

Challenges and Strategies to implement Inclusive Education in Haryana.

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Abstract

The thrust of this study was to investigate the challenges facing the implementation of inclusive education programme in government senior secondary schools in Yamuna Nagar. The study has two fold objectives namely, first, to analyse all those hindering factors which acts as challenges in the implementation of inclusive education programme in schools. Second, to examine all those coping strategies to challenges facing implementation of inclusive education programme in the schools. The study sample comprised 100 mainstream teachers. The main research instrument used was questionnaire for teachers. The major findings were that majority of teachers were agree that firstly, physical and critical teaching learning resources are either inadequate or were quite dilapidated. Secondly, rigid curriculum is a big factor for de motivation towards education among disable students. Thirdly, there is heavy shortage of resource rooms and small classroom size is also big barrier for teachers in doing classroom activities in the inclusive classroom in most sampled schools. It was recommended that government of Haryana through ministry of education should put in place advocate and appropriate physical and human resources to enhance the implementation of inclusive education not only in study local but all other areas experience similar constraints.

Keywords: Mainstream teachers, inclusive education, challenges, strategies, government schools, Yamuna Nagar (Haryana).

Introduction

This paper perceives inclusion in education as a process of addressing and responding to the diversity of needs of our learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. It therefore involves a range of changes and modification in content, approaches structures and strategies with a common vision which covers all children with special educational needs and a conviction that it is the responsibility of the regular system to educate all children (UNESCO 2005).

In this context, inclusive school must put flexibility and variety at its core. This should be evident in the structure of the school, the content of the curriculum, the attitude and belief of staff, parents and people and the goal should be, to offer every individual development education and optimal opportunities for development' (UNESCO, 2005). Parents and pupils themselves have important contributions to make to shape the implementation of inclusion programme (Lindsay, 2007). The World health organisation (WHO) estimates that 10% of any population are disabled and in addition approximately 85% of the words children with disability below 15 years live in the developing countries. In 1994, UNESCO world conference on special needs held in Salamanca, Spain the idea of inclusive education was given further impetus. Every child has unique characteristics, interest, abilities and learning needs and those with special needs must have access to regular scores which should accommodate them with child centred pedagogy capable of meeting those needs. The concept of inclusive education is based on the fact that all children and young people, despite different cultural, social and learning backgrounds, should have equal and learning opportunities in all kinds of school schools (UNESCO, 2008).

UNESCO emphasize that education system, schools and teacher should focus on generating inclusive settings that uphold the values of respect and understanding of cultural, social and individual diversity. Essentially, inclusive education is an approach that looks into how to transform education system and other learning environments in order to respond to the diversity of learners. Removing barriers to participation in learning for learners is at the core of inclusive education system (UNESCO, 2005) focussing on individual inclusive education can be useful in guiding development of policies and strategies that addresses the causes and consequences of discrimination, inequality and exclusion within the holistic framework of EFA goals. Research done by Burstein et al. (2004) suggest that successful inclusive school provide a unified educational system in which general and special educator works collaboratively to provide comprehensive and integrated services and programming for all students so inclusive practice have been carefully developed and implemented by the entire school system and are provided with resources to support and maintain the change.

(Source: Ms. Lucy Akinyi Eunice, Mr. Ezekiel Onyango Nyangia and Prof. John Aluko Orodho : challenges facing implementation of inclusive education in public secondary schools in Rongo Sub- Country. Migori Country, Kenya. Pg: 39-40. www.iosrjournals.org)

Despite many efforts being put forth for successful implementation of inclusive education in secondary schools in Haryana there are still numerous challenges teachers face in the implementation of the programme. Many teachers find it difficult to implement inclusive education because of various reasons. Inclusive education is an effort to provide special services for exceptional children in the least restrictive environment (Ainscow and Ceasar, 2006). This suggests that exceptional child will be placed with the normal peers and will receive special services while enrolled in regular classes, not in special classes (Kirk,

Gallagher, Anastasiow and Coleman, 2006). This is a provision that should have that child interact as much as possible with his or her normal peers. There are many factors that have led to the move of mainstreaming exceptional children some of these include the observation that many children were classified as mentally challenged when they were not that many special classes showed few beneficial results and that those classes tended to be understood as classes for problem children instead of remedial centres. Ministry of education and training declared that all children in the country should be admitted to the nearest community schools to assess education regardless of ability or disability. This appeared to be a major challenge to schools. They were not ready for the sudden increase in enrolment. It was doubtful that teachers were prepared to accommodate such type of children in the mainstream schools. Review that many schools is not prepare for inclusive education because of the number of barriers among which are lack of trained personnel to manage inclusive classroom, lack of funds and instructional material etc. It is therefore, from such a premise that the researcher found it to imperative to investigate what challenges encountered by teachers and how they cope up with those challenges in managing inclusive education in normal classrooms in Yamuna Nagar (Haryana).

(Source: S'lungile Thwala(PhD)(2015): Challenges encountered by teachers in managing inclusive classrooms in Swaziland. Pg: 495.)

Review of literature

Mitika, Alemu and Semahegn (2014) found that there are several obstacles and challenges related to teacher preparation and to promote inclusive education. It is not possible to attain success in inclusive education in country through effective teacher preparation strategies so to make inclusive appropriate teacher preparation for inclusive education must be made compulsory in all teacher education programme irrespective of elementary or secondary level furthermore qualitative resources, facilities, fatalities must be supplied to each teacher education institution to make inclusive education programme successful. Major findings of this study were:

1. Attitude of teachers and parents towards disable child.
2. Lack of attention from education office
3. Lack of educational materials.
4. Problem is to create a good effective and competent teachers who can lead and practice inclusive adequately.
5. Large class size.
6. Lack of skilled manpower
7. Schools do not conduct scientific way of identification and assessment process to identify and assess the special child.
8. Schools do not have eligibility criteria to admit students with special needs.
9. Teachers do not prepare individualised educational plan (IEP) for disable child.
10. Teachers do not have extra time to complete their activities.
11. Testing procedure is not modified according to need of special child.
12. Visually impaired students are not placed or positioned according to their need to accommodate all the stationary and other materials.

13. Since classroom is narrow and desks are putted very close each other, so, visually impaired students do not have access to move freely in the classroom.

Thwala (2015) revealed that majority of teachers were not trained on how to teach in an inclusive classroom, however literature indicates that with proper training and resources inclusion can be practical and effective learning environment for disable child. This study also revealed that mainstream teachers generally lack of confidence as they attempt to include students with disabilities in the classes so this study suggests that there should be holding of special needs class courses, workshops and conferences for teachers only then they can get acknowledge with the different needs of special child and only then they can manage them in a normal classroom.

- 14.(Source: S'lungile Thwala (2015) Challenges encountered by teachers in managing inclusive classrooms in Swaziland. Mediterranean journal of social sciences. www.researchgate.net)

Sarao (2016) Revealed in a study of ' obstacles and challenges in inclusive education in India with special reference to teacher preparation.' that many problem such as lack of well educated teachers, curriculum, resources, good infrastructural facilities awareness, positive attitude, plans, policies are creating hurdles for extended the concept of inclusive education in India.

Singh (2016) explained about inclusive education, its concept, need and challenges. He told us why we need inclusive education and what challenges come in the way of inclusive education to achieve it's successfully. He said that actually 'right to education act 2009', to all children irrespective of their caste, religion, and so on. We have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating

students with disabilities. It stresses on that each disable child is a valued member of society rather than regardless of his intensity and severity of his disability. He also explored that a good inclusion programme is that which allows all the students to participate in that society. To meet the challenges, involvement and cooperation of educators, parents and community leaders are vital for the creation of better and more inclusive schools. He also explored that challenges can be overcome by raising awareness of human rights in communities and publishing the positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming. Learner friendly and beneficial and they feel as a part of it not apart from it.

(Source: J. D. Singh (2016): Inclusive education in India: concept need and challenges. An international peer reviewed and referred scholarly journal for humanity science & English language. Pg: 3230-3231)

Methodology

The study adopted a descriptive survey design to investigate what are the challenges faced by teachers in the implementation of inclusive education programme in government senior secondary schools in Yamuna Nagar Haryana.

A questionnaire was self-developed and finalized by the researchers before being distributed to the targeted group of respondents. The questionnaire was designed specifically to address the research objectives with regards to teacher's problems in implementation of inclusive programme in government schools of Yamuna Nagar. Orodho (2009, 2012) notes that descriptive study design is used in Preliminary and exploratory studies so as to allow the researcher to gather information, summarise, present and interpret the study for the purpose of clarification. Brooks (2013) concluded that descriptive survey research is

intended to produce statistical information about aspects of education that interest policymakers, educators and other stakeholders. This study used descriptive survey design because according to Mugenda and Mugenda (2003) it is the best method available to social scientists interested in collecting original data to be used in describing a population that is too large to observe directly. The design enabled the researcher to gather information from a wide range of respondents for example head teachers, teachers and the area ministry officials on the challenges facing in the implementation of inclusive education programme for disabled students in secondary schools in Yamuna Nagar, Haryana. The study was conducted in 5 Government senior secondary mainstream schools of Jagadhari block of Yamuna Nagar district. The study sample comprised of 100 mainstream teachers. The main research instrument used was questionnaire. Data was collected and analysed using descriptive and inferential statistics as qualitative data was arranged according to objective and research questions.

Purpose of the study

1. To analyse all those hindering factors which act as challenges for teachers in the effective implementation of inclusive education programme in government senior secondary schools of Yamuna Nagar.
2. To know about coping strategies adopted by teachers for removing those challenges for effective implementation of inclusive education programme in Government senior secondary schools of Yamuna Nagar.

RESEARCH QUESTIONS

1. What are the challenges faced by teachers in implementation of inclusive education in government schools of Yamuna Nagar?
2. How teachers cope-up with those challenges for implementation of the inclusive education in government schools of Yamuna Nagar?

**Research findings and
Discussions****TABLE 1 : Table showing
the result for challenges
faced by teachers in
implementation of
inclusive programme****C1**

	Frequency	Percent
Strongly agree	13	13.0
Agree	34	34.0
undecided	24	24.0
Disagree	22	22.0
Strongly disagree	7	7.0
Total	100	100.0

C2

	Frequency	Percent
Strongly agree	9	9.0
Agree	32	32.0
Undecided	38	38.0
Disagree	15	15.0
Strongly disagree	6	6.0
Total	100	100.0

C3

	Frequency	Percent
Strongly agree	1	1.0
Agree	42	42.0
Undecided	35	35.0
Disagree	15	15.0
Strongly disagree	7	7.0
Total	100	100.0

C4

	Frequency	Percent
Strongly agree	9	9.0
Agree	36	36.0
Undecided	29	29.0
Disagree	20	20.0
Strongly disagree	6	6.0
Total	100	100.0

Table 1

According to TABLE 1 the major finding of the data:

Firstly, 13% teachers are strongly agree, 34% teachers are agree, 24% teachers are undecided, 22% teachers are disagree and 7% teachers are strongly disagree with the statement that there are inadequacy of classroom size which are responsible for indiscipline in the classrooms.

Secondly ,9% teachers are strongly agree, 32% are agree, 38% are undecided, 15% are disagree and 6% are strongly disagree with the statement that there are

improper teaching learning material which are responsible for not individualized attention in the classroom.

Thirdly 1% teachers are strongly agree 42% teachers are agree 35% teachers are undecided, 15% are disagree and 7% are strongly disagree with the statement that rigidity of curriculum for special students are responsible for their poor academic performance.

Fourth 9% teachers are strongly disagree, 30% are disagree, 29% are undecided, 20% are agree while 6% are strongly agree with the statement that lacking of resource rooms in the schools is a very big problem in handling the special equipments.

DISCUSSIONS

29% teachers believe that classroom size should be enough according to the need of disabled child, only then they can move freely and participate in the classroom activities, 21% teachers believe there should be proper teaching material if we want individualised attention in the classroom otherwise we cannot entertain the special child in the classroom, 22% teachers feel that curriculum play an important role in the exam performance, they believe we should adopt flexible curriculum to motivate the disabled child in the classroom, 26% teachers feel lack of resource room, they believe if we want inclusive programme to go smoothly then there should be proper place for special instruction and classroom assignment, only then they can maintain their speed with normal peer mates.

TABLE 2: Showing the data for strategies adopted by teachers to cope up the challenges faced by teachers in implementation of inclusive programme:

S1

Strongly disagree	4	4.0
Disagree	18	18.0
Neutral	27	27.0
Agree	40	40.0
Strongly agree	11	11.0
Total	100	100.0

S2

	Frequency	Percent
Strongly disagree	5	5.0
Disagree	19	19.0
Neutral	35	35.0
Agree	24	24.0
Strongly agree	17	17.0
Total	100	100.0

S3

	Frequency	Percent
Strongly disagree	3	3.0
Disagree	20	20.0
Neutral	35	35.0
Agree	26	26.0
Strongly agree	16	16.0
Total	100	100.0

S4

	Frequency	Percent
Strongly disagree	3	3.0
Disagree	17	17.0
Neutral	25	25.0
Agree	28	28.0
Strongly agree	27	27.0
Total	100	100.0

S5

	Frequency	Percent
Disagree	20	20.0
Neutral	27	27.0
Agree	39	39.0
Strongly agree	14	14.0
Total	100	100.0

S6

	Frequency	Percent
Strongly disagree	7	7.0
Disagree	11	11.0
Neutral	39	39.0
Agree	22	22.0
Strongly agree	21	21.0
Total	100	100.0

S7

	Frequency	Percent
Strongly disagree	5	5.0
Disagree	15	15.0
Neutral	30	30.0
Agree	33	33.0
Strongly agree	17	17.0
Total	100	100.0

S8

	Frequency	Percent
Strongly disagree	5	5.0
Disagree	20	20.0
Neutral	32	32.0
Agree	30	30.0
Strongly agree	13	13.0
Total	100	100.0

Firstly, 4% teachers are strongly disagree, 18% disagree, 27% undecided, 40% agree and 11% teachers are strongly agree with the statement that they took the help of classroom students for maintaining discipline in the classroom when there is rush in the classroom.

Secondly, 5% teachers are strongly disagree, 19% disagree, 30% undecided, 20% agree and 17% teachers strongly agree with the statement that they assign duties to the students according to the class need.

Third, 3% teachers are strongly disagree, 20% disagree, 35% undecided, 26% agree and 16% teachers are strongly agree with the strategy that they use

available resources in the school premises for teaching learning material in the classrooms .

Fourth, 3% teachers are strongly disagree, 17% disagree, 25% undecided, 28% agree and 27% teachers are strongly agree with the statement that that there is not suitable curriculum according to special child so they give relaxation in time table and help through academic assessment of the students forgetting good grade marks in the exam.

Fifth, 20% teachers are disagree, 27% undecided, 39% agree and 14% are strongly agree with the statement that help disable students through assessment.

Sixth, 7% teachers are strongly disagree, 11% disagree, 39% undecided, 22% agree and 21 % teachers are strongly agree with the statement that they use classrooms as resource room.

Seventh, 5% teachers are strongly disagree, 15% disagree, 30% undecided, 33% agree and 17% strongly agree with the statement that they do counselling of parents and society members during PTM in school sometime they do door to door campaigning whenever they have a time to aware them about inclusive education program for bright future of their disabled child.

DISCUSSIONS

51% teachers believe that there is no harm if we take help of classroom students in maintaining the discipline in the classroom because it makes them responsible and they learn cooperation with each other and do respect each other, 42% teachers believe that through different classroom competitions like chart making, slogan writing, clay modelling, model making etc., we can collect a lot of teaching materials for effective TLP. Moreover students use leisure time creatively, 42% teachers believe that they use available resources in the school for teaching learning material , 55% teachers agree that they provide relaxation

in time to disable child in their period , 56% teachers believe that they give more marks in the academic assessment for helping them and motivate them for further study, 43% teachers believe that there should be resource room in every school because only then we can handle learning disable child otherwise we cannot teach them with normal peers at a normal speed and 50% teachers feel that it is very necessary to counsel the parents of disable because if they themselves aware about inclusive programme only then they will enrol their disable child in mainstream school and then they can take benefit of government schemes and reservations for disable child in different services .

CONCLUSION

It can be concluded that mainstream teachers of government schools generally feel difficulty in classroom activity when PH (physical handicapped) students present in the classroom because there is not enough space in the classroom for their free movement so most of the time they avoid such type of activities, curriculum should be flexible according to special child need because they feel de motivated when they get low grade marks in comparison of their peers. Moreover there is heavy shortage of resource rooms in the schools so which is a big challenge for teachers to teach learning disable child in a normal classroom and teaching learning material for disable students is not enough which act as a support for achieving their target. These all problems lead to negative attitude of teachers towards inclusive education in mainstream schools because they believe that if government implement this type of scheme there should be proper time and guideline of implementation, moreover infrastructure of schools and appointment of special educator must be considered before implement of such type of scheme.

RECOMMENDATIONS

The Ministry of Education and Training has to put clear place for infrastructure like resource rooms, grant for teaching learning material on time, classroom size should be big and obviously for flexible curriculum, and short in- service training must be offered to the educator which should run over for a period. Lastly more and more research should be conducted on to find out need of inclusive education and its relationship between knowledge and confidence of teachers, only then we can find out more suggestions of inclusive education for its smooth functioning. A systematic synopsis of the challenges and coping strategies being employed in Yamuna Nagar, Haryana, India has led to the following recommendations

1. There should be enough space in the classroom for movement and participation in the classroom activities. If we want that a disable child get individual attention in the classroom then there should be proper teaching material according to need of child like special desk , ramp ,projector etc.
1. Curriculum should be very flexible if we want involvement of a special child with normal peers
2. In every school, there should be proper resource room. Because a resource room is a separate classroom where students with educational disabilities such as learning disabilities are given direct specialized instruction and academic remediation and assistance with home work and related assignments as individual or in group
3. There should be a motivational lecture on inclusive education programme in which participation of every parent and community member should be necessary

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