



TO STUDY THE PROBLEMS OF ADIVASI STUDENTS WHILE INCLUSION IN INCLUSIVE SCHOOL

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Abstract

Inclusive Education is a new concept. Inclusive education means different and diverse students learning side by side in the same class room. The concept of Integrated Education and Education for the disable is being adopted all over the world. The gap between general education and Education for disabled started increasing and its tremendous effect were seen. And to cope with this the concept of Inclusive Education came into existence. The main purpose of this research is to bring the tribal class students into mainstream and educate them. As education is the only key to advancement. And deprivation of Education is usually associated with poverty and other major problems. Adivasis are major part of the population which is backward. And to diminish this rift between them and the society Education is important. The purpose of this research is to find the problems faced by adivasi students even after the implementation of Right to Education act 2009.

Keywords -: Adivasi Students, Inclusion, Inclusive Education



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Background:-India is a country which mainly resides in villages. Majority of the Indian are deprived of Education due to lack of infrastructure or facilities. To bring these communities in focus or path of development they need to be Educated. New Schools should be initiated in these areas and children from these communities should be enrolled. And while including these students the problem faced should be studied.

Importance of Research:-In developing country likes India it is the responsibility of government to educate the people. Post-Independence government is trying at all necessary levels to promote Education. Schools for especially abled children were started but they had no desired impact. Special schools for physically disabled were also started. But there was no firm policy for the inclusion of children from socially and economically deprived classes. The Right to Education Act which was implemented in 2009 onwards brought the students ranging from age 7-14 in the mainstream of Education and this eventually increased the importance of Inclusive Schools. And to bring these students in mainstream the problems faced during the process should also be studied.

Operational Definition:-

- 1) Inclusion-Including or enrolling adivasi students in schools.
- 2) Problems-The problems faced while inclusion of Adivasi Students.
- 3) Adivasi Student-The students in Katkari community going to government school.
- 4] Inclusive Schools:- Those schools which gives admission to every students.

Research Topic:-To study the problems of adivasi Students while inclusion in inclusive school.

Research Statement:-To study the problems faced by Adivasi or Katkari while learning and the problems faced by Teachers while teaching and suggest the necessary measures.

Objectives of Research:-

- To find out problems of Adivasi Students while inclusion.
- To find out problems of teacher in inclusive Education.
- Classification and Analysis of problems faced by Students and teachers.

Research Assumption:-

- Language proves to barrier during inclusion of Adivasi Students in inclusive Schools.
- Financial conditions of Adivasi Students also act as barrier in their Education.
- Due to stagnation of Katkari Students teachers face hardship in educating them.

Research Questions:-

- Does language acts as barrier while including adivasis students?
- Does Adivasi community lacks interest in Education?
- Is the approach of government towards the Education of Adivasi student positive?

Scopes and Limitation:-

Scope:-

The presented research is beneficial for the adivasi community of Maval Taluka.

The research is useful in solving Educational problems of Adivasi Students. And also useful in solving problems faced by teachers during inclusion of these students.

Limitations:-

The research is limited to the Educational problems faced by Adivasi Students. This research is limited to the adivasi students studying from Std 1st to 7th in government school of Kurwande Village. And also highlights the problem faced by teachers of Kurwande Village while Educating Adivasi Students.

De-Limitations:-

- Following research is only limited to the adivasi students.
- Following research is limited only to 25 students studying in government school of Kurwande.
- This research is limited for the year 2018-19.

Research Methodology:-

Present research is based on current problems of Katkari Students. To collect data from this mix method is used i.e. qualitative and quantitative.

Data Collection techniques:-

For Data collection Schedule is used for Katkari Students.(**schedule-questionnaire for people not able to read and write, so researcher himself fills the answer of questionnaires.*) And for studying problems of teachers Interview technique is used by taking personal interviews.

Population:-

All adivasi students in Maval Taluka.It are not possible to collect perceptual data of all due to great deal at time, energy and money would be evolved.

Sampling:-

The selection of 25 students studying in 1st to 7th std and 5 teachers teaching these students in government school of Kurwande Village in Maval Taluka is done on the basis of purposive method of sampling.

Data collection tools:-

Schedule technique is mainly used to collect data from Katkari student. Ten questions are included in schedule. And data from teachers is collected using interview technique.

Statistical tools:-

Present research being qualitative and quantitative so for analysis interview descriptive method is used and for quantitative analysis percentile technique is used.

Major findings:-

- Adivasi being the most primitive and backward class the students from these community are not able to compete with regular students.
- Language is the major barrier while educating the Adivasi Students.
- Adivasi Students face problems while learning the Standard language from textbooks.
- Marathi being the medium of communication problems is faced by Adivasi students.

- Adivasi students being economically backward have inferiority complex.
- Teachers also face problem while communicating as they are unable to interpret adivasi student's language.
- The teachers face problems due to the stagnation of these students as they are unable to come to school during rainy season for 4 months.
- Adivasi students lack exposure to the urban culture so the Educational stationary with them is limited.
- Adivasi student are not able to cope up with other student due to their fright towards advance society.
- Adivasi parents are not interested in education of their ward.
- Most of male adivasis are in jail and can't afford lawyers for their justice.

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