

A COMPARATIVE STUDY ON INCLUSIVE CLASS ROOM CLIMATE IN SCHOOL EDUCATION IN THE UNITED STATES OF AMERICA AND INDIA

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ABSTRACT

Education for inclusion is a way of giving proper studies to those students with special educational requirements. In inclusive settings, physically challenged students to spend some or all of their time with normal students. It throws the implementation of special education schools or schools to avoid students with disabilities from students not having disabilities. The practice of implementation differs from one to one. Schools regularly implement the inclusive method for children with above average to average requirements of special needs students. Inclusive schools does not differ from normal studies and special needs education activities, the school is restructured so that all students learn together. Inclusive education differs from the integration or mainstreaming model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming ready for or deserving of accommodation by the mainstream. Inclusion is about the student's right to join and the school's role to take the student. By full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences. Student performance and behavior in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish. This paper explores some of the beliefs, policies, and practices that are contributing to schools becoming more inclusive and responsive to the diversity of students' academic, social and personal learning needs. These beliefs, policies, and practices are having positive effects on the engagement and learning and learning of all students and are providing the evidence that highly inclusive schools are highly effective schools.

KEYWORDS: *Classroom Climate, School Education, USA and India, Inclusive Education, Resources, Activities*