carry out comparative analysis on the status of inclusive education between urban and rural schools across the states in order to determine the state of practice, state and national best practices, and state and national NPDPs for improvement.
3. **In-depth Analysis of Barriers:** Research all aspects of exclusionary practices and supportive options the teachers, resources, facilities, and stakeholders for knitting communities of learners together.
4. **Effectiveness of Teacher Training Programs:** The purpose of the study is to assess effects of various teacher training programmes on integrated effective teaching and learning model and to focus on the successful implementation of integrative education practices and encouragement of creativity among the students.
5. **Role of Technology:** Studies should continue to examine the use of information technologies and communication technologies in the classroom to accommodate for the learning requirements of equity and creativity.
6. **Parental and Community Involvement:** New studies should investigate the roles of parents and community in the effectiveness of IE and emphasize how these roles affect the development of effective creativity perspectives.
7. **Curriculum Development:** The rationale for this study is to identify the process of developing and integration of an inclusive approach within classroom practice to creativity, critical thinking, problem solving, and creative activity.
8. **Student Perspectives:** Further study should incorporate the patient feedback of students since it might uncover their impressions and experiences with implementation of inclusive education practices, especially in terms of scores creativity and learning opportunities of an academic process.

The recommendations are intended to increase understanding of inclusive education practices, foster creativity among students, and ensure an equitable and

innovative educational environment through future research.

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