Role of the Teachers in Accelerating the Education of the Children with Special Needs (CWSN) in Haryana State

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Abstract

Education is an inseparable part for the development of the society. It enables a person to take right decisions, to overcome from inequalities and to have respect for their educational and social rights. The educational rights enable them to have dignified life, to have freedom and equality in the society. Over the past few years, efforts have been made for the equality of education for all at all levels. Inclusive education has been described as a system of education in which all learners are fully welcomed and they are provided them education equally. Educational frameworks and policies also mandate that schools should adopt such programmes that support inclusive education in schools. Although there are many hinders in the development of the successful inclusive schools but the roles and responsibilities of the teachers have been reconsidered successful ways to overcome from these hinders in inclusive education. In the present paper, efforts have been made to identify the role of the teachers in accelerating the education of the Children with special needs (CWSN) in inclusive education in Haryana state.

Keywords: *Teachers, CWSN, Inclusive Education*

Introduction :-

Education is absolute and of great importance for any nation and its importance cannot ignored for nation's economic and social development (Baral, & Meher, 2017). Alcosero, et al. (2023) also stated that education is utmost important for those who are willing to learn in schools regardless their age, religion, socioeconomic status, and their physical or mental condition. Over the past few years, efforts have been made for the education of all at all levels. As there are many strata in our society which hinder the education of all e.g. poverty, gender, disability and caste. And millions of children are not able to attend the schools due to all these hinders (Yadav, 2022). Inclusion has been proved as a new way for the education of all (Singh, 2016).

The idea of inclusion is based on the principal that every child should be given equal importance and opportunities in schools (Gagare, 2018). This objective of equality can be successful through inclusion, which demands the accessibility of all children (included CWSN) to all required resources to participate in all activities without any hindrances in school (UNESCO, 2019). Chataika, T., et.al., (2012) also views inclusion as an approach in which barriers are removed to enhance the involvement of CWSN in learning and participation with some supportive resources to increase their skills in schools.

The recommendations of the Salamanca Statement also strengths this by declaring that every child with special learning needs has a right to access education in his neighbouring school. And for the accessibility to the education of CWSN, inclusive education has been proved

as a new way (Singh, 2016). Makwana, (2022) strengthen this notion saying that it is inclusive education environment where learning requirements of the children with special needs are best addresses with their peers.Ainscow, 2005, Anastasiou & Kauffman, (2012) stated inclusion as a complex and contentious issue, as the practices for inclusion is not well implemented. Still all nations are making efforts to work on their educational policies and practices to implement inclusion in schools (Kalyanpur,2014). Rouse (2008) also defined that though there is much support for inclusion but there are some concern areas where the recommendations of the inclusive education related policies are not well implemented as the teachers are not much supported and well prepared to work in inclusive environment.

To establish more inclusive schools the teachers, administrations, community and parents must think collaboratively to solve disparities and difficulties in the education of the CWSN. The role of the teachers has been identified as the key figure to ensure equality of all children in an inclusive environment (Yuliia, Shevchenko, Dubiaha, Melash, Fefilova, & Saenko, 2020). Paseka and Schwab (2020) also argued that in recent studies it has been confirmed that in the organisation of the inclusive education, the perception of the teachers, teaching methods and available resources are of great importance. Efthymiou & Kington, (2017) also confirmed it saying that in the accessibility to the educational resources as well as the behaviour and practices of the classroom teachers have great effect on the educational and social outcomes of the children. Hence, the role of the teachers is not negligible to help the children with different needs with the effective inclusion practices in the school environment.

The purpose of the academic paper was to study and generalize the role of teachers in the inclusive education of secondary school children based on the analysis of the experience of inclusion in Haryana.

Objective –

To measure the role of the teachers as a motivator, mediator and as a facilitator in dealing with CWSN in secondary and senior secondary schools of Haryana.

Assumption –

Teachers in Secondary and Secondary schools of Haryana are taking all required initiatives for the education of the CWSN.

Methodology –

The present study was limited to secondary schools (9^{th} to 12^{th} classes) affiliated with State Board and Central Board of Secondary Education (CBSE). The data was collected from 80 teachers of Haryana and simple random sampling technique was used. The data was collected by using Human Resources for Inclusive Education Questionnaire (IFIEQ) developed and standardised by researcher. The questionnaire includes 12 items covering different aspects of teachers' role mainly as a motivator, mediator and as a facilitator. The scoring for each item was 0 for 'NA', 1 for 'Never', 2 for 'Rarely', 3 for 'sometimes' and 4 for Always. To validate findings of the study the researchers also conducted interviews with five teachers of different schools who were handling with CWSN.

Data Analysis and Results –

The role of the teachers as a motivator, mediator and as a facilitator in dealing with CWSN in secondary schools of Haryana are presented and analyzed in Tables 1 to 3.

1: To study the role of teachers as a motivator in the inclusive education of CWSN in Secondary and Senior Secondary Schools of Haryana State

Item	Always		Sometimes		Rarely		Never		NA	
	f	%	f	%	f	%	F	%	f	%
Equal participation in sports and recreational activities of CSWN	201	76.13	21	7.95	16	6.05	22	8.33	04	1.51
Encouragement of CWSN for free expression	197	74.62	29	10.98	16	6.05	16	6.06	06	2.27
Encouragement participation of CWSN in mainstream	163	61.74	61	23.10	25	9.46	11	4.16	04	1.51
Encouragement of friendly relations between CWSN and normal children	213	80.68	25	9.46	14	5.29	09	3.40	03	1.13

Table 1 shows the results of the role of teachers that they play in dealing with CWSN as a motivator in the inclusive education of CWSN in secondary and senior secondary schools of NCR. The outcomes of the study show that about 80.68% teachers of schools always encourage friendly relations between CWSN and normal children, whereas in 9.46% of schools, these efforts are sometimes made, and there are 1.89%-3.40% schools where these efforts rarely or never made. In most of the schools, 76.13% of teachers CWSN are equally encourage to CWSN to participate in all sports and recreational activities, but in 7.95% schools are found where CWSN sometimes participate in these activities. And there are 8.33% of schools where teachers uttered that they have some issues in making such efforts for CWSN. In 2.65%-8.33% of schools, such efforts are rarely or never made for CWSN to participate in sports and other recreational activities.

Further outcomes reveal that in most schools, 74.62% of schools CWSN always have an environment for free expression about their problems, whereas in 10.98% of schools, CWSN are given this opportunity sometimes. In 6.05% of schools, CWSN are rarely given such opportunities for free expression. In contrast, there are 6.06% of schools where CWSN are not given any such facility at all. CWSN are always encouraged to participate in mainstream activities in 61.74% of schools, but it is a large number of schools 23.10% where such arrangements are sometimes made for CWSN. In 9.46% of schools, CWSN rarely participate in mainstream activities, and in 4.16% of schools, CWSN are never encouraged to participate in mainstream activities.

These findings can be validated from the statements given by teachers teaching CWSN in their schools -

Much efforts are being made for the friendly relations between CWSN and normal children, so that they can feel comfortable in the classroom as normal children. Though CWSN are, are always encouraged to participate in all mainstream activities as normal children but they don't fully participate in all activities because of their deficiency.

(Teacher 1)

CWSN are encouraged to participate in all recreational activities according to their ability to perform and to express freely on all matters affecting them, so that CWSN can feel equal and confident as normal children.

(Teacher 1)

2:To study the role of teachers as mediators in the inclusive education of CWSN in Secondary and Senior Secondary Schools in Haryana State

Item	Always		Sometimes		Rarely		Never		NA	
	f	%	f	%	f	%	f	%	f	%
Ensuring medical assessment reports to parents of CWSN	188	71.21	40	15.15	26	9.84	06	2.27	04	1.51
Ensuring CWSN about mobility aids, devices, and assistive technology	165	62.5	45	17.04	32	12.11	16	6.06	06	2.27
Paying attention to the special education expert advices for CWSN	139	52.65	65	24.62	36	13.62	20	7.57	04	1.51
Considering parents' suggestion of educational and behavioural development of CWSN	194	73.48	21	7.95	27	10.22	18	6.81	04	1.51

Table 2 states the role of the teacher as a mediator in the inclusive education of CWSN in secondary and senior secondary schools of Haryana state. In most of the schools (73.48%) parents' suggestions are always considered in the educational and behavioural development of CWSN, while in 7.95% schools stated that parents' suggestions are sometimes considered. In comparison, in 6.81%-10.22% of schools, suggestions of the parents about the educational and behavioural development of the children are rarely or never considered. In most of schools, 71.21%, the medical assessment report of the CWSN is always conveyed to their parents while in 15.15% schools, these steps are taken sometimes for CWSN. Further outcomes of the study show that in 2.27% - 9.84% of schools the medical assessment report of the CWSN is rarely or never conveyed to their parents.

Further results of the study reveal that in most of the schools, 62.5% CWSN are always ensure about mobility aids, devices, and assistive technology. But in 17.04% schools, this facility

is sometimes available for CWSN, while in 12.11% of schools, this facility is rarely provided to CWSN. Whereas 6.06% of schools denied providing this facility to CWSN. Studying further it is also unearthing that teachers always pay attention to the special education expert's advice for teaching CWSN in 52.65% of schools. In many schools, 24.62% of schools, the expert's advice is sometimes accepted whereas it is 13.62% of schools where expert's suggestions are rarely considered for CWSN, and there is 7.57% of the schools where teachers need to pay attention to the special education expert's advice.

The researcher interviewed some teachers dealing with CWSN in schools and their statements are as follows:

To find out the difficulties of CWSN, our school provides medical assessment facilities to them, and the report of their medical assessment is continuously conveyed to their parents so that they can also find problems of their child and provide them with the required assistance. And to ensure mobility aids devices and assistive technology for CWSN.

(Teacher 3)

To enhance the education of CWSN, our school provides guidance to the general teachers to find out the problems of such children and inform special educators about their difficulties in education, and further to special educators to provide suggestions to the general teacher about continuing their education in the classroom.

(Teacher 2)

Table 3: To study the role of teachers as facilitators in the inclusive education of CWSN in Secondary and Senior Secondary Schools in Haryana State

Item	Always		Sometimes		Rarely		Never		NA	
	f	%		%	f	%	f	%	f	%
The facility of individual academic support in the resource room to see CWSN	171	64.77	45	17.04	11	4.16	31	11.74	06	2.27
Different teaching strategies for learning of CWSN	157	59.46	44	16.66	35	13.25	23	8.71	05	1.89
Preparing teaching learning material according to CWSN	148	56.06	49	18.56	25	9.46	38	14.39	04	1.51
Individual attention to CWSN in the classroom	193	73.10	31	11.74	23	8.71	11	4.16	06	2.27
Providing extra time to CWSN in teaching	158	59.84	52	19.69	21	7.95	27	10.22	06	2.27

Table 3 present the role of the teachers as a mediator in the inclusive education of CWSN in secondary and senior secondary schools Haryana state. The findings show that in most of the schools (73.10%), CWSN always given individual attention in the classroom and there some of

the schools (11.74%) where this facility to CWSN is given sometimes. In 8.71% schools, teachers stated that they rarely provide personal attention to CWSN in the classroom, further of it, in 4.16% of schools CWSN are not given any individual attention in the classroom. Further of it, in most of the schools (64.77%), CWSN always have personal academic support in the resource room, whereas in 17.04% of schools this facility is sometime available to CWSN, and in 4.16% schools, teachers stated as they rarely provide individual attention to CWSN to see their problems in resource room. Whereas, in 11.74 % schools, teachers viewed as they are not able to give personal academic support in the resource room to see the problems of CWSN.

Further results of the study declare that in most schools, 59.84% of teachers are able to provide extra time to CWSN during teaching to solve their problems, but in 19.69% schools, teachers commented that they are sometimes able to make such arrangements for CWSN during teaching. But in 7.95% of schools, teachers uttered that they can rarely make such arrangements for CWSN, and in10.22% schools, teachers are unable to provide this facility to CWSN. Further outcomes of the study, reveal that in 59.46% of schools, teachers always use different teaching strategies for the learning of CWSN and in 16.66% of schools, these teaching strategies for CWSN are sometimes used. Further of it, in 13.25% of schools, teachers rarely use these teaching strategies for the better learning of CWSN, and there are 8.71% of schools, where teachers are never able to use different teaching strategies to enhance the learning of CWSN at all. Studying further, it is measure out that a little more than half of the schools (56.06%), teachers always prepare teaching-learning material (TLM) for CWSN according to their needs but in many schools 18.56%, teachers sometimes prepare TLM for CWSN. Further, it has been found that in 9.46% schools, CWSN are rarely have any facility of the TLM according to their requirements and in 14.39% schools teachers never prepare these TLM for the benefit of the CWSN according to their requirements.

To validate the above findings the researchers conducted interview some of the teachers teaching CWSN -

To facilitate the learning of the CWSN with normal children, we have to use different teaching strategies according to CWSN, and we also use TLM for their learning as children are supposed to learn quickly with the help of the TLM.

(Teacher 2)

As we talk about the inclusion of CWSN, they can't perform in the same ways as normal children, but in our schools, CWSN are given individual attention and extra time to perform academically better in the classroom.

(Teacher 4)

Though we have CWSN in our school, we don't have any facility of the resource room where they are given individual academic support. It is difficulty to provide extra time to such children as we have limited time for teaching all children in classrooms.

(Teacher 5)

Findings and Discussion –

- The outcomes of the study revealed that in 76.13% schools, teachers always make efforts of equal participation in sports and recreational activities of CWSN and in 74.62% schools CWSN are always encouraged for free expression about their problems.
- There are 61.74% schools where teachers always encouraged CWSN to participate in mainstream activities of schools, and also encouraged CWSN (in 80.68% schools) to build friendly relations between CWSN and normal children in 80.68% of schools.
- The results of the study show that there are 64.77% schools where CWSN are always given the facility of individual academic support in the resource room. And in 54.46% schools, teachers always adopted different teaching strategies of learning for CWSN, and (56.06% schools) always prepared teaching-learning materials according to CWSN in 56.06% of schools.
- In 73.10% schools CWSN are always paid individual attention in classroom as well as in 59.84% schools teachers provide extra time to CWSN in teaching.
- In 71.21% schools parents of CWSN are always ensured about the medical assessment report and in 62.5% schools CWSN are also ensured about mobility aids, devices, and assistive technology.
- In 52.65% schools attention is paid to the special education expert's advice, while in 73.48% schools parents' suggestions of educational and behavioural development of CWSN are always considered in 73.48% of schools.

These findings support the claims made by previous researchers. A study conducted by Devi and Reddy (2016) revealed that in a large number of schools (83.33% schools) teacher always encouraged all children included CWSN to build friendly relations in the classroom. Glassgow and Hicks (2009) concluded that CWSN were not welcomed in schools, rather they were excluded. In the same way, Chinyelugo and Agbo (2013) also argued that teachers were not making efforts of equal participations of CWSN as it was studied that they were not willing to include CWSN in their classes and to use differentiated instructions to help CWSN in their learning. This is also strengthened by Avcıoğlu (2017) who claimed that teachers don't have same behaviour with CWSN as with normal children in their class. A study conducted by Simorangkir (2021) showed that in most of the schools CWSN were not accessing friendly health services. A study conducted by Nthia (2012) revealed that teachers showed inability in paying full attention to the special needs of CWSN and about 79.2% CWSN were not having required teaching/learning materials and other assistive devices to continue their education in an inclusive environment (Buhere & Ochieng, 2013). The study of the Anthony and Yasin (2019) highlighted that there were only 10% of teachers who were willing to adapt their teaching methods and to use different teaching strategies according to the needs of the CWNS for their better learning in inclusive classroom environment and to discuss with special teachers about their needs, while 70% of teachers were always paying full attention to CWSN as well as (75% teachers) were ready to accept them without discrimination. In the same way Onywany and

Odongo (2020) stated that limited knowledge of teachers in special education and lack of teaching-learning facilities were major challenges for teachers in implementing inclusive education.

Njoka et al. (2012), also highlighted that education of CWSN was not given adequate attention. Wenner (2016) studied that CWSN were not included all recreational activities as the normal ones and they were lacking of social skills, peer relations, and friendship. Malik (2019) commented that there was no facility of resource room in the schools for CWSN and showed an acute shortage of teaching-learning resources to teach CWSN in an inclusive classroom. In a study, Odo (2015) argued that the students who were taught by using different teaching strategies they performed academically better. (Dutta and Banerjee, 2013; Zaveri, 2001) revealed that neither the teachers were trained to handle CWSN in the inclusive classroom nor the schools were willing to get admitted to CWSN.

Conclusion -

The outcomes of the study showed the role of the teachers in secondary and senior secondary schools of Haryana state. The teachers always make efforts for the equal participation of all children in sports and other recreational activities schools and they also encouraged them to freely express their problem in schools but they are not having proper opportunities to participate in mainstream education with normal ones. It is necessary to considered the advice of the special education experts to continue the education of the CWSN in mainstream education system, but the results of the study revealed that there are some of the schools where this facility is available for the. It is also found that CWSN are taught by using TLM only in some schools. Considering the outcomes of the study, it is necessary for the teachers to be aware about the required resources for the education of the CWSN as well as to provide individual attention and extra time to CWSN in schools for their better learning. And to ensure inclusive education practices the need of the hour is to implementation of the required policies as well as to fulfil the necessity of CWSN.

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