

**INCLUSION OF INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO
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Abstract

This article describes the concept of inclusion and inclusive Education. Inclusion has come from the idea of providing equal opportunities to all. Here, it keeps in mind the pupil with Diverse need. The dictionary meaning of Inclusion is to take in, or consider as part or a member. The general objective of Inclusive Education intends best practices in teaching through quality education. It will guide the development of children with diverse needs. The objective of the present article is to know the concept of Inclusion and Inclusive Education, to understand the present status of Inclusive education or Inclusion of Inclusive Education in Teacher Training Program with special reference to SP Pune University B.Ed. General Program 2015. It will also be able to get the perspective view of Inclusive Education at Teacher's Training Program and to get guidance or direction to implement it as a Inclusion. The views opined in the present article may help out to understand the best practices in Inclusive Education through Teacher's Training Program SP Pune University B.Ed. General Program 2015.



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Introduction:

Inclusion has come from the idea of providing equal opportunities to all. Here, it keeps in mind the pupil with Diverse need. The dictionary meaning of Inclusion is to take in, or consider as part or a member. The general objective of Inclusive Education intends best practices in teaching through quality education.

Concept of Inclusive Education: The concept of Inclusive Education mostly considered as nearer to remedial Education. Here are some definitions of Inclusive Education as follows:

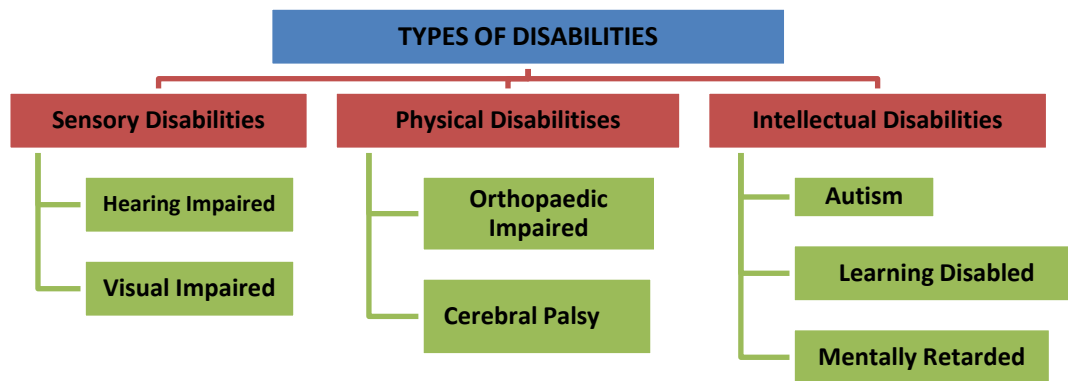
- Inclusive Education means that all students attend and welcomed by their neighbourhood schools in age- appropriate, regular classes and are supported to learn and participate in all aspects of their life of the school.
- Inclusion in Education is an approach to educate students with special educational needs- inclusion rejects the use of special schools or classrooms to separate students with disability from student without disabilities implementation of these practices varies.
- Inclusive education brings all students together in one classroom and communicating regardless of their strengths or weaknesses.

The concept of Inclusive Education and understanding Children with Special Needs mainstreaming is a process that allows children with Special Needs to enter certain standardised classroom.

USEFULNESS OF INCLUSIVE EDUCATION IN TEACHER TRAINING PROGRAM:

- It will develop to understand the Children with Diverse Needs.
- It will develop the view to understand Children with Diverse Needs.
- It will develop the awareness about Children with Diverse Needs.
- It will be able to understand the growth and development of the learner and its importance in the teaching- learning process with special reference to Children with Diverse Needs.
- Student teacher will be able to aware the individual differences.
- It will also be able to identify the educational needs of Children with Diverse Needs.
- It will assist to understand the Inclusive Instructional Strategies through Teacher Training.
- It will also be able to analyze the role of Teachers and teacher Educators in facilitating Inclusive Education.

S P Pune University B.Ed. General Program 2015 gives a perspective view of an Inclusive Education through its nature, scope, present status as well as national policies, programs and acts with respect to the Children with Diverse Needs. It has included the various types of disabilities as follows:



The course has been considered Inclusive Instructional Strategies such as Remedial Teaching, Team Teaching/ Core Teaching, Buddy System, Circle/ Friends and the most important Blended Learning. The SP Pune University B.Ed. General Program 2015- Course 110: Teaching Competency III-B “Introduction to Internship Program focuses on Student teacher’s active engagement with the actual field of teaching. The aim is to develop in the student the perspective about education for all. Here, in the view of Inclusive Education, we can consider the objective of this course will enable to student teacher to get an opportunity to observe the teaching of experienced school teacher; how do they make the inclusion. The course intended to develop lesson plan under the guidance of the school teacher. It will create a sense of Inclusion. Under the guidance of the school teacher, the course included the observation of the Co-curricular and Extra Curricular activities organize in the school. By getting involved in such activities, Student Teacher can develop his/ her attitude or can understand: “How to make inclusion of Children with Diverse Needs. In this course, Student Teacher will complete the activity to develop four lesson plans to cater the Diverse Needs of the students probably two or each school subject under the guidance of the school teacher. To complete Internship Program, Student Teacher should also has to complete an essay reflecting on the activities in which he/she has assisted to school teacher. As a Teacher Educator, we can module or moderate or guide Student Teacher to develop the whole view about Inclusive Education.

Same with the B.Ed. Course 204-08: Inclusive Education provides maximum guidelines towards Inclusive Education as a whole. B.Ed. Course 207 may also deal with inclusive Education and Discussed aforesaid Course B.Ed. 110 B. The activity such like an observation of peers, study of the records maintained by the schools, plan of Evaluation may also be directed towards Children with Diverse Needs.

B.Ed. Course 208- Reading and reflecting of the Text may get an experience through Orientation and Activities based on Children with Diverse Needs. Here, in this course

Teacher Educator may provide Texts like News , News Papers, Policy Documents, Research Articles, Project Reports, Autobiography, Biography, reference Books based on Inclusive Education. Hence, Student Teacher has to do the activities for writing the predictions, notes, questioning and answering, Critiques, the story and dialogues, Monologues, Drama or Play and prepare the Concept Maps, Mind Maps, Flow Charts etc. about the Children with Diverse Needs. There is wide scope for the inclusion to StudentTeacher to get an opportunity to deal with the action Research under the B.Ed. Course 210: basics of Research.

B.Ed. Course 211- Drama and Arts in Education, may help the Student Teacher to understand Inclusive Education and realize it as a form of expression for inhancing creativity towards Inclusive Education through Script Writing, Street Palys, Interviews with experts etc.

B.Ed. Course 212- Open Course may make the availability of resources and the resourse persons to develop the skills. There are enlisted suggestive twenty skills.

Conclusion:

If we look in detail, we may find various aspects that can be considered the part for Inclusion of all. Being sensitive towards Inclusive Education, We, Teacher Educators can take such opportunity to know, to understand, to develop and to make a complete sense towards the effective Inclusion of Inclusive Education through Teacher Training Program.

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