

Challenges Faced by students and teachers in Inclusive Classroom

Dr.Madhuri Isave

Associate Professor, Tilak College of Education, Pune, India

Email - madhuisave@gmail.com

Abstract: *The focus of this study was to identify challenges faced by teachers while implementing inclusive education in schools. Teacher is the key part of the teaching and learning process, which faces many challenges to implement the inclusive education due to which they cannot play their roles effectively. This paper, based on a thorough review of the existing literature, critically analyses the challenges faced by female teachers. Since the passage of the persons with disabilities (PWD) Act in 1995 and subsequent implementation of various policies and programmes by the Indian government to enhance the participation of students with disabilities in regular schools, but there has been no remarkable growth of inclusive education. Such initiatives have placed new demands on schools, specially on teachers who have the major responsibility for implementing inclusion at the classroom level. Therefore it is become essential that regular school teacher must take additional efforts to include students with special needs in their classes. But unfortunately the absence of professional development of teachers is the key challenge to implement inclusive education in schools*

Key Words: *Inclusive Education, Challenges, Inclusive classroom, Disability, Teacher and students.*

1. INTRODUCTION:

Inclusive Education in the context of the goals of Education for All is a complex issue, and no coherent approach is evident in the literature. First, at a basic level of policy, unlike health and labor markets, disability is seen as an array of issues crossing health, education, social welfare, employment sectors, etc. As a result, policy development in relation to individuals with disabilities faces challenges to avoid fragmented, uneven, and difficult to access services. Second, Inclusive Education may be implemented at different levels, embrace different goals, and be based on different motives, reflect different classifications of special education needs

In order to understand exclusion and strategies for working toward inclusion, it is necessary to examine researches on policy and practice at the micro level (schools and communities), at the meso level (educational systems and external agency support services), and at the macro level (national/international policy and national legislation). Inclusive Education in the context of the goals of Education for All is a complex issue, and no coherent approach is evident in the literature. First, at a basic level of policy, unlike health and labor markets, disability is seen as an array of issues crossing health, education, social welfare, employment sectors, etc. As a result, policy development in relation to individuals with disabilities faces challenges to avoid fragmented, uneven, and difficult to access services. Second, Inclusive Education may be implemented at different levels, embrace different goals, and be based on different motives, reflect different classifications of special education needs in order to understand exclusion and strategies for working toward inclusion, it is necessary to examine researches on policy and practice at the micro level (schools and communities), at the meso level (educational systems and external agency support services), and at the macro level (national/international policy and national legislation).

Inclusive education means welcoming all children without discrimination into regular or general schools. By the change of attitude against differential treatment of educational differences in people will likely be seen in a positive perspective. It calls for a respect of differences and celebration of diversity. In contemporary society we observing the diverse nature of classroom with respect to different religion, different region, caste, language and culture. Disabled students are admitted with normal children. They taught with same curriculum and co-curricular activities which is for normal students. Sometimes they have faced lot of problems in their daily work and learning process.

2. REVIEW OF RELATED LITERATURE:

Kumar Sanjeev & Khagendra Kumar (2007), studies an Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools. By 1998, had conducted surveys, assessment camps and evolved strategies to provide resource support to those children with special needs who were enrolled in schools. The thrust was on imparting quality education to all disabled children.(1)

Nidhi Singal (2005), reviews the literature in the field of inclusive education in the Indian context with an aim to elucidate the different perspectives in its understandings and various conflicts in its conceptualization, while identifying significant gaps. The paper begins by adopting a chronological approach, tracing the development of this concept., it is noted that the field of inclusive education is driven by a rather narrow and limiting perspective.(2)

Mithu Alur(2001), highlighted some Cultural and Moral Implications of Inclusive Education in India in article. This article provides a personal viewpoint on and outline of the author's contribution to learning disability in India. It refers to her doctoral research on policy and the status of people with disability in India. It puts forth the view that although India addresses diversity in many ways it tends to exclude people with disability from national programs. It argues that inclusive education should be context- and culture-specific and that inclusive programs can develop.. The article ends with the suggestion that moral and ethical considerations demand that people engaged with inclusion need to work towards inclusion of all children wherever necessary and that each individual first of all needs to internalize the change within them.(3)

Banargi,R, Mehendale,A., Nanjundaiah,M. they had expressed their thought regarding understanding of inclusive practices in schools in the schools inIndia. Seva in action is a voluntary organization working in the field of education of differently abled students. This study is the first attempt of Seva in Action to understand the micro level interventions and the realities of inclusion and documentary evidence of inclusive practices in selected schools.(4) In the report, of Ministry of Human Resource Development Department of School Education & Literacy Chapter on Elementary Education (SSA & Girls Education) for the XIth Plan Working Group, India. In this report very important issues and calls for adequate attention to ensure availability of the required physical infrastructure in the schooling system is mentioned.(5)

Kala Parasurama,(2006),studied the variables that affect teachers' attitudes towards disability and inclusive education in Mumbai.Teacher attitude is one of the most important variables in the education of children with disabilities. Attitudes of general educators in the city of Mumbai, India, toward disabilities and inclusion of students with disabilities into regular schools were studied through the usage of two attitude scales. The study investigated whether variable background characteristics such as age, gender, income level, education levels, years of teaching experience, acquaintance with a person with a disability, having a family member with a disability, frequency of contact and closeness to a person with disability affect the attitudes of teachers towards people with disabilities and towards inclusion of students with disabilities into regular schools. The analyses revealed that while some of the variables of interest did affect teachers' attitudes towards disabilities, the only variable that affected teachers' attitudes towards inclusion was prior acquaintance with a person with a disability.(6)

Vishal Pajankar, (2010), studied rural urban disparity in India based on school education. The present study has thrown up new information of gap between rural schools and urban schools that can be useful to planners and policy makers. The author of has made effort to study the disparity between rural schools and urban schools on eight different very important key indicators of school education and computed the disparity index by giving rank to the states/UTs in the scale of the school education development.(7)

Saravanabhavan &Saravanabhavan,(2010),studied knowledge of learning disability among pre- and in-service teachers in India. The purpose of this study was to determine the knowledge level of learning disabilities (LD) among teachers in India. A survey was distributed among 144 teachers in two regular high schools, 38 teachers in two special schools, and 165 pre-service teachers in a teacher education college in a metropolitan city in a southern state in India.(8)

Ashwini, K.& Agarwal, conducted a comparative study of academic skills of visually impaired students studying in various educational settings The researcher conducted the study with the objective to assess and compare the five areas of academic skills of visually impaired students, who were studying in three settings (special school setting, semi-integrated setting and integrated setting). The objective of the study was also to compare the academic skills of visually impaired boys with visually impaired girls in the three educational settings.

Deshpande,M. (2010), handled a case study on AnkurVidyamandir working for inclusive education.Ankur Balmandir was founded in the year 1988 with the primary purpose of providing facilities of inclusive education (IE) for the children between the ages of three and six, i.e. to promote equal opportunities to all children irrespective of their individual differences in abilities. Inclusive education at Ankur Vidyamandir and its supporting units operates from the assumption that almost all students should start in a general classroom, and then, depending on their needs, move into more restrictive and specialised environments, whenever required.(9)

Mishra,A., R. Rangasayee, (2010), Developed measuring tool for Inclusive Education set up.Within the framework of International Classifications of Functioning, Disability and Health- ICF, the present study was to develop a functional assessment scale (ICF-FAS) based on the indicators and qualifiers of ICF for children with hearing impairment attending regular schools.

Munde Rajashree, (2003). developed a self-study package in computer education for slow learners. Main objectives of the research are; 1- To develop a self-learning package in computer education for slow learners.2- To study the effectiveness of this package on slow learners.Method used is experimental design with purposive sampling.

Statistical tools –t-test and f-test. Findings of the study were, there was a significant difference in achievement of slow learners of controlled group and experimental group.(10)

Sir Shapurji Billimoria Foundation in Mumbai is an example of an innovative teacher development initiative. Sir Shapurji Billimoria Foundation was registered in 1998 with the aim of training general teachers to meet the needs of children with disabilities. The organization has conducted three three-week training courses for in-service teachers in Mumbai. Teachers felt that there was a need for more such courses as it helped them in their classroom practice. Since teachers could not be away from school for long, it was suggested that weekend training modules could be implemented. The organization also conducts research in education, learning styles and allied educational issues that include documentation.

I.C.T. to enable inclusive education in schools National Policy on I.C.T. in School Education.-The Ministry of Human Resource Development has come up with a draft National Policy on Information and Communication Technology in Education which also includes needs of children with disability.The policy states I.C.T. will help enable schools to achieve inclusive education. Software like screen readers, Braille printers will be part of the I.C.T. infrastructure of all schools. In case of non-availability of resources, web based repositories will bridge this gap. Digital content and resources for students with disabilities, talking books, etc. will be developed and used. Teachers would also be trained to understand the needs of students with disability

Dr. Sou. Megha V. Gulavani (2011), The planning for ICT should be part of and not separate from general education and school planning. The biggest mistake is to think of ICT and its use as an ‘add on’ an extra aspect of the curriculum. The people involved in planning for ICT must be fully integrated into broader education and school reform efforts. Ultimately, the managers of education systems and schools must ask themselves how ICTs support and enable school activities, particularly the teaching and learning process.

Bortolo, (2010) reported that only 2% children with special needs attend schools while one third of the total are out of schools. According to Tahir and Khan (2010) about 20 percent of the world’s poorest people are those who suffer from some sort of disabilities. Over 90% of the children with disabilities in developing countries do not attend school. The literacy rate of adults with disabilities is as low as three percent. Because of above facts it seems quite difficult to fulfill the dream of “Education For All” (EFA).

Emam, Mohamed & Mohamad (2011), the teacher’s need in-service and pre-service training to meet the challenges of inclusive education. It is an accepted fact that practice makes a man perfect and we learn by doing the things again and again. Though conscious efforts. The nature of the problems of the students with special needs is different as compared to the problems of the students in the mainstream schools. The teachers need greater patience to respond them and may also need to change the delivery pace for the students. Pre-service teacher education programme may ensure adequate scope in the curriculum on the inclusive education approach. The continuing, professional development is essential to meet the challenges in inclusive education.

Kilngner, et al...(1998) concluded that inclusive education is expensive because it needs full time support and one-on-one instruction from highly trained special education teachers to make it a success.

Bartolo (2010), head teachers think that the success of the inclusive education depends not only on the training of teachers but also required holistic changes in the overall environment of the school. It may include trained teachers, trained support staff, accessible infrastructures and accessible teaching/learning aids, curriculum adjustments, and modified assessment practices. According to Lilian & Sandy (2010), there are certain barriers which halt the movement of inclusive education. These barriers include higher level of socio-economic diversity, discriminatory negative attitude, inflexible curriculum, communication problems, inaccessible and unsafe environment, inadequate support services, lack of parental involvement and trained human resources.

This reflects that before introducing inclusive education, the teachers should be appropriately trained and motivated. School based mentoring through teacher collaboration, learning and self-reflecting may make the inclusion of students with disabilities easier because it enhances the learning, knowledge, skills, wisdom and insight of the teacher in an untraditional way (Norwich and Nash, 2011; Zenija, 2011)

Yasmee, Minto & Khan (2010), at an operational level, inadequate infrastructure, limited learning materials and teaching skills coupled with insufficient clinical service support leads to the exclusion of students with disabilities from the mainstream system. Moreover poverty, disability, conflict and lack of supporting policy frameworks are also some of the key contributing factors to exclusion.

Aspects of Inclusive education studied in the researches

No	Aspects	Researchers	Programme
1	Status of Inclusive Education Literature available in IE	Kumar Sanjeev Ph.D. Khagendra Kumar Ph.D.(2007) NidhiSingal (2005)	Survey and literature reviewed
2	Cultural and Moral Implications of Inclusive Education	MithuAlur(2001)	Article

3	Inclusive Practices in school	RumaBanargi, ArchanaMehendale, MangulaNanjundaiah (Editors),	Examples of Schools from India.published by Seva in Action,with the support of disability & development partners UK.2011
4	MHRD Report on IE	Ministry of Human Resource Development Department of School Education & Literacy Chapter on Elementary Education (SSA & Girls Education) for the XI th Plan Working Group, India.	Infrastructural facilities are available for disabled
5	Teacher attitude	Kala Parasurama,2006, Belapurkar ,Anita (2014)	Teachers' attitudes towards disability and inclusive education
6	Inclusive practices in urban and rural schools:	Vishal Pajankar, (2010),	Rural Urban Disparity in India
7	Preservice and inservice teachers awareness about IE	Sheila saravanabhavan, ,rc. Saravanabhavan.,(2010),	
8	Visually Impaired- Academic skills, Models of Teaching ICT for VI	Ashwini K. Agarwal, Ph.D. Isave,Madhuri,PhD (2011)	Inquiry Training and stress reduction model for VI
9	Organization working for IE	Madhuri Deshpande (2010),	Case Study On AnkurVidyamandir, Pune Sir ShapurjiBillimoria Foundation was registered in 1998
10	Programme development in IE Self study packages Integrated Model	MundeRajashree, (2003). Isave Madhuri (2011)	self-study package in computer education for slow learners. Model for visually impaired
11	Models of teaching for slow learners	Phatak Smita(2000)	Memory training and awareness training model

3. HISTORICAL REVIEW RELATED TO IE IN THE CONTEXT OF INDIA:

The Kothari commission observed that “Many handicapped children find it psychologically disturbing to be placed in ordinary school”(Education commission,1966p.109) and in such case they should be sent to special school. The sergeant report also endorsed similar recommendations. This dual approach continued for the next 20 years and was reaffirmed in the National Policy of Education (MHRD, 1986).A similar focus is articulated in the Person With Disability Act (1995) ,Ministry of law and justice (1996) noted that to promote the integration of students with disabilities in the normal school.(P12) in both Govt and private a sector. India becoming signatory to the Salamanca Statement (UNESCO,1994),the 1990 saw the rapid incorporation of the term “Inclusive Education” in various official documents, reports published by institution such as NCERT and Media. The workshop organized by the RCI (Rehabilitation Council Of India). Special Education began in India with the establishment of Special school, it was 1960s-1970s, however after 1994, inclusive education is strongly recommended (RCI 2001).

This focus on IE is evident in the approach adopted by the District Primary Education Programme (DPEP). The Sarva Shiksha Abhiyan (SSA) extends the education of children with disabilities by propagating a “Multi-optional delivery system. It concerned (CWSN) children with special needs under the framework of IE.

4. INCLUSIVE EDUCATION IN MAHARASHTRA:

Maharashtra has 600 special schools which are exclusively for children with various types of disabilities (UNICEF 2003). The Maharashtra government has been making efforts for increasing the number of teachers in each school.” We are aiming for 25000-30000 extra teachers in school”, says Nandakumar,State Project Director of Maharashtra. Majority of children with disabilities in India are being educated in special schools (UNICEF,2003).The special school are concentrated more in urban area with Mumbai having the highest number of special school(Mukhopadhyay, 2002). The NGOs also plays an active role in the provision of services for disabled students.

PRESENT STATUS -Inclusive education in most of the developing countries still remains in the realm of theory and far from practice; it is still grappling with problems of policy implementation, an environment that is not conducive for practice. The success of inclusive education is hindered by other factors like community's attitude towards

disability, lack of adequate involvement of all stakeholders among others. As such, more still needs to be done in order to ensure that the best is achieved from the objectives of inclusive education.

The present paper is focused on the study of the various challenges faced by students and teachers in inclusive school.

5. OBJECTIVES OF THE STUDY ARE

- To study the nature of inclusive classroom
- To find out the challenges faced by special need student in inclusive classroom
- To find out difficulties faced by children with special need and teachers in inclusive classroom

6. METHODOLOGY OF THE RESEARCH:

Methodology adopted for the research is survey research design The design was ideal for the study because a research involves collecting data or to answer questions concerning the current status of the subject. The target population of this research consist of the Vth, VIth and VIIth students of schools in Pune city. The sample size was small and it is an purposive sampling method. Five disable students from each classroom (Total 20 students) and 100 teachers from school were selected. A data collection tools used for collecting information is Personal interview of parent, Survey of students through questionnaire, Personal interview of teachers

The following research questions are framed according to objectives are specified -

- What is the attitude of the parents toward teachers about their child with disabilities in the classrooms?
- What was the teacher response on children with disabilities in the Inclusive classroom?
- How appropriate or user friendly is physical environment of Inclusive classroom to students with disabilities?
- How effective are collaboration team in teaching and learning of students with disabilities in Inclusive classroom?
- What challenges faced by children with special need from perspectives?

Research questions answer analyzed as per the responses obtained by parents teachers and students.

R.Q- Attitude of the parents toward teachers about their child with disabilities in the classrooms? Parents opinioned that the teachers always advice them about the problems that are encountered at the school by our children because of their condition. Their child is being taught in a manner that acknowledges her disability. The head master of school always remind them that parental involvement in learning of your children is of prime importance in the learning of children with disabilities. Sometimes teachers are taking care and act according to the need of their child, but teachers are expected to provide extra help to handle their children. It means that the attitude of parents toward teachers is positive. They believe and depend on teachers for the academic development of their child.

RQ: What was the teacher response on children with disabilities in the Inclusive classroom? After studied the responses of teachers regarding the inclusive classroom, they said that children with varying abilities work at different level of different activities and we adopt to classroom interaction to accommodate the class diversity. Each student has different background with disabilities or sometimes it's difficult to handle their disability. We provide learning resources according to their need so that the meaningful learning is possible. In inclusive classroom they believe that childrens, parents and families are the first educators of young children and their involvement in early childhood education is a common denominator. It means that teachers are expected to extra support from parents and families.

RQ- How appropriate or user friendly is physical environment of Inclusive classroom to students with disabilities? The respondents were asked to rate user friendliness of their physical environment including furniture and classroom appearance to children with disabilities, in this study the majority of the respondents said that, their learning environment was not user friendly to children with disabilities and some of them also said that, the learning environment at their centers do not adequately provide manipulative environment were not accessible to a quite number of students with disabilities. It means that the physical environment of inclusive education was not user friendly in which disabled students can easily adjust.

RQ- How effective are collaboration team in teaching and learning of students with disabilities in Inclusive classroom?

The respondent (student) were asked if they have unit of expert outside school meant to provide inside to teaching and learning of children with disabilities in the Inclusive classroom. Three of them did not quite agree on this assertion on meaning that such unit do not exist in their center. In general school where inclusive set up school there no provision of collaboration team which is work with teachers and disabled children.

R.Q- What challenges faced by children with special need from perspectives? Parents were asked to respond to questionnaires driven by rating their responses on a five rating scale which was as follow: Agree , Partial agree , Strongly agree , Strongly disagree , Disagree .A prime questions were asked to parents and the responses indicates in table.

Questions	1	2	3	4	5
Are you agree whether the teacher always advice parents about problems encountering at school by their children because of their condition?	0%	0%	10%	15%	75%
Are you agree whether their children are being taught in a manner that acknowledges their disability?	0%	25%	0%	25%	50%
Are you agree whether teacher have no hope on the success of children with disability	20%	30%	50%	0%	0%
Are you agree whether the learning environment at the school was suitable for learners with various disabilities?	0%	0%	0%	50%	50%

Parents were responded that the 75% teachers are advice parents about problem encountering at school by their children and few teachers are handle problems of children as per their own method.50% children are taught in a manner acknowledge their disability.25% teachers are teach without acknowledge the disability of children,50% teachers are hopeful about the success of children in teaching learning process. Learning environment at the school was not suitable for learners with various disability.

RQ- What are the challenges faced by teachers while teaching disabled students?

- Teachers are experiencing many challenges.Lack of teaching and learning materials or resources are not available in school.They are unable to provide suitable environment because of limited power.In inclusive classroom we are unable to give justice and attention to each and every disabled students. Lack of knowledge on the part of classroom teachers about learning difficulties, lack of skills in using specific instructional methods, lack of teaching practices, lack of teaching strategies are the main barriers to inclusion.
- Attitude is the tendency of an individual indicating the level of his involvement as well as interest in certain tasks or things. Well balanced knowledge, skills and attitudes re the three powerful components for successful implementation of inclusive education.
- Teachers have positive attitude towards inclusion when teachers have the knowledge and skills to persist with inclusive pedagogies. Because of updated knowledge younger teachers have more positive attitude than older teachers.
- Due to larger class size teachers have to do greater work to address the problems of special needs of students on individual basis. This ultimately affects the attitude of teachers negatively towards inclusive education. The issue of large class size does not maintain the quality of one-on-one interaction between teachers and students with disabilities.
- Most of the teachers are not trained in special education in preparation for inclusion in mainstream schools. Therefore teachers does not have knowledge, don't know the basic classroom management techniques, lack of teaching skills of handling learners with disabilities. This made them insecure and ineffective to their teaching. Hence lack of in-service training in inclusion is a disaster to teachers which will impede the effective implementation of the programme.
- Time allocated for workshops on inclusive education are insufficient because inclusive education is a new programme which needs intensive training with lot of practical work. Inclusive education becomes stressful to teachers since they are not competent enough to teach in inclusive classrooms.
- At college, during teacher education programme, inclusion is not compulsory part (subject) of their curriculum. And for optional subject of inclusion, teachers trainers have only theory without the practical work on the basis of regular practice. It is not enough to bring changes in their attitude and equip them with the skills to work in inclusive classrooms.
- There are certain barriers which halt the movement of inclusive education. These barriers include higher level of socio economic diversity, inflexible curriculum, communication problems, inaccessible and unsafe environment and lack of parental involvement and trained human resources.
- Unavaibility of teaching and learning materials that would help accommodate the learners with disabilities are due to lack of funding. Therefore it becomes very difficult to apply their knowledge and skills while teaching the students in inclusive classroom.
- Infrastructure of school buildings, toilets, play grounds, play materials, classrooms and building designs are not adopted to suit inclusive education.
- There is no collaborative support from other children, teachers, parents and other specialists. This increases the negative attitude, stress and workload of teachers to accommodate children with special needs in the regular classroom.

RQ- What are the challenges faced by students in inclusive classroom?

The students were responded the difficulties are unsuitable seating arrangement, far/close distance between benches and blackboard, attention of teacher towards disabled students, attitude of teacher to disabled students, method of teaching used for the disabled students, classroom interaction, principles of reaction and response, limited use of teaching aids, evaluation method, classroom environment is not suitable etc. In Indian education classroom set up in normal school is set up as per the need and requirement of normal students. In inclusive classroom a special arrangement for students are expected so that every student can feel his/her comfort while learning in classroom. In recent researches are shown more focused on inclusive classroom and learning environment. However teachers and schools are moving toward inclusive education classroom. It is essential to build inclusive classroom in such a way that facilitate inclusion in a classroom

On the basis of the findings of this study it is suggested that the challenges faced by teachers could be solved through the following ways:

- Teacher training should be enhanced specially through in-service training of the classroom teacher.
- Teachers must be given continuous long term in-service teacher training to update their knowledge, skills, techniques, strategies to inculcate positive attitude to work in inclusive education system.
- Increased funding should be provided by the government, faith based organizations, donors, and other well wishers for successful implementation of inclusive education.
- At least one course on inclusive education must be compulsory included in all future education studies to prepare competent teachers for the successful inclusion.
- Research needs to be conducted to find out the relationship between knowledge and confidence of teachers teaching learners with disabilities in an inclusive classroom.
- Needs of the special students should be considered at the planning phase of the construction of infrastructure of the school buildings.
- The latest technology, instructional material should be available to meet the basis needs of special students.
- The existing general curriculum should be modified to suit the needs of these needs.
- The Government should come up with feasible education policies for inclusion programme and should take all the possible to improve and modify the existing physical facilities to make sure they are barrier free and easily accessible to all learners.
- There should be more communication between the regular and special educators; more professional collaboration should become an integral part of any educational program.

7. DISCUSSION OF THE RESULT:

Social inclusion is a very long process. Though we alone are unable to bring inclusion and equity together we can try for it. Being a teacher we have a very good chance not to allow the students to create a group as excluded group. Of course! It is not a one sided game. The children are affected the most by The people around the houses of the children. The environment in which the children live makes them think to do wrong things or not to cooperate with others. Then they are thrown out of the society.

The researcher believes that every Marathi child is brought up by making him listen to the stories from Ramayana, Mahabharata, Esop-niti, Panchatantra. Thus Ram, Krishna, Shivaji Maharaj become real heroes for the children. Then as they enter the next standard they are introduced to Lokamanya Tilak, Vallabh bhai Patel, Swami Vivekananda and many more. Slowly it is added to their knowledge that many of these heroes were non Maharashtrais. Here starts inequity and exclusion. The major issue with our education system is the educational inequity. Excellent education is not accessible to all children. It is availed only to them who can afford it. Our country has 2 national boards and 28 state boards. Each state has separate educational board. One more thing is, lack of quality teachers. All teachers are not born teachers. The professional growth of teachers is hardly taken care of.

A need to reform teacher education programmes to prepare teachers for inclusive education has been articulated both by researchers (Shorm et., al. 2009: Mitchell and Desai) 2005: Singal :2015a, 2015b) and by international agencies (UNESCO, 2005). However, there is not enough research or policy direction on how this can be achieved. "Inclusive Education" subject should be compulsory in teacher education programme along with a lot of practice. Different models are used to prepare teachers' for inclusive education. Information about various aspects of inclusive education can be covered in a single subject (Sharma, 2012) or infused through a number of subjects in the programme (Loreman, 2010). Teacher education programmes should make an attempt to evaluate the impact of the training

8. CONCLUSION OF THE STUDY:

The focus of this study was to identify challenges faced by disabled students while implementing inclusive education in schools. Teacher is the key part of the teaching and learning process, which faces many challenges to implement the inclusive education due to which they cannot play their roles effectively. Since the passage of the

persons with disabilities (PWD) Act in 1995 and subsequent implementation of various policies and programmed by the Indian government to enhance the participation of students with disabilities in regular schools, but there has been no remarkable growth of inclusive education. Such initiatives have placed new demands of schools, specially on teachers who have the major responsibility for implementing inclusion at the classroom level. Therefore it is become essential that regular school teacher must take additional efforts to include students with special needs in their classes. But unfortunately the absence of professional development of teachers is the key challenge to implement inclusive education in schools. All the teachers can identify the obstacles for inclusion and equity. They are able to find out various activities and methods to overcome the obstructing factors of inclusion and equity. Teachers are an important factor who can develop their students in all aspects.

Teacher is very strong and he can remove inequity and exclusion. It is said that in other countries teachers are respected very much. We will have to wait for this day to come in our country.

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