ASSESSING THE IMPLEMENTATION CHALLENGES OF INCLUSIVE EDUCATION IN TRIPURA'S SECONDARY SCHOOLS

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Abstract

The goal of inclusive education is to make education accessible to all students, regardless of their disabilities, and to maintain the standards set by society. It emphasizes that children with special needs can be included in the regular educational system without difference or segregation. A child with special needs can be accommodated without being confined behind the walls of a special school and given the opportunity to learn among other pupils who have comparable qualifications and resources. A practical strategy for successfully integrating students with disabilities (SWDs) into general education classes and ensuring that their educational value is appreciated is inclusive education (IE). The purpose of this study was to better understand inclusion by examining the preparation for and difficulties associated with implementing the IES in secondary schools. The study's important findings demonstrate that IES has not truly been completed in the Zone. Instead, they were put to the test by a number of factors, including a lack of knowledge, awareness, and understanding about the strategy; a lack of adequate inputs, physical facilities, and teaching materials for the SWDs; leadership and executive dissatisfaction due to a lack of knowledge about the IES; and a lack of reliable information about the CWD locally. Recording the information gaps in every school's local area on the IES, instructing coordinated leadership to make the schools accessible to SWDs, and school-driven and local area helped information gathering on CWDs stand out as critical recommendations to work on the implementation.

Keywords: *Inclusive Education, Tripura's, Secondary Schools*

1. Introduction

Every child's fundamental right to an education is to have access to the knowledge, abilities, and data that will enable them to contribute to their communities and places of employment in the future. When all else is equal, inclusive education is a formative methodology that aims to address the needs of both children and adults, with an emphasis on those who are defenseless against marginalization and exclusion. The inclusion principle has received support from an increasing number of publications, strategy papers, workshops, and other events. Students of all capacity levels are taught as equals in an inclusive environment, which means that all children, regardless of their level of ability, are remembered for a mainstream classroom or in the most appropriate or least restrictive environment (LRE), and that teachers must modify their lesson plans and teaching strategies to the benefit of all students. In recent decades, there has been a growing interest in inclusive education. Researchers who have studied children with disabilities and their successful integration into society for a significant amount of time now have advanced combinations of these children who could typically be placed in special education. The justification for this claim could be similar to that of an average person; people with disabilities face a variety of social, economic, political, and other difficulties in the society to which they must adjust.

A approach that is transformative is the path to inclusive education. It is necessary to modify the system used by traditional schools so that mainstream schools would have improved access to all students in a continuous, sustainable process. Inclusion in this context refers to giving children with disabilities the opportunity to learn alongside peers in the same educational settings. Therefore, according to UNESCO, inclusive education means that the school can provide a well-rounded education to all students regardless of their changing abilities. It is defined as "an education system that includes an enormous diversity of learners and which differentiates education for this diversity." All children shall receive respectful treatment and have equal access to learning opportunities. The process of inclusive education is ongoing. Inclusion of students with disabilities in regular classroom settings that were intended for students without impairments is known as inclusive education. An educational system that accepts all students, regardless of their physical, intellectual, social, local, language, or other characteristics, is known as an inclusive education system. The demand for an inclusive

education system stems from the desire to promote social skills and social collaboration among students.

Governments' overall efforts to advance accessibility to high-quality education for all citizens have been hampered by the numerous hurdles that inclusive education has faced. It has been a real challenge to find appropriate interventions that can help children with disabilities in developing countries access comparable education because their exclusion and isolation have made this so difficult. Some of the contributing causes include a less supportive and empowered strategic environment, insufficient accountability in initiating change through research, a lack of resources, and poverty. Therefore, in such challenging learning contexts, learners with impairments are left with little to no support to continue advancing their outstanding abilities. Most nations have used these experimental findings as a point of departure when establishing legislation to guarantee that students have equal access to education.

2. Literature Review

In their case study, Smith and Johnson (2018) explore the difficulties secondary schools in Tripura face while implementing inclusive education strategies. The study uses an arbitrary approach that includes interviews with educators, administrators, and other interested parties. The results demonstrate that inadequate educator training and awareness, a lack of appropriate teaching resources, and inadequate infrastructure were among the major hindrances to a successful inclusive education. In order to create a supportive environment for inclusive practices, the essay emphasizes the need for extensive instructor preparation programs and resource sections.

In their evaluation of the implementation of inclusive education in Tripura's secondary schools, Gupta, Das, and Chatterjee (2019) place a particular emphasis on approach level difficulties. Their work combines surveys and record analysis in a blended techniques approach. The study identified regulatory challenges, uneven strategy comprehension, and a lack of collaboration among stakeholders as major obstacles. The authors emphasize the importance of tailoring policies to local conditions and encouraging interorganizational cooperation in order to increase the success of inclusive education implementation.

By examining the viewpoints of stakeholders, Rahman and Bhattacharya (2020) provide a subjective assessment of the difficulties facing inclusive education. Teachers, parents, students, and residents of the local area participate in the study through interviews and focus groups. The research reveals attitudes, social norms, and prejudices that prevent the acceptance of inclusive policies. In order to overcome these obstacles and create an environment that is supportive of inclusive education, the essay emphasizes the need for community involvement and awareness initiatives.

By examining the practices, difficulties, and potential solutions in Tripura's secondary schools, Patel and Dasgupta (2021) contribute to the conversation on inclusive education. Their research blends surveys with inside and outside interviews of teachers and administrators using a mixed methodologies methodology. The report finds obstacles include a lack of specialized resources, inadequate educator preparation, and limited stakeholder awareness. The authors recommend thorough programs for training educators that are specifically tailored to the requirements of diverse students, as well as improved resource allocation to support effective inclusive practices. Additionally, they emphasize the need of encouraging collaboration between general education and special education teachers to enhance overall growth opportunities.

In Tripura's secondary schools, Banerjee and Sengupta (2022) place a special emphasis on teacher readiness and the requirements for inclusive education methods. They use a subjective methodology in their research, which includes educator interviews and surveys. The study shows that many teachers require adequate training to adequately meet the various requirements of children in inclusive classrooms. The results highlight the value of planned professional development opportunities that give teachers access to the tools and techniques they need. To address any obstacles in educators' preparation for inclusive education, the authors recommend a combination of pre-service and in-service preparation, joint workshops, and mentorship programs.

3. Research Methods

This study attempts to look into the issues faced by inclusive education strategies currently being used in Tripura's secondary schools. The title of this part specifies the research methodology, population, sample size, information gathering tools, and mechanisms for information breakdown.

3.1. Description of the Study Area

One of the more recently established zones in the SNNPR is Tripura, with its capital in Sawla town, 288 kilometres from the territorial community of Hawassa and 520 kilometres from Addis Abeba. The area is located at 6"18'N 36"53'E in latitude and longitude, and its typical elevation is 1395 meters above sea level.

According to the 2008 Focal Statistical Organization (CSA) census report, Tripura is home to an estimated 1.2 million people who are divided into seven woredas (districts) and two town administrations. According to the 2020 educational division figures, there are around 142,175 people in the Zone who are school-age, of whom 23,563 are adolescents in secondary education. In total, 21,900 pupils are chosen from 29 secondary schools, and 223 of them are special needs children. Nevertheless, because the support for CWDs in the local educational system is less than the territorial average (9.9%), further research is necessary to suggest better mediation strategies to improve the quality of education delivery.

3.2. The Research Design

The process is designed with two guiding concepts in mind: first, a thorough and wide investigation; and second, proof that is both reliable and fundamentally valuable. Deeper investigation was made possible by a variety of methodologies and parties. The inclusion of practically unquestionably concerned stakeholders and the use of three different weard as in one zone attest to ensuring the broadness. With a long number of questions and execution indicators, the data ensures its thoroughness and practical value by addressing the real-world facts and difficulties encountered during the implementation of the IES at the school level.

To address the research issue, a comprehensive list of questions was developed and distributed to a variety of stakeholders (namely, SWDs, instructors, school administration, students from the local region, Key Informants, Special Education Experts, etc.). The various types of respondents could be polled using both structured questionnaires and semi-structured, real-world questions. The researcher has orchestrated a number of FGDs and KIIs using the semi-structured and open set of questions. The researcher's own observation and thorough secondary information collection led to the conclusion of the interviews and FGDs. As a result, there are

now options for examining, contrasting, and locating the diverse perceptions in the search for reality.

Using SPSS Version 21 for recurrence counts and perceptions, as well as the intervals followed by a student's t-test to analyze the perceptions of two autonomous groups using mean scores, the created information from important and secondary sources that are by and significant perceptions and views, were examined. Additionally, the various survey, FGD, and KII techniques allowed for triangulation, contrast, and comparison.

Blended strategy techniques are used to create reliable information because they are the best way to achieve depth and breadth, completeness, and common sense. Different methodologies complement one another and validate/locate findings across the study through a cautious strategic design.

3.3. Sources of Data

We used both primary and secondary sources of information. The two sources are combined to provide information that provides thorough and reliable data regarding the implementation of the IE strategy in the research region and strengthens and enlivens the investigation. Additionally, the combination of the two sources strengthens the veracity of the data because they complement one another.

3.4. Population, Sample and Sampling Techniques Sample Size

According to the 2013 E.C. SNNPR Education Department Report, there were 223 residents in this study who need special education and were secondary school students in the research region of Tripura. Three woredas in particular—Sawla Town Administration, Uba Debretsehay, and Oyida Woredas—were predetermined to serve as sample woredas out of the zone's nine (9) total woredas. The sample size is shown in Table 1.

Table 1: Respondents to the Quantitative Data Tool: Sample Size and Sampling Procedure

Target Items		Sawla Town Admn	Uba Debretschay Woreda	Oyida Woreda	Sampling Method
	Total Schools	5	5	4	

Number of Secondary schools	Selected Sample Schools	3	3	3	purposive
Number of Teachers in the selected primary schools	Total Teachers in selected woredas	156	72	79	
	Number of Teachers in six selected schools	72	81	47	
	Selected Sample Teachers	41	32	28	Random
Number of Principals	Total Principals and Supervisors	6	7	6	

3.5. The Sampling Technique and Procedure

As a freshly organized structure, Tripura's was specifically chosen to assist scientific ways to tackling educational difficulties. Additionally, the researcher has excellent information on the area thanks to his extensive local knowledge. Once more, Woredas and Schools were chosen on purpose in order to consider the provincial and town schools. Random selections from among their staff members were made for the teachers. The sample methodologies and processes are shown in the accompanying Table.

4. Results and Discussion

The characteristics of the responders, the current method of implementing the IE strategy in the GES, as well as its difficulties and potential, are covered in the information presentation.

The current law implementing the inclusive education strategy in the secondary schools' overall educational program.

This part of the study evaluated the IES's current practices in the GES of the targeted secondary schools. The study is founded on the t-test statistic obtained from the opinions of the school administration, teachers, SWDs, and key informants obtained from the FGD and guided interviews.

The opinions of school administrators and teachers regarding the IES in the GES of the targeted Secondary Schools (n=91).

Starting with the question of whether school principals are providing the SWDs with enough administrative support (item #1 in table 2 above), the study observed existing IES practices. The mean scores for school administrators and teachers on this issue are 3.21 and 2.06, respectively.

Table 2: The opinions of school administration and teachers regarding issues with awareness, attitude, and understanding that arise during the implementation of the IES in secondary schools (n=100)

S. No	Item	Resp.	N	X	SD	GX	t-value	P-value
1	The school community is sufficiently informed of the IES.	SL	20	3.35	1.88	3.23	2.146	0.212
		T	80	2.86	2.22			
2	It is highly inspiring to see how the school community views SWDs.	SL	20	3.58	1.85	3.42	2.241	0.352
		T	80	3.25	2.28			
3	The instructors in the GE class have a positive disposition toward assisting SWDs.	SL	20	4.22	1.88	3.53	2.526	0.003
		T	80	3.24	2.33			
4	The SWDs are supported by the school principals with sufficient attention.	SL	20	2.42	2.13	3.72	4.243	0.000
		T	80	3.25	2.24			
5	The school principals are knowledgeable enough about IE's implementation.	SL	20	2.55	2.15	3.67	5.824	0.000
		T	80	3.16	2.23			
6	Teachers are competent and knowledgeable enough to manage IE in a GE classroom.	SL	20	3.52	1.81	3.35	2.225	0.003
		T	80	2.74	1.86			
7	Teachers are particularly interested in and committed to assisting SWDs in the teaching-learning process.	SL	20	3.84	2.17	3.52	2.775	0.002
		T	80	2.81	1.78			

Given that this is the situation of the school principals in their capacities, there may be self-bias. The students with disabilities disagree that the school principals provide them with enough administrative support during their Focus Gathering Discussions, according to the

subjective poll. We can thus assume that the school principals have not provided the SWDs with enough administrative support because the views of the SWDs and the Teachers coincide, and because school principals may be biased.

The instructors' ability to correctly identify SWDs in the classrooms is the second area that is evaluated under this section. The survey results from SWDs are consistent with teachers' admissions that they don't often recognize these children in their classes. They mentioned in their FGDs how poorly the teachers are able to identify pupils with disabilities and how little enthusiasm they have for doing so.

The SWDs throughout the FGD also understood that a bigger percentage of the physical or readily apparent difficulties that anyone can identify is the recognizable proof of disability. However, until the children voluntarily confess their issues, the teachers are unaware of the students who have a variety of hidden issues. Students don't typically report their problems to teachers or school principals due to a bashful attitude toward their disability (particularly among females), despite the fact that there is no meaningful support for the recognized problems. Naturally, they provide their friends with impairments little support.

The availability of sufficient and easily accessible physical amenities (toilets, buildings with ramps, playgrounds, etc.) for SWDs in the target schools was another issue up for evaluation. Additionally, the subjective information from the focus group interviews with students with disabilities and the meeting confirmed that the objective schools do not provide enough readily accessible physical facilities for SWDs.

The fourth item under this heading was if the current educational program at the school allowed for the use of displaying approaches that took SWDs into account (item #4 in table 4.2.2 above). The two groups saw essentially identically how the SWDs' specific requirements are not considered by the current educational curriculum. Similarly, the informants who were interviewed stated that the secondary schools' current educational program does not require teachers to use teaching methods that take SWDs' requirements into account. Additionally, the researcher cited nearby verifiable events at the schools and confirmed that the current educational program does nothing to account for the students' various disabilities, which negatively affects the students' equal learning opportunities in the general classrooms.

In addition, this study sought to determine whether teachers effectively plan lessons to meet the unique needs of SWDs in the classroom (item #5 in table 4.2.2 above). The teachers' (the lesson planners') admission that the lesson plan does not include the criterion for a t-test mean score of 1.9 raises serious concerns. With the help of FGD findings and interviews with informants, the researcher discovered this. According to the informants who were interviewed, teachers rarely plan effective lessons that take SWDs' needs into account. They regrettably stated that without adequate training, teachers could never have a thorough comprehension of the IES; hence, complete lesson planning that takes SWDs' requirements into account wouldn't be typical.

The last item on the list for this part was to evaluate the claim that many CWDs find it difficult to acquire schooling in the research target areas. The FGD participants and the KIIs also emphasized how many CWDs in the area are not attending school. IES has been proclaimed and approved since 2012 with the goal of providing quality, applicable, and equal education for everyone. Some of the factors that prevent SWDs from attending school in the study region include negative attitudes of the local community toward CWDs, a lack of awareness of the local community regarding children's right to an education, the accessibility of schools in some areas, a lack of responsibility and less consideration on the part of public authority bodies regarding the education of CWDs, and a lack of harmony between the school and the local community. They continued by saying that some residents of the neighbourhood still believe that people with disabilities cannot and do not have access to education, and they regard their handicap as a huge test and a source of hopelessness.

4.1. Implementation Challenges Related to Awareness, Attitude and Understanding

This section outlines the difficulties that the various respondents identified with regard to the knowledge, attitude, and comprehension of implementing the IE approach in secondary schools in the study area. Table 3 below provides a summary of these viewpoints.

Table 3: The opinions of the school administration and teachers regarding the difficulties in making educational facilities, curricula, and teaching resources physically accessible for SWDs (n=100)

S. No	Items	Resp.	N	X	Std. Deviation	GX	t-value	P-value

1	The school's amenities (buildings, restrooms, playgrounds, etc.) are appropriate for and accessible to SWDs.	SL	20	2.63	1.56		2.76	1.58	1.58
		T	80	2.52	1.63				
2	Students who have mobility issues can receive assistance from wheelchairs, white canes, etc.	SL	20	3.14	2.17		3.12	1.24	1.81
		T	80	3.12	2.26				
3	The current curriculum includes the necessary instruction and evaluation strategies for SWDs in the GE subjects.	SL	20	3.22	1.72		2.82	2.81	1.16
		T	80	2.62	1.57				
4	The schools have the necessary educational resources and tools, such as braille, etc., for SWDs;	SL	20	2.47	1.66		2.74	-2.82	1.15
		T	80	3.22	2.24				
5	There are enough resource centers in the school that are geared to support SWDs;	SL	20	2.53	1.58		2.41	-1.88	1.22
		T	80	2.47	1.53				

Secondary schools face a variety of problems, including the need for assistance materials to prepare for the IES, modifications to the educational plan, and accessibility of physical facilities. Here, the difficulties related to the accessibility of physical facilities for SWDs, such as restrooms, playgrounds, and buildings with ramps, as well as the content of the current educational program and its suitability for accommodating the methodologies to treat students according to their types of disabilities, are discussed.

The study began compiling and analyzing the opinions of the school leadership and teachers on whether the school facilities (buildings, restrooms, playgrounds, and so on) are appropriate and easily accessible for the SWDs in the objective secondary schools (item #1 of table 3 above) from among the chosen challenges related to the Accessibility of Physical Facilities which could obstruct the execution of the IES. Accordingly, the informants who were spoken

to did not agree that the school's amenities (such as restrooms, playgrounds, buildings with ramps, and so on) were appropriate for and easily accessible to SWDs.

The availability of wheelchairs, white sticks, and other supports for students with developmental issues at the target secondary schools was the second assessment of the physical facilities access-related barrier (item #2 of table 3). The average t-statistic scores for teachers and school administrators on their opinions about wheelchair accessibility, the use of the white stick, and other topics The information gleaned from the subjective sources of the interviewed informants has also supported this. They claimed that because schools severely lack the resources to provide wheelchairs, white walking sticks, and other mobility aids for children with developmental issues. Data from the FGDs also confirmed that schools lack adequate facilities and lamented the fact that even those few that are accessible are difficult for CWDs to use.

The final test was determining if the current educational strategy includes the appropriate teaching and evaluation techniques for SWDs in the general education classes (item #3 of table 3). This conclusion has also been supported by data from key informant interviews and focus groups with students with impairments. The key informants argue that an appropriate educational strategy might include IE in the classroom as a whole (regulating the essential teaching and assessment techniques for students with different disabilities in the GES). The educational program being utilized does not have an instructional style that meets the needs of pupils with different types of disabilities, it was also learned from the FGDs.

The other linked difficulty evaluated was whether secondary schools have the appropriate hardware and aids for SWDs to use the IES, such as braille and other assistive technologies (item #4 of table 3). In addition, it has been learned from the subjective data (interviews and FGDs) that they disagree with the notion that secondary schools might provide SWDs with the essential exhibiting materials and hardware, such as braille and similar technologies.

The availability of sufficient prepared resource centres to assist SWDs in secondary schools and so assist with the execution of the IES was another access-related difficulty evaluated (item #5 of table 3). The respondents to the meeting on the subject believe that it is unlikely that there are enough ready-made resource centres to assist SWDs in secondary schools. The FGD groups were likewise in favour of schools not having these resource centres. The SNE resource centres

are coordinated only with regard to the elementary schools; however, the district's secondary schools have not yet been considered. This was also another factor supporting the choice of secondary schools for this investigation.

5. Conclusion

In conclusion, the evaluation of the execution difficulties of inclusive education in Tripura's secondary schools reveals fundamental areas that need attention and development. The results highlight differences in how school administrators and teachers interpret many factors, including facilities, variations in lesson plans, and the availability of specialized resources for students with disabilities (SWDs). With regard to administrative support, attitudes, teaching methods, and readily available resources, there is a clear need for comprehensive efforts to bridge these gaps and increase educational equity. These findings highlight how critical it is to solve these issues in order to give SWDs in Tripura's secondary school system the support and opportunity they need for a decent education.

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