

**A STUDY OF PROBLEMS FACED BY TEACHERS
& CHILDREN WITH SPECIAL NEEDS IN
INCLUSIVE SCHOOLS AT PRIMARY LEVEL IN
THE STATE OF HIMACHAL PRADESH.**



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A B S T R A C T

The prime concern in a country like India, which is the largest democracy of the world, should be equal care and attention of differently able-bodied learners towards their educational betterment. Such ideas led to the emergence of the concept of inclusive education. This paper discusses the concept of inclusive education and problem faced by teacher and children in inclusive schools. Therefore, looking to present scenario of education in Himachal Pradesh, a number an educational problems come across which we have to overcome. The problems have many 'where there is a will there is a way' things are difficult but by the grace of God. They are possible. God is giving the serenity to change the things that can be changed and to concept the things that cannot be changed.

Keywords: Inclusive Education, Children with special needs.

INTRODUCTION

The dictionary meaning off 'inclusion' is to take in, or consider as part or member of or to embrace. Inclusive education means including children with disabilities in regular classrooms that have been designed for children without disabilities (Kugelmass, 2004). Inclusive education follows the Zero-Rejection policy. Inclusive education in the general schools is a forward looking and an explicit approach. In simple words inclusion is a term, which can be defined as an attitude or a commitment of appreciating diversities and accepting that all students can be educated in a common school to their maximum potential.

INCLUSIVE EDUCATION FOR CWSN IN THE STATE OF HIMACHAL PRADESH

With the mandate of providing education to every children with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment, inclusive education for disabled (IED) in State was commenced in 1999-2000. In Himachal Pradesh there are nearly 22040 CWSN who suffer from one of the other disability, 19643 CWSN have been integrated in formal schools and for 2397 out of school CWSN, different strategies have been adopted to bring them in educational system.

OBJECTIVES OF THE STUDY

1. To Study the overview of inclusive education in the state of Himachal Pradesh. 2. To study the problem faced by teacher in inclusive schools of Himachal Pradesh. 3. To study the problem faced by children with special needs in Inclusive schools of Himachal Pradesh.

STUDY AREA

inclusive education is being implemented in 12 district in the state of Himachal Pradesh. The sample of the study will be taken from six viz., district Solan, Shimla, Sirmour, Bilaspur, Mandi, Una. 48 schools were selected from these districts respectively keeping in view the willingness of the headmasters to cooperate with the investigator in conducting the research project. The total sample of the study was 310 teachers and one state project officer Directorate of elementary education Shimla. Thus the investigator selected convenient purposive sample for the present study.

REFERENCES METHODOLOGY

Keeping in view the nature of the study the present study utilizing the descriptive Survey method of research, is found to be the most appropriate one as it effectively studies the problem in inclusive schools as they exist. Data used for this study has been collected from primary and secondary Sources. Primary data has obtained though questionnaire, Observation technique, in the secondary sources data of inclusive school list of Himachal Pradesh collected from the state project officer Directorate of elementary Education Shimla. Collected data has been tabulated and arranged in a systematic manner. With proper interpretation results and conclusions are stated. In this Research Chi-Square Test is used.

RESULT AND DISCUSSION

OVERVIEW Inclusive education is being implemented in 12 district of Himachal Pradesh. There are approximately 12000 inclusive schools in Himachal Pradesh. Total number of CWSN in the state 22040. Numbers of teachers trained in inclusive education

are 53256. Teacher student ratio in the school is 1:22. Medium of instruction in the inclusive schools is Hindi. In inclusive education programme 3 Day care Centre in H.P. for CWSN.

PROBLEMFACEDBYTEACHERS

So as far the General teachers are concerned the findings of the present study indicate the problem faced by general teacher in inclusive schools are lack of training in the field of special education, lack of confidence and lack of feedback from supervising officers and problem in managing the behavior of children with special needs, unable to deal with problem of CWSN and lack of awareness among community members and lack of orientation of refreshment courses does not arranged time to time to the teaching staff are the main problem faced by them in inclusive education setting. So far as the Resource teachers are concerned the findings of the present study indicate the problem faced by Resource teacher in inclusive schools are lack of parental involvement lack of support for colleagues and respond lack of support by parents of CWSN and lack of awareness among community members and Lack of proper guidance services and Non availability of instructional material and teaching aid according to the disability in the schools and Non - availability of Resource room in inclusive school are the main problems faced by them in inclusive schools.

PROBLEMFACEDBYCHILDRENWITHSPECIAL NEEDS

Infrastructure was found so congested and weak some of schools have architectural barrier. Curriculum does not based upon the vocational skill oriented. Proper atmosphere and environment was not found in most of inclusive schools of Himachal Pradesh. Attitude of non-acceptance of general teacher, teasing by peers .Lack of appropriate instructional/learning materials, peer rejection are the main problem faced by children with special needs in inclusive setting.

CONCLUSION

At present many schools do not know how to adapt and modify the curriculum to meet diverse needs of children, deal with their behaviour problems and to provide the tools, techniques and supports some children need to be successful in the mainstream. The present study has revealed that children with special needs face many difficulties in attending school and for their movements; architectural barriers should be removed in all the schools. The present study also revealed that there is no resource room in inclusive schools of Himachal Pradesh. Only 82 resource room are constructed by the government but they are also not fully functioned. They are only demonstrating purpose. Hence the schools should have at least one resource room at centre place of three to four schools. Compulsory training for teacher on Inclusive education so this training will help the teacher to deal with special needs children.

R E F E R E N C E

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