

**STATUS OF INCLUSIVE EDUCATION IN FUTURE TEACHER EDUCATION****Tanuja Sadashiv Pingale & Dr. Geeta Shinde**¹*M.Phil Student, DEE, SPPU*²*Assistant Professor, Department of Education, Savitribai Phule Pune University, Pune**Scholarly Research Journal's is licensed Based on a work at www.srjis.com***Introduction:-****Definition****Inclusive Education:**

1) Inclusive Education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen ^{(www.inclusionbc.org>our-priority-areas)}

2) Inclusive Education means that all students attend and are welcomed by their neighborhood schools in age appropriate, regular classes and are supported to team, contribute and participate in all aspects of the life of the school. ^{(www.inclusionbc.org>our-priority-areas)}

For a long time, children with disabilities were educated in separate classes or in separate schools people got used to the idea that special education meant separate education. But we now know that when children are educated together positive academic and social outcomes occur for all the children involved.

We also know that simply placing children with and without disabilities together does not produce positive outcome. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

There are the principals that guide quality inclusive education.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

In India, the National Policy for persons with Disabilities was adopted in 1993. It emphasized the need for mainstreaming of the persons with disabilities in the general education system through Inclusive Education. Sarva Shiksha Abhiyan (SSA) was launched by the central Government with the goal of ensuring eight years of elementary schooling for all children, including children with disabilities for in the age group 6 to 14 years by 2010. Also the PWD (Persons with Disabilities [Equal opportunities protection of Rights and Full Participation]) Act 1995 provides in the area of education.

2) Need and Importance :-

Inclusive education is important because as Canadians, We value our diverse communities. These communities start at school, where all students learn to live along side peers, they learn together; they play together, they grow and are nurtured together.

All children benefit from Inclusive education. It allows them to :-

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Statement of problem :-

Status of Inclusive Education in future Teacher Education.

Objectives:-

1. To study the policy of Inclusive education.
2. Every child with disability shall have the right to free education till the age of 18.
3. Appropriate transpiration, removal of barriers and restructure in its policies.
4. Children with disabilities shall have the right to scholarship, uniforms, free books and learning materials with free medical aid/ treatment etc.
5. Identification of the children and to make suitable policies for their support till their employment and lifelong support directly or indirectly.
6. To study the status of Inclusive Education in future Teacher Education.

Assumptions:-

1. Not every Child With Special Needs student do not participate in extra Co-curricular activities. (Dharap N.Y., 1986)
2. All inclusive schools do not implement separate curricular. (Giile M.M., 1986)
3. Every Child With Special Needs student do not get appropriate scope in co-curricular and extra co-curricular activities. (Narayan Jayanti & Ajit M., 1991)
4. Child With Special Needs students do not get proper guidance.
5. Value education is preserved through cultural programs. (Chavan K.S., 1992)
6. Through cultural program personality of Child With Special Needs students is developed. (Palsule Viddulala, 1988)

Scope:-

In this research all types of disabilities and religions, casts and multi languages are include from Ambegaon Taluka.

Limitations and De-limitations:-

Limitations of research :-

1. In this research the limitation of the tools or technique prepares for collecting information may be the limitation of research also.

2. In relevant research conclusion, finding depends on information received from samples. (Students, parents and teachers)
3. The conclusion of this research is generalized only for the selected samples. (Special needs students, teacher and parents only.)

De-limitations of research :-

1. The relevant research is only related with inclusive schools.
2. This relevant research is related with Child With Special Needs students in inclusive schools.
3. The relevant research is related with educational problems faced by special need students of inclusive schools.
4. Relevant research is related to special need students taking education in inclusive schools at higher primary level
5. Researches make question and interview is the de-limitation of this research.
6. Educational problem selected by researcher is limited to Z.P. higher primary school of Taluka Ambegaon.
7. For research, The research have included all special need students of higher primary school studying in standard 5th to 7th

Conceptual and Operational definitions :-

Conceptual Definitions :-

1. Inclusive Schools :-

Students having special educational needs, according to their needs, are participated in schools called inclusive schools. (S.C.E.R.T.2002)

Schools giving education integrate special need students with general students are inclusive schools. (S.C.E.R.T. 2002)

2. CWSN Students (CWSN - Child with special needs) :-

Intellectual, physical, social and emotional growth and development of such students differ from general students. Therefore they cannot take advantages from school programmes, there this type of students need social teachings. Such students are called special need students. (S.C.E.R.T, 2005)

The students having difficulties in absorbing educational programmes of general students are called special need students.

Those students who need help, instrument tools or some things to come in to educational flow or to acquire general ability especially blind, deaf, handicapped, not capable to learn and understand are called special need students. (S.C.E.R.T 2001)

Operational Definitions :-

1. Inclusive Schools :-

From Ambegaon Taluka selected 20 schools which having all disabilities students are known as inclusive schools.

2. CWSN Students :-

All disabilities from 20 schools are known as CWSN Students.

Analysis of Data and Interpretation :-

For the challenges findings as per the objectives lot of data collected and prepared in different tables, but few are given here :-

Chart No. 1 Response of CWSN Students

Sr.No.	Nature of response	Number of responses	Percentage
1	Attempts easy experiments	32	27%
2	Needs support to complete (work book/ project/ experiments)	32	27%
3	Don't complete (Project/ Experiment/ Work book) experiment notebook	28	23 %
4	Do not have experiment notebook	28	23 %
	Total	120	100 %
1	Special need students prepare index to complete map work	47	39 %
2	Mention directions	73	61 %
	Total	120	100 %
1	Parents help to complete study	14	12 %
2	Parents do not support in study	106	88 %
	Total	120	100 %

Chart No. 2 Response of Teachers

Sr.No.	Nature of response	Number of responses	Percentage
1	Use various teaching aids and techniques unused various teaching aids and techniques	48 12	80% 20%
	Total	60	100%
2	Doing successfully interaction with CWSN Students	24	40%
	Doing unsuccessfully interaction with CWSN Students	36	60%
	Total	60	100%
3	Giving extra time for teaching	42	70%
	No need of giving extra time	18	30%
	Total	60	100%
4	1. Helps for paying fees	5	8%
	2. Discussing by listening castes	8	14%
	3. Takes students for competition		
	4. Explain matter in simple language	12	20%
	5. Gives emotional support	07	12%
	6. Understands the problems		
		16	26%
		12	20%
	Total	60	100%

Findings:-

As per the objectives, there are the findings :-

1. Most of students not getting financial support from the government (SQT – 2)
2. The students with special needs are not in the coaching classes. Because of poor economic condition and mentality of parents. (SQT - 8)
3. There is variation in educational habits of study most of students using dissuasion method. (SQT – 10)

4. There are different opinions about science experiments and completion of science notebook (TQT – 15)
5. Understanding pictorial images, special needy students depend on teachers, parents and friends. (SQT - 11)
6. Many teachers fail interaction between CWSN students. (TQT - 6)
7. There is variation among the special needy students in understanding, reading and map related writing activities. (SQT - 12)
8. Many teachers use teaching aids and techniques during their teaching (TQT - 5)
9. Many teachers provide to CWSN students for all subjects models to handle. (SQT - 15)
10. Many teachers opinion that special needy students are supported by social organizations. (TQT -10)

Conclusion:-

After studying on this research, the researcher would like to focus on some of the main points.

Inclusive Education is a concept that is gaining attention all over the world. It expresses committed to educate each child to the maximum extent possible. After the world conference on 'Special Needs Education in Salamanca in 1990' the Salamanca statement was adopted by representatives of 92 Governments and 25 International organizations has set the policy agenda for inclusive Education on a global level. The Indian Government has implemented the scheme 'Sarva Shiksha Bhiyan' and 'Right to Education' Act which states that no school can child regardless of disability. Hence, for Inclusive Education, the 'Capacity of the education system to reach out to all learners must be strengthened, cultural is to be restricted, policies and practices in schools are supposed to respond to the diversity of students in their locality.

For successful 'Inclusion' a balanced perspective is necessary. It includes identification of learning difficulties, provision of additional support including use of technology and appropriate changes in 'Teacher Education' curriculum, balance of these factors with time, evaluation procedures, etc.

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