



# Issues and Challenges of Inclusive Education in Nagaland

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## Abstract

The process of inclusive education involves enhancing the educational system's ability to connect with all students. It entails changing school culture, rules, and procedures so that they can adapt to the diversity of pupils in the affected area. However, there are a number of barriers and difficulties that must be overcome for inclusive education in Nagaland to succeed.

The expansion of the idea of inclusive education in Nagaland is being hampered by a number of issues, including a lack of positive attitude among instructors, a non-inclusive curriculum, a lack of resources, infrastructure issues, parental ignorance, irregular plans, and incorrect policy execution. An effort has been made to highlight the difficulties associated with inclusive education, but it remains only in paper.

Key words: Inclusive Education, Children with special Needs, curriculum, challenges, Teachers

## Introduction

Being included is regarded as a fundamental human right. Inclusion aims to embrace everyone, regardless of colour, gender, disability, or other need. It aims to eliminate prejudice and intolerance while providing equitable access to all possibilities (removal of barriers). All facets of public life are impacted. An approach to educate the disabled is called inclusive education (IE). (IE) is a strategy for educating children with disabilities and learning challenges alongside with mainstream students under one roof. All children's learning needs are addressed, with a focus on those who are most at risk of marginalisation and exclusion. It suggests that all learners—those with and those without disabilities—can study alongside one another by having access to common pre-school facilities, schools, and community educational settings with the necessary infrastructure of support services. One of the main issues with children and people with disabilities in Nagaland is the lack of data and absence of any relevant information.

The absence of accurate statistics on how many children and people with disabilities there are, how many are not in school, how many have assistive technologies to help with their education, etc., is one of the main problems facing them in Nagaland. With the goal of maximising each student's potential, inclusive education puts all students together in one classroom and community, regardless of their strengths or weaknesses in any particular field. A variety of tactics, projects, and procedures are used to further the idea of everyone having the same access to education. In Nagaland, inclusive education has several difficulties. One of the main initiatives of the former Sarva Shiksha Abhiyan (SSA) RTE and RMSA programmes was inclusive education for CWSN. Samagra Shiksha will focus on raising educational standards for all students, including CWSN, starting in the academic year 2018–19.

## Inclusive Education Programmes.

Programs for Inclusive Education Previously, the Department of School Education & Literacy, MHRD, implemented the Sarva Shiksha Abhiyan (SSA-RTE) as the primary programme for ensuring that all children between the ages of 6 and 14 had access to elementary education.

All children, including CWSN, are required to receive free and compulsory primary education under the Right to Free and Compulsory Education (RTE) Act of 2009. All children between the ages of 6 and 14 are entitled, under the terms of this law, to free and compulsory admission, attendance, and completion of elementary school. The RTE Act's Section 3 (2) places emphasis on the elementary education of CWSN. As per the Amendment CWSN with various and/or severe disabilities must have the option to choose home-based schooling, according to the 2012 Amendment.

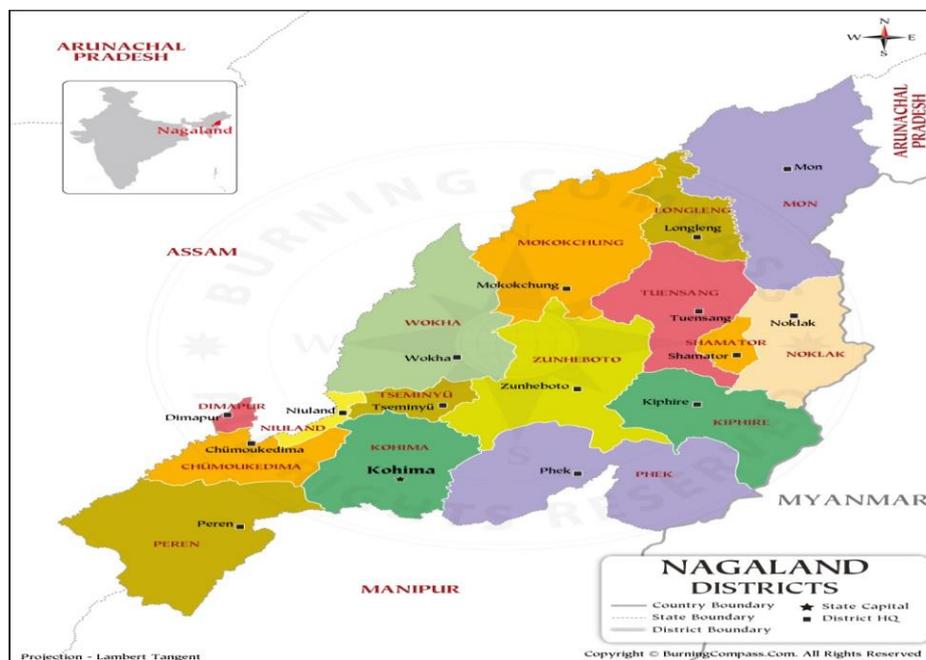
The Inclusive Education for Disabled at Secondary Stage (IEDSS) programme was put into place to meet the educational needs of CWSN in the secondary and senior secondary levels. The Scheme sought to give all students with disabilities who had completed eight years of elementary school the opportunity to finish four years of secondary school in a supportive setting within the secondary general education system (classes IX to XII).

Samagra Shiksha's current goal is to provide services to all CWSN in a continuum from classes I to XII. In the fiscal year 2018–19, an expenditure of a budget of Rs. 1023.50 crore has been allocated for the education of 21,00,918 CWSN (from classes I to XII), including funding for 15,909 Resource Teachers/Special Educators (for honorarium/salary) for the academic year 2018–19. Also agreed was financial support in the amount of Rs. 300 crore for the salaries of 11865 resource teachers and resource workers employed by the CWSN at the BRC, CRC, and URC levels. As a result, there are 27,774 special educators, resource teachers, and other professionals available to meet the unique requirements of children with special needs.

## Nagaland Geographical and demographic data:

Nagaland, one of the states in India with a low population density, with a surface area of 16,579 square kilometres (6,401 square miles) and a population of 1,980,602 (2011 Census of India). In the state, forests cover about 52% of the land.

### A Map of Nagaland



In Nagaland, there are 16 districts. The northeastern Indian states of Assam, Manipur, and Arunachal Pradesh are bordered by the state.

### **Nagaland's current inclusive education situation:**

According to the 2011 national census, Nagaland has 29,631 people with disabilities in total. People in Nagaland are said to be unaware of their rights and facilities, and there is a significant gap between policy provisions and actual application of laws. Only a small number of private and governmental institutions or non-profit organisations in urban areas provide special needs children with educational facilities. The following information relates to CWSN enrolment in Nagaland's Govt schools:

#### *District-wise number of Schools with CWSN as per UDISE+2018-19*

Sl.no	District	Total no of Government schools	Schools with CWSN enrolment	CWSN enrolment
1	Dimapur	291	31	392
2	Kiphire	109	14	66
3	Kohima	169	24	216
4	Longleng	88	29	205
5	Mokokchung	197	46	258
6	Mon	227	40	248
7	Peren	132	29	134
8	Phek	186	35	291
9	Tuensang	205	36	178
10	Wokha	149	15	124
11	Zunheboto	234	56	139
	State Total	1987	355	2251

Since the PwD Act of 1995 supports free education for CWSN up to the age of 18, the age ranges of 5 to 9 and 10 to 19 have been taken into consideration in this article. The evaluation of PwDs in Nagaland has been severely hampered by the lack of sufficient numbers of skilled specialists in the area. It is now exceedingly challenging to estimate how many PwDs in the age ranges of 5–9 and 10–19 are genuinely mild, moderate, or profound.

### **Issues with the inclusive education system**

**Lack of flexible curriculum and untrained staff:** The bulk of school staff are unprepared to create and carry out educational programmes for CWSN in regular schools. Evidence suggests that none of the states in the North East have enough trained or certified personnel to teach CWSN. These CWSN have no choice in the curriculum since it is rigid. Additionally, the system is found to be challenged by the non-flexi "curriculum and evaluation technique". Physical access issues are present in the school environment, and peers frequently bully and occasionally reject them. They believe that these CWSN do not belong to them. This is one of the main reasons why CWSN quit school. One of the primary obstacles to inclusive education is peer rejection; there shouldn't be any obstacles for disabilities to learn and socialise with their peers. Although the PwD Act

of 1995 contains provisions for creating an environment free of architectural barriers for the PwDs. Activities are generally not carried out in full, which has a negative impact on the integration of CWSN in the regular educational system. Special needs children need a variety of teaching and learning assistance. In Most schools in Nagaland lack adequate teaching and learning resources.

### **Lack of knowledge about children with disabilities:**

The concept of inclusive education is thwarted because teachers, peers, parents, and the community lack knowledge, a supportive attitude, and sensitivity. As a result, these children face discrimination.

### **Poverty:**

Many CWSN families make less than the federal poverty level. A condition of "immediate deprivation" is created when poverty and disability combine, which presents difficulties for CWSN's participation in regular schooling.

**Negative self-perception of CWSN:** The parents of non-disabled children have prejudices that disabilities is a sickness that can be passed on to their offspring if there is a mix-up with CWSN are a significant roadblock. Negative self-perceptions of children with impairments present a significant difficulty for inclusive education practises. These unfavourable opinions are frequently reinforced by neighbours, friends, and teachers. True inclusion of CWSN is impossible without eradicating these unfavourable self-perceptions.

### **Collaboration within the family:**

Parents of CWSN are frequently concerned about "exposing" their child's impairment. As Nagaland strive for inclusion, Shanavas C sated, "Our inclusive education doesn't start at the school level education." Giving children the self-assurance to join the mainstream and attend school begins at home. We in Nagaland have a significant problem in that area. Although acceptance among youngsters develops gradually, parents' and teachers' positive attitudes play a significant role in this process. Children's learning and understanding of inclusivity has been reflected in inclusive teaching.

### **Suggestions for overcoming the difficulties:**

#### **Education of teachers:**

The majority of teachers have stated that they have received training in teaching special needs children. The training that was received was brief, lasting between 5 days to 3 months. They frequently take courses in early intervention, special education, special schools, diploma in braille training, etc. Overall, the training was brief, and they will need to retrain to become experts in the sector. To ensure the success of the inclusive education system, teachers must get effective training on disability. The Rehabilitation Council of India (RCI), which is in charge of developing human resources in the field of disabilities, must formulate a policy for training of at least one Teacher form each school.

#### **Vocational Education:**

Depending on the CWSN's unique abilities and needs, the available infrastructure, and the presence of Resource Persons, skill development and vocational education may be provided. The ultimate goal of education for children with disabilities is independent life.

#### **Collaboration between various ministries:**

Since many ministries are charged with implementing various programmes and policies, improved coordination between the various ministries will undoubtedly aid in the achievement of desired outcomes.

## **Using NGO resources to implement inclusive education programmes:**

Government agencies are only permitted to carry out specific programmes in specific circumstances. NGOs' engagement in such a circumstance will undoubtedly be very instrumental.

## **Role of SCERT:**

SCERT's function is to design curricula that could influence public perceptions of people with disabilities. Distance learning may be used because the programmes will need a lot of teachers to be successful. Additional flexible "curriculum and evaluation" systems could be created with CWSN needs in mind.

## **Conclusion**

The movement toward inclusive education has begun to gain traction as a result of the passage of the Persons with Disabilities Act in 1995, the Rights of Children to Free and Compulsory Education (RTE) Act in 2009, and the adoption of the National Policies for Persons with Disabilities in 2006 and the National Policy for Children in 2013. However, how educators and educational systems collaborate to meet CWSN demands will determine if the inclusive education system is successful. In summary, The slogan of the millenium, "EDUCATION FOR ALL," cannot be realised unless all people, especially children with special needs, have access to educational opportunities. The inclusion of diversity and fostering a sense of belonging for children with special needs should also be fostered in conventional schools. The help of everyone working together to comprehend, embrace, and further pave the way for an inclusive educational system in Nagaland.

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