

Vol 7 Issue 1 Oct. 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pinteau Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
Awadhesh Kumar Shirotriya	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....



TEACHERS' ROLE, ATTITUDES TOWARDS INCLUSION AND ITS FACILITIES, PROGRAMS IN THE UNITED STATES OF AMERICA AND INDIA – A COMPARATIVE STUDY

Kotra Balayogi¹ and Dr. R. S. S. Nehru²

¹Ph.D-Scholar in Education, Bharathiar University, Coimbatore.

²Post-Doctoral fellow; National University of Education Faculty of Teacher Education, Hanoi, Vietnam & Research Guide, Bharathiar University, Coimbatore

Assistant Professor, School of Professional Studies, Department of Education; University of Sikkim, Gangtok, Sikkim, India.

ABSTRACT :

The present pilot study was an attempt to determine the teachers' role, attitudes towards inclusion and its facilities, programs in the United States of America and Indian schools. For this study different United States, Indian and other countries studies were reviewed and adopted descriptive survey method has been used. The sample consisted of sixty teacher educators from New Mexico and Florida states from United States of America and in India Andhra Pradesh state. By stratified random sampling method a questionnaire was developed and standardized to all the teachers to know the views on teachers' role, attitudes regarding inclusive education and for its facilities, programs in the United States of

America and Indian schools. The information was found out taking different statistical methods like *t*-test and ANOVA have been used by the investigator by SPSS package. The scores obtained by various groups are compared across the items for sex, age, general and professional qualifications, designation, teaching experience, management and locality of the school with context of all teacher educators. By the results indicates a positive response for teachers' role, attitudes regarding inclusive and its facilities, programs in the United States of America and Indian schools. The results are discussed in view of past research studies and finally implications and suggestions for further studies were also suggested.

KEYWORDS :inclusion, teacher's attitude, role, facilities and programs

INTRODUCTION

Children with and without disability should have basic right for appropriate education which targets for improvement of the children. In recent times we can observe modification in the age group of special needs children. The shift has been from taking care of children in separate settings for gaining learning in inclusive classroom settings. According to world fact book 2007, in the world India is the seventh largest country which covers an area of about 37,87,782 sq.kms having population approximately 130 crores people in context with economic, linguistic, geographical, socio, cultural, and religious variations. Indian Parliament passed the Right of Children free and compulsory Education Act (RCFCE-2009) on 4th August 2009 under the 86th constitutional amendment Article 21(A) of the Indian Constitution and came into force on 1st April 2010, children of 6-14 years' age get with free and compulsory education up to the completion of basic education in nearby school. By RTE act chapter-ii, a sub-clause-ii child with disabilities also gets free and compulsory elementary education in the age range of 6-18 years.

The United Convention on the Rights of the Persons with Disabilities (2006) takes for the modifications from seeing people with disabilities as objects of charity, medical treatment, social

protection and right to freedom for all citizens with disabled not having any partiality of anything on the criteria of disorder. The United States is an example of running the systems of special education smoothly, while other countries have evolving systems for helping students with disabilities. Here it differentiates the special education systems of the United States of America, with the way that services are provided in the developing nation like India. Through studies, how education and disabilities will collide together. Inclusive classrooms are a normal classroom where children with and without disabilities can study together. But in the classroom of special education children with disabilities study with other children with disabilities only hence in this context, regular teachers are facing problems themselves to teach in an inclusive classroom. Many varieties of methods and implementations can be started to give a useful and best inclusive classroom.

REVIEW OF THE RELEVANT LITERATURE

Buell, Hallam, Gamel-McCormick and Scheer, (1999), Conducted "A Survey of General and Special Education Teachers' Perceptions and In-service Needs Concerning Inclusion". In this study focus on points which help to teacher's capacity to reach the learning requirements of children with disability in the range of inclusive areas. It also gives teachers' views with regards to inclusion and its needs for help and resources to develop an inclusive environment. Hence all the teacher educators expressed that they are in requirement of help which do not have to include a student with disabilities into the normal classroom correctly. With regards to general education teachers, 79 percent reported not having sufficient class enrollment; 78 percent requires regular trainings, 73 percent reports compulsory, on the other way do not having time to meet with families. Special education teacher's percentage of 49 says required but didn't having correct room size of class and 48 percent stressed for teacher's workshops with the general education teachers. Main concern for teachers is to feel that their basic things should be done also good support from the administrators, doctors and counselors. Teachers must feel by giving free hand and encouraged for inclusive studies to correctly address the needs of children also they need sufficient help and best orientation programs. Efficacy in teacher educators is not possessed by activities and acquiring knowledge, but also by successful individual experiences and continuous practices. For best efficacies in teachers, the schools need to encourage more teacher participation in decision making and practices that concern their students and inclusion within the classroom.

Tanner, C.K.; Linscott, D.V. and Galis, S.A. (2000), Study on "Inclusive Education in the United States: Beliefs and Practices among Middle School Principals and Teachers". In this study school reform concerns which address inclusive education were found out throughout nation. Randomly selected middle school principals and teachers stated to problems regarding inclusive education, modifications are required and importance of different methods of lessons, towards problems to inclusion, programs and lessons for inclusive learning. Respondents demonstrated support for the combination of children along with disorders of normal studies environment through their agreement with statements supporting inclusion as an effective strategy and a part of the continuum of services. Study revealed that there was support for collaborative strategies, provisions for staff training and shared planning time. Behavioral expectations were identified as a problem when children with physical problems are included; cost considerations were not identified by the respondents as a priority among the possible perceived barriers. Administrators and special needs educators revealed statistically significant support for inclusion; principal respondents reported a high level of input when planning took place to children is disabled taken in the regular classroom.

Sharma, (2001), conducted a study on "The attitudes and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools in Delhi, India". In this study the researcher explored the behaviors and problems of three hundred and ten primary school principals and four hundred eighty-four teachers working in government schools in Delhi regarding the inclusion of children along with special education students into the regular school programs. Researcher came out the best assumptions towards teacher's behaviors regarding inclusive learning were their capacity of teaching experience, interactions with a child with special needs and got parent help towards inclusive learning can be seen dramatically which reflect the teacher educator's attitudes and actions. Study also revealed that principals and teachers were facing problems about insufficient facilities such as special education teachers and resource

teachers, not having best teaching resources, lack of funding and lack of teacher's orientations to start inclusive learning policies.

Manickam, D (2004), conducted a study on "Inclusion Education: A pathway to Education for All" In this study some dilemma in the execution aspect of Inclusive Education as because of numerous hurdles in the process. Important issue is to emphasize the importance and necessity of inclusiveness learning in the country so as to fulfill the constitutional commitment to provide 'equal educational opportunities for all' in this study. The study proposes to start with partial Inclusive Education and continue with it till reaching the state of full inclusive education.

The United States of America has guaranteed a free and best education for all students with disabilities according to education for all handicapped children act. Under this act, there are thirteen recognized categories of disability and they are Autism, Developmental Delay, Hearing Impairment, Emotional Disturbance, Visual Impairment, Traumatic Brain Injury, Language and Speech Disorders, Deaf-Blindness, Multiple Handicap, Physically Handicapped, Mental Retardation, other Health Impaired and Specific Learning Disability. Upon these Learning Disabilities having highest percentage of students and these struggling students in the country are qualified for special education services. An assessment plan is delivered to home for parents' permission to test their child. After parent's signature on the application, and gives consent, the school has sixty days to complete all of the assessments and have a meeting on the results. After testing has been completed, an Individualized Educational Program (IEP) meeting is organized.

The Persons with Disability Act of India 1995 classifies disabilities as: Visual, Hearing, Speech, Loco-Motor. Surveys conducted and states that only 1.2% of person's disabilities in India are not having basic education according to National Center of Promotion of Employment for Disabled People (NCPEDP). In a school level survey, NCPEDP found that of ninety schools, forty schools not having a one student with a disability and unfortunately, twenty schools had a rule against giving admission to children with disabilities. Basic education modes should think responsibility for the learning towards the disabled students but the reality is different in India. The general education system is yet to be fully sensitized to the educational needs of children with disabilities and therefore the general system needs the assistance of specialist teachers for occasional help to make inclusive education work also reported that the inclusive practices program assisted by various organizations in India are encouraging.

Nehru RSS (2015), conducted a study on "Opinion of Diet Students on the Concept of Inclusive Education in Visakhapatnam District". Objectives are to analyze the nature of support services received by children with disabilities; To investigate the nature of intervention facilitated by the schools for enriching the learning environment.; To examine the contributions made by head of schools, regular teachers and parents in the implementation of the Inclusive programme. The findings of the study is to positive impact of Inclusive Education on students, the students of D.Ed. expressed more perceptions with respect to Common Class room Teaching, Special Need, Learning Disability Children, Visually Impaired Children, Hearing Impaired (H.I), Nero Muscular disability, Multiple disability and Suggestions towards Inclusive Education. It is necessary, therefore, to organize right up to hamlet level, a large and comprehensive awareness campaign, which will communicate to, parents of disabled children the benefits of inclusive education.

Considering the above facts, a comparative study based on inclusive classrooms has been taken place.

STATEMENT OF THE PROBLEM

In view of the above explanation, the problem may be stated specifically as, "Inclusive Education Facilities and Programmes in the United States of America and India – A Comparative Study".

NEED AND IMPORTANCE OF THE STUDY

The aim of education is to ensure that all students acquire provision to knowledge, skills, and information that will prepare them for better careers. Main theme gets bigger struggling as schools provide children with more different backgrounds and abilities. To reach concerns, the collaboration and help of teachers, parents and society leaders is crucial for the improvement of best and sufficient inclusive schools. Growth for professional

educators, families, and community leaders enter into a discussion on improvement for learning to all children takes the guarantee for the modifications of United States schools from a twentieth century models of schools, powered to a low profile cultural view, which effects the different cultures and different country that is the United States today. By studies both with parents and teacher educators in inclusive learning gives that could found problem less to the children without special education students and that they have good thoughts regarding inclusiveness and as an inclusive learning could not harm the students without special needs. Main purpose is to know the extent of developments of inclusive education facilities and programmes in schools of United States of America and India also to identify the problems for learning as identified by teacher educators and parents.

OBJECTIVES OF THE STUDY

- 1) To study the comparative in nature and evaluate the findings of facilities, concessions, policies and laws for students with special education in India and United States of America.
- 2) To measure the impact of the items like sex, age, general and professional qualification, designation, teaching experience, management and locality of the school on the perceptions of teachers towards Inclusive Education Facilities and Programmes in the United States of America and India.
- 3) To suggest measures for effective implementation facilities and programmes in the United States of America and India.
- 4) To evaluate role of the teachers working in inclusive education schools in two countries.
- 5) To study the attitude of the parents of disabled students studying in inclusive education schools in two countries.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between male and female respondent's perceptions towards Inclusive Education Facilities and Programmes in the United States of America and India.
2. There is no significant difference between the perceptions of respondents based on their age group towards Inclusive Education Facilities and Programmes in the two countries.
3. There is no significant difference between the perceptions of respondents based on their general qualification towards Inclusive Education Facilities and Programmes in the United States of America and India.
4. There is no significant difference between the perceptions of respondents based on their professional qualification towards Inclusive Education Facilities and Programmes in the United States of America and India.
5. There is no significant difference between the perceptions of respondents based on their designation towards Inclusive Education Facilities and Programmes in the United States of America and India.
6. There is no significant difference between the perceptions of respondents based on their teaching experience towards Inclusive Education Facilities and Programmes in the United States of America and India.
7. There is no significant difference between the perceptions of respondents based on their school management towards Inclusive Education Facilities and Programmes in the United States of America and India.
8. There is no significant difference between the perceptions of respondents based on their locality towards Inclusive Education Facilities and Programmes in the United States of America and India.

DELIMITATIONS

The geographic area of the study is delimited to only some states in Mexico and Florida states from United States of America and in India Andhra Pradesh state. The present study is confined to school teachers only. The present study is covered to sixty school teachers only.

METHOD

For this study, the investigator used the survey method for the collection of data. The questionnaire is designed and data is collected from teachers. Researcher used the SPSS package for the measurement on the Inclusive Education Facilities and Programmes in the United States of America and India school teachers.

Conclusion remarks and recommendations are given after the analysis. Methodology plays its crucial role in conducting any research and is helpful to find the relationship of dependent variable with independent variables. It can provide a comprehensive comparative understanding of the various points on the Inclusive Education Facilities and Programmes in the two countries with reference to teachers' performance. The researcher is going to discuss the adopted research methodology for this research. In this research, researcher used the combination of quantitative and descriptive method. For the collection of data, the questionnaire was developed. In this questionnaire the variables used are gender, age, general and professional qualification, designation, teaching experience, management and locality of the school on the perceptions of teachers towards Inclusive Education Facilities and Programmes in the compression in two countries.

DATA COLLECTION

The comparative study focuses in gathering of information with context to the Inclusive Education Facilities and Programmes in the United States of America and India school teachers. The researcher randomly selected some schools for collection of data and acted as respondents.

DATA ANALYSIS

The investigation taken the descriptive statistical analysis for comparative, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation also for testing the null hypothesis, the 't'-test and Analysis of Variance have been used by the investigator.

Results

Table 1: Significant difference between the perceptions of United States of America and India respondents towards Inclusive Education Facilities, Programmes in the United States of America and India

Country	N	Mean	Std. Dev.	t-value	p-value
United States	30	308.17	35.89	2.04*	0.04
India	30	296.50	25.99		

* Significant at 0.05 level

Table 1 observed that, the mean perception scores of respondents from United States towards Inclusive Education Facilities, Programmes (308.17) is higher than that of respondents in India (296.50). The 't'-value is found to be 2.04 and the p-value is 0.04, which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of United States of America and Indian respondents towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is rejected.

Table 2: Significant difference between the perceptions of male and female respondents towards Inclusive Education Facilities, Programmes in the United States of America and India

Gender	N	Mean	Std. Dev.	t-value	p-value
Male	29	298.52	26.69	0.90 ^{NS}	0.37
Female	31	305.90	35.69		

NS: Not Significant

Table 2 observed that, the mean perception scores of female respondents towards Inclusive Education Facilities, Programmes (305.90) is slightly higher than that of male respondents (298.52). The 't'-value is found

to be 0.90 and the p-value is 0.37, which is not significant. This shows that there is no significant difference between the perceptions of male and female respondents towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is accepted.

Table 3: Analysis of Variance (ANOVA) - perceptions of respondents based on their age group towards Inclusive Education Facilities, Programmes in the United States of America and India

Age	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Blow 35	18	297.22	Between Groups	1598.90	2	799.45	0.79 ^{NS}	0.46
35 to 45	31	307.32	Within Groups	57384.43	57	1006.74		
Above 45	11	296.64	Total	58983.33	59			

NS: Not Significant

Table 3 shows that the ANOVA results on respondents perceptions based on their age group, between groups and within groups, the df values are 2 and 57 respectively and sum of squares are 1598.90 and 57384.43 and mean squares are 799.45 and 1006.74 respectively. The F-value is found to be 0.79 and the p-value is 0.46, which is not significant. This shows that there is no significant difference among the respondents perceptions based on their age group towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is accepted.

Table 4: Analysis of Variance (ANOVA) - perceptions of respondents based on their general qualification towards Inclusive Education Facilities, Programmes in the United States of America and India

General Qualification	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
UG	9	302.44	Between Groups	1035.56	2	517.78	0.51 ^{NS}	0.60
Degree	36	305.22	Within Groups	57947.78	57	1016.63		
PG	15	295.33	Total	58983.33	59			

NS: Not Significant

Table 4 shows that the ANOVA results on respondents perceptions based on their general qualification, between groups and within groups, the df values are 2 and 57 respectively and sum of squares are 1035.56 and 57947.78 and mean squares are 517.78 and 1016.63 respectively. The F-value is found to be 0.51 and the p-value is 0.60, which is not significant. This shows that there is no significant difference among the respondents perceptions based on their general qualification towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is accepted.

Table 5: Analysis of Variance (ANOVA) - perceptions of respondents based on their professional qualification towards Inclusive Education Facilities, Programmes in the United States of America and India

Professional Qualification	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
D.Ed.,	8	278.00	Between Groups	12525.40	3	4175.13	5.03**	0.00
B.Ed.,	33	314.79	Within Groups	46457.93	56	829.61		
B.Ed., (Sp.Ed)	16	292.38	Total	58983.33	59			
M.Ed., & above	3	283.33						

** Significant at 0.01 level

Table 5 shows that the ANOVA results on respondents perceptions based on their professional qualification, between groups and within groups, the df values are 3 and 56 respectively and sum of squares are 12525.40 and 46457.93 and mean squares are 4175.13 and 829.61 respectively. The F-value is found to be 5.03 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among the respondents perceptions based on their professional qualification towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is rejected.

Table 6: Significant difference between the perceptions of Principal and Teacher respondents towards Inclusive Education Facilities, Programmes in the United States of America and India

Designation	N	Mean	Std. Dev.	t-value	p-value
Principal	5	276.20	14.48	2.98**	0.00
Teacher	55	304.71	31.75		

** Significant at 0.01 level

Table 6 observed that, the mean perception scores of teacher respondents towards Inclusive Education Facilities, Programmes (304.71) is significantly higher than that of Principal (276.20). The 't'-value is found to be 2.98 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Principal and Teacher respondents towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is rejected.

Table 7: Analysis of Variance (ANOVA) - perceptions of respondents based on their teaching experience towards Inclusive Education Facilities, Programmes in the United States of America and India

Teaching Experience	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Below 10	16	305.88	Between Groups	2108.58	2	1054.29	2.99*	0.05
10 to 20	32	305.00	Within Groups	56874.75	57	997.80		
Above 20	12	290.50	Total	58983.33	59			

* Significant at 0.05 level

Table 7 shows that the ANOVA results on respondents perceptions based on their teaching experience, between groups and within groups, the df values are 2 and 57 respectively and sum of squares are 2108.58 and 56874.75 and mean squares are 1054.29 and 997.80 respectively. The F-value is found to be 2.99 and the p-value

is 0.05, which is significant at 0.05 level. This shows that there is a significant difference among the respondents perceptions based on their teaching experience towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is rejected.

Table 8: Analysis of Variance (ANOVA) - perceptions of respondents based on their school management towards Inclusive Education Facilities, Programmes in the United States of America and India

Management	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Government	6	289.67	Between Groups	2214.66	2	1107.33	3.01*	0.05
Private	43	306.07	Within Groups	56768.67	57	995.94		
Minority	11	294.64	Total	58983.33	59			

* Significant at 0.05 level

Table 8 shows that the ANOVA results on respondents perceptions based on their school management, between groups and within groups, the df values are 2 and 57 respectively and sum of squares are 2214.66 and 1107.33 and mean squares are 995.94 and 997.80 respectively. The F-value is found to be 3.01 and the p-value is 0.05, which is significant at 0.05 level. This shows that there is a significant difference among the respondents perceptions based on their school management towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is rejected.

Table 9: Analysis of Variance (ANOVA) - perceptions of respondents based on their locality towards Inclusive Education Facilities, Programmes in the United States of America and India

Locality	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Rural	8	307.38	Between Groups	498.79	2	249.40	0.24 ^{NS}	0.79
Urban	48	302.21	Within Groups	58484.54	57	1026.04		
Tribal	4	293.75	Total	58983.33	59			

NS: Not Significant

Table 9 shows that the ANOVA results on respondents perceptions based on their teaching locality, between groups and within groups, the df values are 2 and 57 respectively and sum of squares are 498.79 and 58484.54 and mean squares are 249.40 and 1026.04 respectively. The F-value is found to be 0.24 and the p-value is 0.79, which is not significant. This shows that there is no significant difference among the respondents perceptions based on their locality towards Inclusive Education Facilities, Programmes in India and United States. Hence, the null hypothesis is accepted.

FINDINGS

1. There is a significant difference between male and female respondents perceptions towards Inclusive Education Facilities and Programmes in the United States of America and India
2. There is a significant difference between the perceptions of respondents based on their age group towards Inclusive Education Facilities and Programmes in the United States of America and India
3. There is a significant difference between the perceptions of respondents based on their general qualification towards Inclusive Education Facilities and Programmes in the United States of America and India.
4. There is a significant difference between the perceptions of respondents based on their professional

- qualification towards Inclusive Education Facilities and Programmes in the United States of America and India.
5. There is a significant difference between the perceptions of respondents based on their designation towards Inclusive Education Facilities and Programmes in the two countries.
 6. There is a significant difference between the perceptions of respondents based on their teaching experience towards Inclusive Education Facilities and Programmes in the two countries.
 7. There is a significant difference between the perceptions of respondents based on their school management towards Inclusive Education Facilities and Programmes in the United States of America and India.
 8. There is a significant difference between the perceptions of respondents based on their locality towards Inclusive Education Facilities and Programmes in the United States of America and India.

CONCLUSIONS

The comparative study focuses on the inclusive education facilities and programmes in schools. The study collected information on the available facilities and programmes in the schools regarding inclusive education and tries to build a relationship between different items like activities, classroom climate, teachers and parent's role in the schools. Children with disabilities are separated in the community in various ways. This exclusion resulted in keeping these children away from learning. Earlier education system was interested in special education because of the thinking that the children with disabilities could not engage with the community. But through studies it is clear that inclusive education can give them more help and develop them about the ability to understand and go along with their friends and in community. Hence, the proposed study would be different from above studies because the researcher is trying to understand the practical possibilities in general schools. The researcher is also trying to understand the gap between the facilities and programmes made and implemented in United States of America and India. This study also aims on identifying the hurdles for leaning in inclusiveness climate.

RECOMMENDATIONS

- 1) Test the talent of a student's needs rather than depending mainly on subject.
- 2) Take advantage of student's individual interests and use their internal motivation for developing necessary skills.
- 3) Make appropriate expectations for each student regardless of their capabilities and abilities.
- 4) Find how to modify assignments and assessments to design classroom programs and activities for students.
- 5) Teach best practices of skills in a classroom but not just the academic skills.
- 6) Encourage everyday growth of children and find out how to educate and work with each student in a best teaching approach.
- 7) Adapt materials, resources and rewrite objectives according to students requirements.

REFERENCES

1. Allen, K. E.; Schwartz, I. (2000). *The Exceptional Child: Inclusion in Early Childhood Education* (4 ed.). Delmar Cengage Learning. ISBN 0766802493.
2. Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*, Praisner, C. L. (2003), page 69, 135-145.
3. Bowe, Frank. (2005). *Making Inclusion Work*. Merrill Education/Prentice Hall.
4. Bower P. Garralda E. Kramer T. Harrington R, The treatment of child and adolescent mental health problems in primary care; *A Systematic review*; 18:373-82.
5. Convention on the Rights of Persons with Disabilities, Article 24 –Education.
6. David Mrazek, M.D and Patricia J. Mrazek, M.S.W, P.H.D; *Prevention of psychiatric disorders in children and adolescents*, Kaplan and Sadock, *Comprehensive Text Book of Psychiatry Volume ii*; 3513.
7. Definition of inclusion, accessed October 11, 2007. Archived 2009-10-31.
8. Hastings. R.P., & Oakford, S. (2003), page 23, 87-95"Understanding Psychology Eighth Edition", Feldman, Robert S. (2008), page 309. Retrieved 2010-06-10.

9. <http://www.unesco.org/en/inclusive-education/>
10. Jorgensen, C., Schuh, M., & Nisbet, J. (2005). The inclusion facilitator's guide. Baltimore: Paul H. Brookes Publishing Co.
11. Mainstreaming to full inclusion: From orthogenesis to pathogenesis of an idea. International Journal of Disability, Development, and Education, Kavale, K.A. (2002), page 49, 201-214.
12. Murray C.J Lopez Ad. The global burden of disease; A Comprehensive assessment of mortality and disability, injuries and risk Factors in 1990 and projected to 2010: World Health Organisation; 1996.
13. Nehru RSS (2015), "Opinion of Diet Students on the Concept of Inclusive Education in Visakhapatnam District" International Journal of Multidisciplinary Educational Research, ISSN: 2277-7881; Impact Factor - 2.972; IC Value:5.16 Volume. 4, ISSUE 2(5), February 2015.pp-16-42.
https://mafiadoc.com/international-journal-of-multidisciplinary-educational-research_5993bc2b1723ddca69546dad.html
14. Salamanca Statement and Framework for Action on Special Needs. (PDF-File, 198 KB).
15. Scheyer et al. (1996). The Inclusive Classroom Teacher Created Materials, Inc. Student teachers' attitudes toward the inclusion of children with special needs.
16. Zubrick Sr., Silburn Sr., Barlon P Blaire, Mental health disorders in children, Scope, cause and prevention .J Roalust Nz Coll Psychiatry 2000 34: 570-8.



Kotra Balayogi

Ph.D-Scholar in Education, Bharathiar University, Coimbatore.



Dr. R. S. S. Nehru

**Post-Doctoral fellow; National University of Education Faculty of Teacher Education, Hanoi, Vietnam & Research Guide, Bharathiar University, Coimbatore.
Assistant Professor, School of Professional Studies, Department of Education;
University of Sikkim, Gangtok, Sikkim, India.**

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-
413005, Maharashtra
Contact-9595359435

E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com