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# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO GOALPARA DISTRICT

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## ABSTRACT

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through their participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structure and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Inclusive education is concerned with providing appropriate responses to the spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal theme on how some learners can be integrated into the mainstream education, inclusive education is an approach that looks in to how to transform education in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and environment, rather than a problem.

Inclusion in education is an approach to educating students with special educational needs under the inclusion model. Students with special needs spend most, or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to serve special needs.

Teacher abilities and attitudes can be major limitations for inclusive education. The training of staff at all levels is often not adequate. Where there is training it often tends to be fragmented, uncoordinated and inadequate. If teachers do not have positive attitude towards learners with special needs, it is unlikely that these children will receive satisfactory education. In the present study descriptive survey method has been applied. It shows that 72.75% of primary school teachers agree regarding attitude of primary school teachers towards inclusive education.

The present paper focuses the attitude of primary school teachers towards inclusive education.

**Key words:** Inclusive education, Primary School, Attitude, Disabilities, Teachers, Awareness

## 1. Introduction

Education of a human being is perhaps, the most cherished goal of any human civilization that ever existed or is to come in this world. The concept of education is as old as the human race. It is a process through which human personality develops. It starts when the human child is born and continues up to the last moment of death. Education being an important social activity, its meanings have been changing through the ages, owing to change in social and physical conditions. It is the birth right of every child. All the children in the world, whether able or disabled, have the right to take education both formally or informally.

The principle of inclusive education was adopted at the "world conference on special needs education: Access to Quality" (Salamanca, Spain 1994) and was restated at the world education forum (Dakar, Senegal 2000). The concept of inclusive education is further supported by the United Nations Standard Rules on Equalisation of opportunities for persons with disabilities.