

Research Paper

**AWARENESS OF EDUCATIONAL INCLUSIVE POLICIES AND PRACTICES
AMONG STUDENT TEACHERS AT HIGHER LEVEL****Dr. K. Dhanalakshmi****Associate Professor, Department of Education, Periyar University, Salem.****Abstract:**

Inclusion in education is an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all of teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of inclusion practice varies and schools most frequently use the strategy for select students with mild to severe special needs. The investigator conducted the survey method for study. The main participations of this study were purposefully selected on the basis of their availability 242 M.Ed. Student Teachers from Periyar University, Government aided and Self-financing colleges in Salem and Namakkal Districts affiliated to Tamil Nadu Teacher Education University. This study results show that higher level student teachers in Teacher Education have below average of Awareness of Educational Inclusion Policies and Practices.

Introduction:

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs. In a world where approximately 113 million children are not enrolled in primary school (DFID, 2001), Lewin (2000)

highlights the potential for education to reverse the negative effects of social exclusion. There are an estimated 25 million children out of school in India (MHRD 2003 statistics, cited in World Bank, 2004), many of whom are marginalized by dimensions such as poverty, gender, disability, and caste. While many educational programs have attempted to reach out to these previously excluded children, those with disabilities are often forgotten, emphasizing their invisible status in a rigidly categorized society. There is a global shortage of teachers, particularly of teachers who are sufficiently trained and motivated to include children with disabilities (and children from other marginalized groups) in regular schools. Yet such inclusion is vital for achieving Education for All goals and bringing the millions of currently excluded

children into education. Every teacher also needs opportunities for inclusive education practicum during their training, and to feel supported (for instance by specialist colleagues) to continue trying new ideas throughout their employment. There needs to be an effective balance of theoretical and practical learning for teachers at pre-service and in-service stages. Inclusive education training and continuous professional development need to be designed and delivered with inputs from diverse stakeholders, in particular community members and professionals with disabilities, to give a stronger sense of reality to teachers' learning experiences.

Need of the study:

Inclusive Education is a right based approach to Education, one which appreciates the diversity of all learners and caters for their needs placing particular emphasis on the needs of children vulnerable to exclusion and marginalization. Inclusive Education requires improving Education system to become more responsive to the needs of all students. Consequently inclusive Education requires a shift from a medical model that focuses on individual student deficits assuming special services and staff, are required, towards a social model that addresses attitudinal and environmental barriers to learning and participation, acknowledging that meeting students' needs is a shared responsibility. Inclusive Education policies are very important to help the disabled students, the study provide more awareness at higher level student teachers regarding Educational Inclusion Policies and practices.

Objectives of the study:

- To find out the level of Awareness of Educational Inclusive Policies and Practices among Student Teachers at higher level.
- To find out any significant difference in Awareness of Educational Inclusive Policies

and Practices among at higher level Student Teachers with respect to their Gender.

- To find out any significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their locality of the student.
- To find out any significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their stream of the study.
- To find out any significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their Nature of the Institution.
- To find out any significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their Type of Institution.

Hypotheses of the study:

- The Higher level student teachers in Teacher Education have high level of Awareness of Educational Inclusion Policies and Practices.
- There is significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their Gender.
- There is no significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their locality of the student.
- There is no significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their stream of the study.
- There is no significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student

Teachers with respect to their Nature of the Institution.

- There is no significant difference in Awareness of Educational Inclusive Policies and Practices among at higher level Student Teachers with respect to their Type of Institution.

Methodology:

The investigator conducted the survey method for study. The main Participations of this study were purposefully selected on the basis of their availability 242 M.Ed. Student Teachers

from Periyar University, Government aided and Self-financing colleges in Salem and Namakkal Districts affiliated to Tamil Nadu Teacher Education University. In the present study the investigator have selected and used the Awareness of Educational Inclusive Policies and Practices for children with disabilities among Student Teachers at Higher level objective questionnaire constructed and standardized by the investigator. For the study analysis of the data Mean, Standard Deviation, t-Test, F-Test was used.

Analysis and interpretation:

VARIABLE	GROUP	N	MEAN	VALUES
Gender	Male	138	18.48	't'-test- 0.617
	Female	104	17.89	
locality of the student	Rural	162	17.64	't'-test- 1.766
	Urban	80	19.43	
Stream of the study	Arts	92	17.72	't'-test- 0.965
	Science	147	18.56	
Nature of the Institution	Co-Education	167	18.48	't'-test- 1.043
	Single	75	17.67	
Type of Institution	University	32	21.25	F-test- 3.645
	Government Aided	32	18.44	
	Self-financing	212	17.65	

From the above table the calculated 't'-values are less than the tabulated value is 1.96 at 0.05 level. It can be conclude that there is no significant difference between the variables likewise Male and Female, Rural and Urban, Arts and Science, Co-Education and Single student teacher towards awareness of Educational inclusive Policies and Practices. The calculated F-value is greater than the tabulated value is 2.99 at 0.05 level. It can be conclude that there is significant difference between University, Government Aided and Self-financing

student teachers towards awareness of Educational inclusive Policies and Practices. Higher level student teachers in Teacher Education have below average of Awareness of Educational Inclusion Policies and Practices. The mean scores shows that female student teachers are better than male student teachers, Urban are better than rural student teachers, science students teachers are better than arts students teachers, co-Education Institution student teachers are better than single Institution student teachers and University student teachers are better than government aided and self-financing Institution student teachers towards

awareness of Educational inclusive Policies and Practices.

Conclusion:

The study advocated that awareness of Educational Inclusion Policies and Practices among M.Ed. student teachers. The findings of the study M.Ed. Student teachers have below average level of awareness of Educational inclusive Policies and Practices. This study improves the knowledge among M.Ed. student teachers about inclusive Education Policies and Practices and encourages the M.Ed. student teachers to teach the disability students in normal school setups.

Reference:

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