

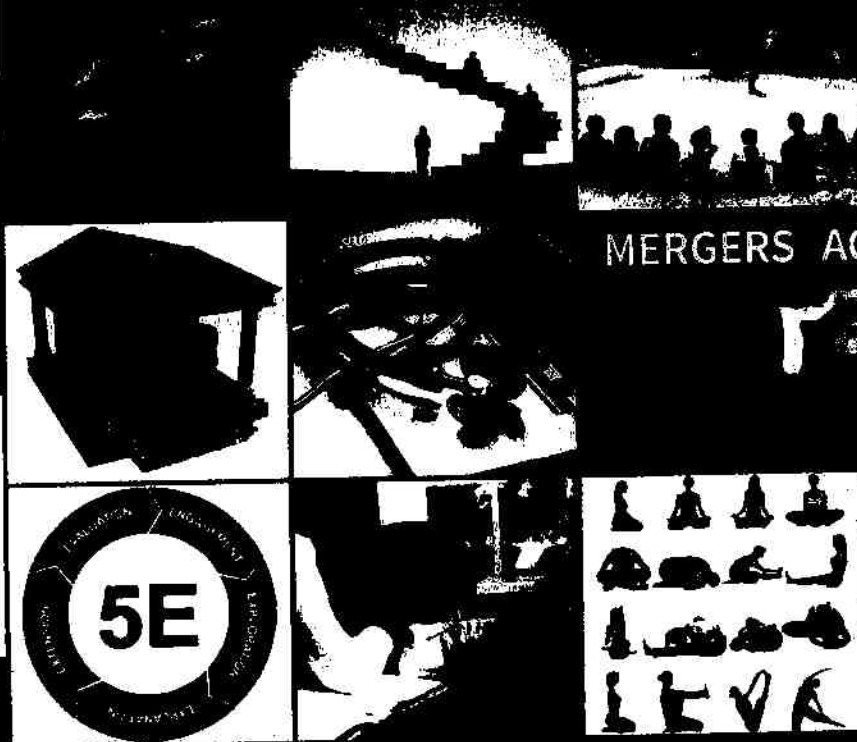
ISSN:2395-0609



SIMPJ

An International Peer Reviewed, Refereed Journal

Prof. Kakasaheb D. Shinde (Chief Editor)



MERGERS ACQUISITIONS

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#### **4. Teacher's Awareness and perception towards Inclusive Education**

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Right to education act is introduced in various levels of education. Education is merely the delivery of knowledge, skill and information from teacher to students. But meaning of Education is learners able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations. Pedagogy refers 'arts and science of teaching. Today we can use the technology with pedagogy. Special Education is specially designed to meet the unique needs of a child with a disability. Each child is unique, means it is difficult to give an overall example of special education. It is individualized for each child. Special education meet both needs and makes efforts to bring exceptional children to the maximum of their developmental potential and to prepare them adequately to face the problem of life boldly.

Special education is essential for disabilities children's. Special education is essentially meant to develop confidence and competence in physically and mentally handicapped children to earn their livelihood independently and remove their feelings of inferiority and helplessness. Special Education will give insight into the problems of exceptional children to parents, administrators and educators. It will help in the process of adjustment of exceptional children in the society.

Main stream education and special education may be organized together. Special education means special designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instructions conducted in the classroom, in the home, in hospitals and institutions and in other settings, and instructions in physical education.

NPE (1986) and Programme of Action (1992) give the basic policy framework for education, emphasizing the correcting of existing inequalities. NCERT (2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing. Disability refers to sensory, physical and intellectual impairments, communication, emotional and behavioral disorder, mental health difficulties and multiple disabilities. Disability as defined under the persons with

Disability Act (1995) and National Turst Act (1999); Blindness, Low vision, Leprosy cured, Hearing (Jyotirmaye education and multiple disabilities. impairments, Locomotors disabilities, Mental retardation, Mental Illness, Autism, Cerebral palsy and to teaching assistance of

A normal child's learning capacity and special child's learning capacity are isolated face the future Curriculum, learning experience, knowledge transferring, verbal & nonverbal communication with sending the child, Place and duration for learning, parents association, Evaluation strategy of learners, guidance harassment counseling and training in various aspects of disability.

Inclusive education means a philosophy of education that promotes the education of all pupils. (Chopra and exclusi I regular schools. The principles of the philosophy are based on the following assumptions. implement

- ❖ All children have the right to learn and play together.
- ❖ Children should not be devalued or discriminated against by being excluded or sent away 5 (UNICE) have devel because of their disability.
- ❖ Disabled adults, describing themselves as special school survivors, are demanding an end schools ha this, many segregation.
- ❖ There are no legitimate reasons to separate children during the duration of their schooling different : not adequ They belong together rather than need to be protected from one another. 6. (Regis

The inclusion of pupils with barriers to learning and developments in ordinary school and challenge classrooms is part of a Global Human Rights Movement. In 1975, the Education for All Handicapped 7. (Chi-I Children Act was passed to provide free education and appropriate services to learners with collabor disabilities. Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects should b or sensory patterns. In the sense of biological psychology, awareness is defined as a human's or a 8. (Jose animal's perception and cognitive reaction to a condition or event. Perceptions vary from person commit person. Different people perceive different things about the same thing. Inclusive education mean educati education to all children and youth, with and without disabilities or difficulties, in ordinary pre-school practice provision, schools, colleges and universities with appropriate networks of support. Further is that and lac change the system of education, either the structure and or the curriculum according to the needs an toward abilities of children. It is an acceptable fact that children who learn together, learn to live together 9. (M This philosophy will bring harmony among the diverse children. impler impro

**Findings of Researches regarding Teacher attitude, awareness, learning of disabilities toward prepar 10. (F**

**Inclusive education.**  
1 (P.Usha & Thankam 2011) The school of rural/Urban, Aided/unaided teacher/Teacher trainees inclu their awareness towards inclusion of pupil with learning differences. Teacher's awareness and attitude stude towards inclusion of pupil with learning difference is found by research. 11. (

2 (Smita & sujata acharya 2010) The attitude of teachers towards inclusive Education for disabled inclu unfavorable.

- Hearing (Jyotirmayee Nayak 2008) The parents of disabled children have actual interest in inclusive education and they want their children to get education with normal children. Teachers look forward to teaching in an inclusive environment and are ready to face challenge. Teachers sought the assistance of special teachers and specialized training to remain effective in the inclusive class and face the future challenges. The parents of a few disabled children actually took up the challenge of sending their children to normal school; but had to withdraw due to continuous complaints and harassment of teachers.
- all pupils (Chopra Rita 2008) Inclusive education is a mandate today. To remove the gap between inclusion and exclusion, teachers, parents, society, administrators and government should collectively work to complement the policies of inclusive education.
- sent away (UNICEF 2003) Special schools and integrated educational practices for children with disabilities have developed over the years. Inclusive education has gained momentum over the last decade. Many schools have a large number of children in each classroom and few teachers. As a consequence of this, many teachers are reluctant to work with children with disabilities. Different disabilities require different support. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs.
- school and (Regis Chireshe 2011 Zimbabwe) Inclusive education in Zimbabwe is experiencing some challenges hinge around policy, present curriculum, resources and society's attitudes.
- landicapped (Chi-hung leung 2010 china) Teachers have positive attitude towards inclusive education. The collaboration between the mainstream and the special education teachers is important and that there should be a clear guidance on the implementation of inclusive education.
- amers with (Joseph Agbenyega 2007 ghana) Attitude and concerns of teachers affect their acceptance and commitment to implementing inclusion. Inclusive education is not leading to equal and appropriate educational outcomes, particularly for students with disabilities because of inappropriate school practices, such as rejection of students with disabilities by regular teachers, inappropriate resources, and lack of provision of generic support and training services. It is important that teacher attitude toward inclusive education are studied in depth on regular bases.
- he needs and (Manish Mohd Ali and others 2006) The teacher have positive perception towards the implementation of the inclusive education programme. However, there are some aspects that can be improved such as the collaboration between the mainstream and special education teacher and the preparation to train regular teachers in handling students with special needs.
- ities toward (Kern Evangeline 2006) Teachers under the age of 36 hold a significantly better attitude towards inclusive education practices. The total attitude is the compilation of five sub domains that include; student, peer support, administrative support, collaboration and training.
- her trainees in (Pearl subban and U. Sharma 2005) Teachers may generally hold positive attitude toward the inclusion of students with disabilities into mainstream settings.
- ss and attitude
- for disabled is



12. ( Shagufta Shahzadi 2000) Teacher, Administrators, professionals and parents appear to be aware of the concept of inclusive education but are not very sure about how it will be implemented in an ordinary setting.

### Conclusion

Various levels of education may be implemented the special education with mainstream. The teachers role is very must to provide the facility for disabilities Childs. Curriculum and general support should be there because regular school practices cannot be change. Each child is unique so guidance and counseling also be individualized. Teachers' attitude has positive, this kind says various researches. Perception of teachers regarding inclusive education also positive, but some facilities should be provided in the school. Special child and normal child can take education together when the individual guidance provision for each child. Workload and time for implementing inclusion. Teachers, administrator, parents and related persons should aware the concept of inclusion education it is possible but not impossible.