Inclusive Education in India towards of Teachers Training in Attitude of Teachers

Dr. N.H.Kulkarni
Principal,
R.B.M. College of Education
B.Ed. & M.Ed. College
Hatta, Tq. Basmath, Dist. Hingoli

Abstract:

Inclusive education is concerned with all learner, with focus on those who have traditionally been segregated from education opportunities such as learners with special needs and disabilities inclusive education practice frequently rely on active increased attention to diverse student need. India are largely excluded from educational opportunities for primary and secondary schooling even though there exists a number of instrument both international and national.

Concept and meaning of the term Inclusive Education:

The understanding of the term “Inclusive Education” varies from one state to another but it generally refers to a wide range of strategies, activity and process that seek to make a reality of the inverse right it quality. In other words, inclusive education seeks to address the learning needs of all children, youth and adults with specific focus on those who are vulnerable to marginalization and exclusion. According to UNESCO inclusive education is a process of addressing and responding to the diversity of needs of all learner through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves change and modification in content, approaches, structure and strategies with common vision which covers all children of the appropriate age, range and conviction policy makers at stake holder in the system.

Legal Provision on Inclusive Education in India:

It is part inat to point out that in adding to above constitutional provisions there are several other legislation applicable in India. The free primary education 2003 crucial legislation that is only for attainment universal primary education, special education and school children. The right of children to free and canbulory education Act 2009 provided for free dementary education and compulsory admission, attendance and combination of elementary education.

The National Trust for Welfare of persons with mental retardation and multiple urban India with emphasis on three as per universal access and enrollment universal retention of children up to fourteen years of age and substantial improvement in the quality of education under both constitution, the state is further mandate to provided free and compulsory education to all children in such manner as the state may by law, determine in view of this provision. India government have such implement SSA was launches to achieve the goal of VEE. The adopts zero rejection policy and we are approach of convering various schemes and programs. A zero rejection policy ensure that every child with quality education. It convey the following complain.

Inclusive Education in SSA:

Every child with quality education it covers the following components under education for child with special education placement aids and appliance, support servise, teacher training, research support, Individual Educational Plan (IEP), parental training and community mobilization planning and management strenghtning of disabilities. Simply placing student with special needs in the irregular classroom is not enough to impact styles of oliverse population of student only then can the individual
need of all are students must be the whilst. There are many success stories to be told about inclusion, there have also been failures and difficulties, such difficulties have been blame on a variety of factor including competing policies that stress competition and every higher standards, a lack of funding and existing special education practices.

Objective:
1) To study the attitude of teacher towards education of children with special educational needs.
2) To present few suggestions to improve the status of inclusive education.

Hypothesis:
There is no significant difference between technique for selection of the sample 60 teachers teaching to the class having children with special education needs are selected for this study.

Tools:
To study the attitude of teacher towards education of children with special educational need. A three point scale was developed by investigator. This scale consist of 27 statement out of which 15 are positive and 12 are negative. These statement are related to class room organization seating, arrangement teaching and learning method. The process for selecting statement ensure content various first draft of the scale was given to expected related to the field.

Scope:
The conclusion of the present study are applicable to all the teacher teaching to the children with special educational needs in Maharashtra.

Delimitations:
1) The present study is related to the attitude of the teacher towards inclusive education.
2) The sample is selected from Nanded city and Parbhani city.

Results:
1) To study the attitude of teachers toward education of children with special educational need. 083.34% teacher showed average attitude only, 39.47% teacher share favorable attitude.
2) Out of all teacher female teacher showed more favorable attitude as compared to male teacher.
3) Younger teacher showed more favorable attitude when compares them with older teacher.
4) Teacher having teaching experience more than 20 years showed more favorable attitude.

There is no significant difference between attitude of teacher towards inclusive education. Following table shows

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<th>Variable</th>
<th>Sex</th>
<th>Age</th>
<th>Experience</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>N</td>
<td>50</td>
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<td>Table</td>
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<td>1.617</td>
<td>1.601</td>
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</tbody>
</table>

Conclusion:
1) There is significant difference between the attitude of female and male teacher.
2) Younger teacher have shared more favorable attitude than older teacher towards inclusion education.
3) Less experienced teacher showed more favorable attitude than more experience teacher.

Reference: