



**“A STUDY ON ATTITUDE OF PRIMARY TEACHERS TOWARDS INCLUSIVE EDUCATION IN
BANSWADA MANDAL OF KAMAREDDY DISTRICT, TELANGANA STATE”**

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ABSTRACT:

Education is not a privilege of the rich and well-to-do; it is the inalienable right of every child. The state must discharge its responsibility as guarantor and regulator of education as a fundamental human entitlement and as a public cause. The provision of basic education, free of cost, is not only a core obligation of states but also a moral imperative.

KEYWORDS: *Inclusive education, Attitude of Primary teachers, Children with Special education needs.*

INTRODUCTION

In the past few years, focus on children with disabilities has resulted in greater awareness and increased sensitivity towards these children. The launch of the District Primary Education Programme (DPEP) in 1994 provided further impetus to existing efforts. The Equal Opportunities and Rights of Persons with Disabilities Act 1995 was comprehensive breakthrough legislation that provided for education and economic rehabilitation of people with disabilities. It states that free education for children with disabilities up to the age of 18 years must be provided in an appropriate environment. The government has recently launched the Sarva Shiksha Abhiyan (SSA). This proposes to implement ‘universalization of elementary education’ (UEE) in a mission mode with a focus on providing quality elementary education to all children in the age group 6–14 years. Inclusive education is an integral component of SSA, and promises to make ‘education for all’ a reality by 2010.

Attitude towards inclusive education are extremely complex and vary from one teacher to another. This is because traditionally, children with special education needs have been segregated into separate learning environments. This practice is now being questioned by teachers who believe it as an infringement of the rights of the children with SEN. The proponents of Inclusive education are of the opinion that including students with disabilities into mainstream classroom would maximize their learning experiences.



INDIAN SCENARIO:

Till 1990s ninety percent of India’s estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education. The overwhelming majority of them are vagabonds not out of volition but because of callous school managements and over-anxious parents of abled children in a travesty of humanity and social justice. They have consistently discouraged children with disabilities from entering the nation’s classrooms. Social justice and equity which are dominant

sentiments of the Constitution of India demand that India's 35 million physically challenged, if not the 5 million mentally challenged, children should be given preferential access into primary and secondary schools. Fewer than five percent of children who have a disability are in schools. Remaining nine-tenths of them are excluded. Against this backdrop of continuous neglect, there is an urgent need to find ways for developing potential of this large proportion of challenged children.

OPERATIONAL DEFINITIONS

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.

In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior.

Primary School : a school for children between the ages of about five and eleven.

STATEMENT OF THE PROBLEM

"A study on Attitude of Primary Teachers towards Inclusive Education in Banswada Mandal of Kamareddy District, Telangana State"

OBJECTIVES

1. To study the attitude of male and female primary teachers towards inclusive education in Banswada Mandal of Kamareddy District.
2. To make comparative study about the attitude of primary teachers towards Inclusive education in Government and Private Schools of Banswada Mandal of Kamareddy District.
3. To study the relationship between qualification of teachers and their attitude towards inclusive education in Banswada Mandal of Kamareddy District.
4. To study the relationship between number of years of experience of primary teachers and their attitude towards inclusive education.
5. To study the relationship between attitude of primary teachers towards inclusive education and the type of special education need.

HYPOTHESIS

1. There will be no significant difference in the attitude of male and female primary teachers towards inclusive education in Banswada Mandal of Kamareddy District.
2. There will be no significant difference in the attitude of primary teachers towards inclusive education in Government and private schools of Banswada Mandal of Kamareddy District.
3. There will be no significant difference in the qualification of teachers and their attitude towards inclusive education.
4. There will be no significant difference in the attitude of primary teachers towards inclusive education and the type of special education need.

Methodology

POPULATION OF THE STUDY

The population of the study constituted the Primary teachers in Banswada Mandal of Kamareddy District, Andhra Pradesh

SAMPLE FOR THE STUDY

Since the problem under study is mainly confined Primary teachers in Banswada Mandal of Kamareddy District, the sample of 60 students is being taken into consideration.

CHARACTERISTICS OF THE SAMPLE

The sample of the study was of heterogeneous type, with teachers coming with a different profile like Gender, Habitat and prior educational background.

TOOLS FOR THE PRESENT STUDY

Questionnaires will be used to collect the data of the respondents. Numerical data interpretation tools will be used.

VARIABLES

Independent -- Attitude

Dependent variable – Gender, Type of school , Qualification , experience and special education need.

LIMITATIONS

- 1) The study is confined to primary teachers.
- 2) The study is confined to the primary teachers spread across in limited geographical area.

REVIEW OF RELATED LITERATURE

Zaveri (2001) developed an awareness module on inclusive education for students with disabilities for administrators and teachers of genapproach "interactive approach." The results indicated equal effectiveness of both the approaches for creating awareness.

Reddy and Shyamala (2006) conducted a study on "students with antisocial behaviour strategies for inclusion in school." Anti-social study the authors have highlighted the various cases behavior, development of anti-social community and school settings.

Sharma (2009) conducted a study on influence of self-academic achievement in inclusive settings of Bareilly city. The study revealed that LD esteem when compared to non-disabled. LD boys and girls differ with regard to self and non-LD girls do not differ with regard to self.

Susanta Kumar (2010) studied the relevance of disability and inclusive education in India in the context of EFA. He analyzed the interpretations and implementation of inclusive education in India through distance mode.

Deepshikha (2010) studied the limitations of the earlier efforts in the context of survey findings and examined the responsiveness of the recent policies for inclusion to these limitations of earlier efforts

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