
Practices of Inclusive Education at the Schools in Nepal

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Abstract

This paper attempts to analyze the practices of inclusive education at the schools in Nepal. The central theme of study was to analyze the practice of inclusive education in the classroom and its challenges. This paper used a qualitative research design in an interpretive way. Data sources, such as interviews with head teachers, teachers, and students, and field observation was conducted in the Palungtar Municipality of Gorkha district. The participants, respondents and study site were purposively selected. The study finding is that the inclusive education approach is not fully implemented at the school level, highlighting the importance of implementing such an approach. This approach is relevant to address the different capabilities of students in the classroom. This approach is particularly relevant in the classroom of Nepal as it effectively teaches students from diverse backgrounds, which both teachers and students appreciated this inclusive educational approach. However, inclusion practice is important and crucial for addressing deprived, disadvantaged, and marginalized groups of education.

Keywords: different capacities, diverse background, inclusive education, minorities groups, qualitative method

Introduction

School education is important to develop the country. Therefore, the education system is based on the need of society and the nation. Education focus to prepare good productive citizens. Therefore, government requirement to provide education for all people, whether they are poor or rich. But in our country disabled and minorities groups, people have difficult to include in higher education. In this context school education needs to practice inclusive ways.

In this reference, Nepal is divided into three parts based on geography such as Terai, hills and mountains. Based on ethnography, it can be described as a land of numerous ethnic and linguistic groups and quite a large number of these groups of people live in the inner Terai area. Thus, inclusive education is an approach, process, perspective and universal principle of mainstreaming the people to address the diverse need and interest of students (Shahi, 2022). The ethnicity of Nepal only through three geographic regions, a major group will be left unnoticed. Central Bureau of Statistics (2011) reports showed 69 castes are related to ethnic groups: the former is hierarchically/caste-based while the latter is ethnic/tribe-based. Most of the caste groups are scattered all over the country while most of the ethnic/tribal groups have their special areas of habitation in particular geographic regions. While most of the caste groups are Caucasoid most of the ethnic/tribal or indigenous people are of Mongoloid origin. United Nations Children's Fund (2006) mentioned that even in the twenty-first century, Nepalese ethnic, minority, disadvantaged caste groups are found

suppressed, neglected, and forced to live deprived because of non-education, poverty, and social discrimination. Specially Chhamar, Mushar, and Doma are very suppressed caste in Terai. So that, bringing them to schools and providing higher education have been one of the major challenges to the government. Although the government has initiated different types of programs and policies to provide disadvantaged people's schooling. Most of people from these communities are deprived of learning. Education is more important things which pushes forward all aspects of development. Regarding this, various scholarship and incentive programs have been launched by the government to promote their education. But, considering this situation, the researcher selected to study this area.

The problem statement describes the context for the study and also identifies the general analysis approach (Wiersma & Jurs, 2005). Based on my previous studies and related literature review, Nepal government focused on inclusion practice in primary classes. , previous studies also emphasize inclusion education

Nepalese disadvantaged people have not good access in school education. They are discriminate and deprived from education. They are living under the poverty line. As a result, their participation is lower in education. Therefore, bringing them in educational mainstream is challenging for Nepal government to produce needy technical and academic citizens for country development. Considering it, the central purpose of the study attempted to analyze the situation of inclusive practice and obstacles at t school level of Nepal.

Method

This study adopted qualitative procedure with interpretive way in order to derive substantive meaning from uncovered knowledge. Methodology deals with the procedure adopted for the study with research design, tools, and data collection procedure for interview and observation.

Research Design

A research design is a conceptual framework within which research is carried out. Similarly, research design simply means measures of collecting, organizing analyzing, interpreting, and reporting data in research (Creswell, 2003). This qualitative research takes place in a natural setting. Bryman (2009) says that research design gives a framework for the collection and analysis of data. A choice of research design shows the decision about the priority begging given to a range of dimensions of the research process. This study used a qualitative research design in an interpretive way. Here researcher derived meanings with analysis based on beliefs, values, and experience of research participants. Researcher interpreted the meaning relaying on participants' understanding of the inclusion practice at the school level. This study is based on the primary data related to the schools and secondary sources were reviewed for this study.

Study Site and Population Sample

This study was carried out in Gorkha district of Palungtar Municipality-six and seven wards. Similarly, the researcher selected five head teachers, ten teachers, and twenty five students were selected based on purposive sampling. Qualitative research has no rule for sample where sample size depends on the purpose of the study (Patton, 1990). Primary data were collected from five schools of Palungtar Municipality. Researcher went to meet the selected research site and selected participants for data collection. Above given selected population and research site were selected based on purposive sampling.

Research Tools

In order to carry out this research the following research tools are used.

Interview

An interview is the main sources of data collection. Researcher conducted interview as a principal sources for data collection. Interview guidelines are developed based on study objectives. It followed open-ended semi-structured interview guidelines.

Observation

Regarding the observation, directness is the major advantage of observation (Kitchin & Tate, 2000). The observation technique is used to capture the physical setting that is the physical environment of the related field and sample population. Observation covered the expression and behaviours of respondents as well as circumstances of research areas. Observation tries to find the participants behavior circumstances with the help of observation checklists in natural settings.

Findings and Discussion

This section based on the findings and discussions of the study data are taken from the target population from their experience and perception.

Historical Development of Inclusive Education in Nepal

The Nepalese education system has a historical link with the Hindu Varnshram system. Gurukul is one of the systems of it. This type of education system was continued in the historic period. In the Gurukul system teacher are very highly valued person but students are called minor parts. So the inclusion approach is not easy to implement one at a time. Continuous efforts are needed. Anyway schools need to implement an inclusive approach at the school level.

Regarding the concept of inclusion, United Nations Children's Fund (2000) has defined inclusive education as a process of addressing and responding to the diversity of needs of all learners in the classroom, in the school and on the society and thereby reducing exclusion within and from education, no matter what causes for exclusion could be (as cited in Tiwari, 2009).

But exclusion is decreasing though people are still disadvantaged from government facilities. Therefore, their educational status is very lower. Education is considered as one means of poverty reduction by empowering people with knowledge and skills to voice their concerns and secure their rights to live a dignified life. The government recently shifted its priorities towards the socially deprived community by working intensively for a wider inclusive environment as result, the existing socio-cultural equation of the country has changed drastically resulting in increasing demands and expectations from all walks of life particularly from traditionally disadvantaged and underserved groups (Department of Education, 2008). Thus, it is required to improve the situation of disadvantaged groups through the inclusive approach.

Inclusion Practice in Classroom

Title of the study is "Practices of Inclusive Education at the Schools in Nepal." Whole family of the schools , teachers and students as well as societies of people need to practice enclusive education.

In the teaching learning process, teaching activities begun from the classrooms so directly or indirectly very crucial things Is classroom to teachers and students. Therefore,

teaching learning activities required to conduct based on inclusive approach to improve to teaching learning in classroom. Regarding the issue student stated:

The teacher can practice inclusion in the classroom by treating them equally in the classroom. The teacher should make the class more flexible and should not forget the equality, access, and quality of all kinds of students. He must think about multiple, intelligence too.

The above lines are very relevant to teachers and students because it was based on true matter subject matter of an inclusive education context . Whereas learners need to given equal opportunity to learn all students of classrooms . In addition , he suggests to paying attention to multiple intelligences means students have different qualities so, the teacher needed to know to enhance outcomes in learning. Like as in this context next student viewed:

Even though there is no more practice of inclusion approach in getting enrolled in our school, there are appreciable practices in the classroom. Our teachers pay attention not only comparable bright students but also to all the students. All the students in the classroom are equally asked questions whether of front side's student or back side's.

Above mentioned student quotation indicates that teachers paid attention to the teaching learning activities of inclusive classrooms . It is shown that all students were happy with the classroom approach. In this relation, same question was asked to the teacher and his reply was as:

Fully prepared teachers are using the recent techniques to deliver the lesson. There is no specialized effort to include any group or individual and a regular and biased free environment is created to develop all the students of their own.

It is found that teachers are well prepared to deliver context for students by the way of an inclusive classrooms in schools' classrooms. In this regard , a student stated :

I do not see any such pieces of evidence of teacher inclusion practice. however, it can be seen in the case of experts that they work together under different programs. No, practice is regulated in classroom teaching.

Here, teacher views also indicate that contrast between two, one is claimed that knowledge full teacher good for inclusive classrooms . Like as , next teacher said that not found the sign and practice of inclusive classrooms. But teachers demand the inclusive teaching learning classrooms activities in schools.

Challenges in Inclusive classrooms Practice in school

People's attitude is very important and it influenced each activity of a person or society. Therefore, our positive mind to inclusion approach is required. But all people are not so positive toward it. So this type of attitudinal concept is the major challenging factor to uplift an inclusive classrooms practice in school. In this regards , teacher believes:

Still, there is a lacking of attitudinal change in inclusion. The traditional way of thinking and practicing seems a major challenge. Some modes and media will be more useful in including all the students in the teaching-learning stream which is always lacking is also a big challenge for inclusion. Similarly, our classroom is not disabled-friendly.

A teacher was found that he satires to our traditional thinking, attitude and our school buildings and classrooms are not disable friendly for those students. Schools head teachers

and schools management committee have not found paying attention to making disable friendly classrooms, which is obstacles for the inclusion practice in schools.

Class teacher exposed that different groups are not happy with this inclusive approach. Because, this approach created economic obstacles toward this practice in classrooms and schools. As regards, next teacher told that qualities of education cannot be mentioned fairly. Students knowledge can be different. Thus, almost all informants are not happy with schools for implementation of inclusion practice and school has more challenges to run the inclusive classrooms in schools. In a same question student also replied :

The main challenge is to make a positive attitude toward the disadvantaged group. Then after political, economic, social, and educational challenges are playing a vital role to prevent the inclusive education approach.

The above-given statement showed that almost all people have no positive attitude toward people from marginalized and disadvantaged groups to include them to in education mainstream. The inclusive classroom approach would be very suitable for the education of these targeted people. In this concern, next student exposed his opinion :

There are so many difficulties practicing inclusive education that have been mentioned below but the prime causes are the ill-defined policy of institutions about this, and so-called unions or take students in the name of politics as well.

The above-given lines found that inclusion policy is also defined personally or institutionally which is not favorable for the students.

Teachers and Students Perceptions in Inclusion Education

In Teaching learning process, classrooms activities is very crucial in inclusive education approach. All most teaching learning activities conducted in classrooms to improve students' learning, students can raise the question to the classrooms teacher that's why it is important to practice an inclusive educational approach to all students who are from diverse backgrounds. Concerning this, one teacher perception:

Most of the teachers understand the inclusive approach as the traditional/special approach 'which is a wrong way of perceiving inclusion. Right pedagogy and preparation of practicing in the classroom other physical arrangements are also lacking which is challenging an effective delivery in an inclusive approach.

It is seen from the above expression that teacher's perceive this approach is as old and difficult implement in classrooms teaching. There is not enough factors of right like pedagogy, teacher performance and physical conditions also obstacle to deliver inclusive practice in classrooms. In this reference, another teacher opinions:

The inclusive groups have less competitive capacity in comparison to others and they seem a bit intelligent. They are not regular in schools specially in ceremony and festival in their village. Another is that all teacher are not experts into inclusion education approach.

The above-given points are challenging factors for implementing the inclusion classrooms practice. These are related to students, teacher and schools. They showed to the student's regularity and effective conducting the class in schools. Study site of students were weak in study and they perceive education is not compulsory. Most the teacher are not practice inclusive classroom teaching. Therefore it is difficult to conduct class room teaching

in the way of inclusive way . There is clear that lack of exact vision on inclusion education created difficulties to implement in classrooms . but this approach is required to practice.

Considering these analysis and interpretations, researcher emphasizes that it is important to reduce the exclusive behave about learning . It is also important to understand that an inclusive classrooms is very useful for all.

Furthermore, special significance is that we only make talking subject matter on inclusive classrooms but our step is out of this process . Therefore, our commitment help to implement the inclusion classrooms practically. This reasons taken from the findings that the inclusive education is based on our classrooms practice in schools .

More number of students prefer the inclusive classrooms because they are from diverse caste and ethnicity and it is essential for increasing inclusive classrooms and its importance is very high. This approach is highly relevant to the Nepalese classroom context. Similarly, due to the out of this inclusion practice students and teachers have found confusion and made arguments that our present practice of inclusion is very inadequate in schools educations.

Based on the participants' opinions in interviews and observation collected information on the inclusive education approach, it is realized that they have less practiced this approach in schools. Therefore, it is necessary to practice from the school level in educations. traditional mind set was out of inclusion practice. Thus, it is needed to change and anticipated to implement an inclusive classrooms teaching from basic level.

In the context of Nepal diversity of language, caste, and geography, but inclusion approach is big issues and single research is not enough to address this subject matter through inclusion practice. This study, through limited in scope will contribute to further researchers to study about inclusion approach in education. There is no clear policy in relation to inclusive education, it created to implement inclusion practice at the schools level. In this study context , inclusion approach is inevitable to further research in education.

Conclusion

In conclusion, inclusive practice is not done effectively in schools education. So that they are out of advantage from the inclusive classrooms teaching learning , therefore, more disabled and disadvantaged group of people have not good access in education. In relation to disabled, almost schools buildings and toilets are out of disabled-friendly. So it is hard learning for them. Regarding the inclusion classroom is not easy to teach, thus it is required to make a detailed plan to practicable inclusion approach. Similarly inclusive approach is needed to make a clear plan and vision for practicing in the classroom teaching. In relation to teacher training, all teacher preferred to provide a high knowledge and skill based inclusive educational training to be a teacher at the school level.

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