

**INCLUSIVE EDUCATION IN MIZORAM: A CRITICAL STUDY**

**VANLALRUATFELA HLONDO**

**DEPARTMENT OF EDUCATION  
MIZORAM UNIVERSITY**

**INCLUSIVE EDUCATION IN MIZORAM: A CRITICAL STUDY**

**By**

**VANLALRUATFELA HLONDO  
DEPARTMENT OF EDUCATION**

**Submitted in partial fulfilment of the degree of Doctor of Philosophy in  
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**Title of Thesis** : Inclusive Education in Mizoram: A critical  
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**(Prof. H.MALSAWMI)**

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## **DECLARATION**

**Mizoram University**  
**October, 2019**

I, Vanlalruatfela Hlondo, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other university/institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

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***Vanlalruatfela Hlondo***

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## **CHAPTER I**

### **CONCEPTUAL FRAMEWORK**

The right to education is a fundamental right in India for all children between the age group of 6-14 years. Elementary education in India is free and compulsory as stipulated by the Right to Free and Compulsory Education Act (2009). As India is progressing towards universalization of elementary education, the education of Children with Special Needs (CWSN) is also progressing. Without the education of CWSN, the goal of universalization of elementary education cannot be achieved.

Until the 1900s, the education of CWSN was never given much consideration. However, when the ideas of fraternity, equality and liberty swept France and America, it ignited the attention of political reformers and leaders in medicine and education towards the educational needs of such individuals. This resulted in France to play a pioneering role in the area of special education. Consequently, Valentine Huay founded a School for the Blind in 1785 in Paris, Father De L’epée developed an early version of finger spelling for the deaf and Jean Marc Gaspard Itard’s case study of ‘The Wild Boy of Aveyron’ became the pioneering work in the field of education for the Mentally Retarded.

A glimpse into the attitude of society towards people with disability over the past few decades clearly reveals the importance of society’s attitude and its impact on the lives of such individuals - as change in attitude leads to change in services provided to people with different forms of disability. In prehistoric and early historic societies, greater importance was given to the survival of the people without impairments and those with impairments were often left to die at birth or during infancy with an intention of setting others free from the burden of their care. During the middle ages, the

influence of superstitious beliefs determined the fate of the disabled. They were either considered demons or punished severely (including death or segregation from society), or were revered as possessed with supernatural powers and treated with kindness. Subsequently, people gradually started to look upon them with sympathy and were confined in segregated settings as a manner of protection. Recently, the emergence of scientific understanding and availability of treatment for various impairments has led to functional improvement and significant reduction of disability. Better awareness has brought the society to focus more on provision of equal rights as human being by including them in every aspect of life and society, and has also shown the positive impact of inclusivity in their developments as opposed to segregation and specialized care.

Along with other parts of the world, India too, witnessed the emergence of special schools for people with disabilities. The first school for the deaf was set up in Bombay in 1883, and the first school for the blind at Amritsar in 1887. There was rapid expansion in the number of such institutions after that. Today, there are more than 3200 special schools throughout India.

However, the disadvantages of setting up special schools became more and more evident with the rise in their number. It was found that these institutions reached out to a very limited number of children, majority from urban settings, and failed to prove beneficial. Most importantly, these special schools segregated CWSN from the mainstream, thus developing a specific disability attitude and culture.

### **1.1.0 INCLUSIVE EDUCATION:**

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005), “Inclusion is seen as a process of addressing and responding to the

diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures 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 starts from the belief that the right to education is a basic human right and the foundation for a more just society. Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities - such as learners with special needs and disabilities, children from ethnic and linguistic minorities, and so on (UNESCO, 2001). Inclusive education is a system that caters to the needs of all children and especially to those students who are vulnerable of being excluded from the education system due to various factors like gender, disability, socio-economic status, linguistic minorities, etc. Inclusive education is about allowing and accepting all children to enjoy their rights and providing opportunity for quality education to all children. Inclusive education is also about developing a system that addresses individual differences among the students so that the needs of the individual learner can be met successfully.

The concept of inclusive education has been defined by many people or groups or organizations and some of the definitions given by them were reproduced as followed:

According to the Draft of inclusive education scheme, Ministry of Human Resource Development (MHRD, 2003), “Inclusive education means all learners, young people—with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services.”

The Draft Action Plan for Inclusive education of Children & Youth with Disabilities (as cited in Arya, 2013), defines inclusive education, as: An approach, that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion...It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy- makers) to be comfortable with diversity and see it as a challenge rather than a problem.

According to NCERT (2014), “Inclusive education refers to education of all students, where all the students are equal participants in the learning process. Provision of inclusive education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialised services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Inclusivity is maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs.”

According to Maheshwari and Shapurkar (2015) “Inclusive education can be defined as an approach that ensures not only the presence of all students in education in an inclusive classroom, but also assures their participation and achievement.”

According to Zaman and Murin (as cited in Chowdhury & Hasan, 2013), Inclusive education is concerned with removing barriers to learning with the participation of all learners vulnerable to exclusion and marginalization.

According to Disability in Ethiopia (as cited in Mitiku, Alemu & Mengsitu, 2014), Inclusive education means welcoming all children, without discrimination into regular or general schools. By the change of attitude against differential treatment of



education differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity.

Barton and Armstrong (as cited in Liasidou, 2017) Inclusive education is not an end in itself, but a means to an end. It is about contributing to the realization of an inclusive society with a demand for a rights approach as a central component of policy making. Thus the question is fundamentally about issues of human rights, equity, social justice and the struggle for a non-discriminatory society. These principles are at the heart of inclusive educational policy and practice.

UNESCO (2009) define inclusive education as “Inclusion is seen as a process of addressing and responding to the diverse needs of all children and the youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications to content, approach, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.”

In the conceptualization process of inclusion, the four key elements put forward by UNESCO may be considered, which are reproduced as follows:

(1) *Inclusion is a process.* That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

(2) *Inclusion is concerned with the identification and removal of barriers.* Consequently, it involves collecting, collating and evaluating information from a wide

variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

(3) *Inclusion is about the presence, participation and achievement of all students.* Here “presence” is concerned with where children are educated, and how reliably and punctually they attend; “participation” relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement” is about the outcomes of learning across the curriculum, not merely test or examination results.

(4) *Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.* This indicates the moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system. (UNESCO, 2005)

Inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem (UNESCO, 2005).

### **Principles of Inclusive Education:**

According to the Salamanca Framework for Action, World Conference on Special Needs Education: Access and Quality, 1994, “The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through

appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.” (UNESCO, 1994).

The principle of inclusive teaching learning is based on the core philosophy that all children, irrespective of their abilities or disabilities, socio cultural background, economic status, religion/caste or gender should study together. The following eight principles have great significance for the teacher to develop an inclusive teaching learning environment.

1. Respecting learners with different abilities and value, diverse talents, different ways of learning and their socio background and personal histories
2. Recognizing and responding to the specific need or additional challenges of learning and makes necessary provision.
3. Creating learning friendly environment which facilitates learning for all children including children with disabilities.
4. Using of flexible and multiple learning approach based on the child’s learning pace and style.
5. Use of universal design principles to create accessible classes.
6. Use of technology for meeting the specific needs of children with disabilities e.g ICT, aids and appliances and communication technology.
7. Reducing barriers within learning environments
8. High expectations for all learners including children with disabilities. (Banerjee, n.d.)

### **1.1.1 GOVERNMENT INTERVENTION IN INDIA:**

For the education and welfare of the persons with disabilities, the Government of India introduced and implemented a number of projects and schemes. A brief highlight of some of the projects and schemes initiated by the Government of India are given as follows:

**Integrated Education for Disabled Children (IEDC):** The then Ministry of Welfare launched a centrally sponsored scheme called Integrated Education for Disabled children in 1974. The scheme aims to provide educational opportunities for the moderately disabled children in the general school system and facilitate their retention in the school system. The major thrust areas of this schemes also includes pre-school training, counselling for parents and community involvement. In 1982, the scheme was transferred to the Department of Education, Ministry of Human Resource Development.

**Project Integrated Education for the Disabled (PIED):** The first pilot project on integrated education in India was launched in 1987 jointly by the Government of India and the United Nations International Children's Emergency Fund (UNICEF). It was first implemented in one administrative block each in Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Rajasthan, Tamil Nadu, Orissa, Delhi Municipal Corporation and Baroda Municipal Corporation.

The PIED stressed on the development of capability in the general education system to meet individual needs of all children, including children with physical and intellectual impairments by providing the staff and organizational support to the general school system. It also tries to develop attitude of acceptance for CWSN in the classroom and to improve the level of achievement of all children including CWSN.

**Sarva Shiksha Abhiyan (SSA):** Sarva Shiksha Abhiyan (SSA) is India's major programme for universalizing elementary education. It is implemented in line with the Right of Children to Free and Compulsory Act, 2009. The goals of SSA includes universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

The RTE mandates compulsory education for all children between the age group of 6-14 years and work towards the universalization of elementary education in India. Since the implementation of SSA is based on the RTE Act, access, enrollment and retention of all children between the age group of 6-14 years are the three important aspects of SSA. To ensure these three important aspects, SSA adopted zero rejection policy which means that no child should be denied admission to elementary schools on any grounds.

The framework for implementation of SSA highlight that the key thrust area of SSA is to provide education to all children with special needs in general schools. It ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided quality inclusive education. SSA also support a wide range of approaches, options and strategies for the education of CWSN like home-based education, community based rehabilitation, etc., but the ultimate aim is to mainstream all CWSN in neighbourhood schools. In SSA, inclusion is seen in terms of physical access, social access and quality access. The physical access includes mapping of CWSN, identification, assessment of CWSN for mapping of needs, educational placement, aids and appliances and removal of architectural barriers. The social access includes parental training and community mobilization and peer sensitization and the quality of access includes support services, teacher training, resource support,

curricular access, individualized educational plan, building synergy with special schools and research (MHRD, 2011).

### **1.1.2 CHILDREN WITH SPECIAL NEEDS (CWSN):**

In the field of education, the concept of CWSN may be understood as those students who have difficulties due to their disabilities. But, it is also important to remember that the concept of CWSN may differ depending on the purpose and ground on which it is defined. If definition is done based on disabilities, CWSN may include those students with a particular disability such as, hearing impairment, intellectual disability, speech impairment, visual impairment, locomotor disability, etc. The needs of CWSN might be permanent or it might be temporary and this depends on the nature of the need and, to some extent, on the actions taken to address their problems.

In India, the definition of CWSN may be done as per the specified disabilities according to RPwD Act 2016 which are as follows:

#### ***1. Physical disability.—***

**A. Locomotor disability:** (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

(a) "*leprosy cured person*" means a person who has been cured of leprosy but is suffering from—

(i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;

(ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "*cerebral palsy*" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;

(c) "*dwarfism*" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

(d) "*muscular dystrophy*" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

(e) "*acid attack victims*" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

**B. Visual impairment:**

(a) "*blindness*" means a condition where a person has any of the following conditions, after best correction—

(i) total absence of sight; or

(ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or

(iii) limitation of the field of vision subtending an angle of less than 10 degree.

(b) "*low-vision*" means a condition where a person has any of the following conditions, namely:—

(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or

(ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

C. Hearing impairment:

(a) "*deaf*" means persons having 70 DB hearing loss in speech frequencies in both ears;

(b) "*hard of hearing*" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

D. "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

**2. Intellectual disability**, a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills, including—

(a) "*specific learning disabilities*" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

(b) "*autism spectrum disorder*" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.



**3. *Mental behaviour***,—"mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence.

**4. *Disability caused due to***—

*(a) chronic neurological conditions*, such as—

(i) "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;

(ii) "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

*(b) Blood disorder*

(i) "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding;

(ii) "thalassemia" means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

(iii) "sickle cell disease" means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

**5. *Multiple Disabilities*** (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

**6. *Any other category as may be notified by the Central Government.***

### **1.1.3. POLICY AND LEGISLATION:**

There has been a number of initiatives taken at the international and national level in the form of policy and legislation in relation to the education of children with special needs. At the international level, the United Nations has a tremendous contribution for the education of children with special needs. Way back in 1948, the United Nations proclaimed and adopted the universal declaration of human rights and in 1975, the United Nations adopted the universal declaration on the rights of the disabled persons. The year 1981 was proclaimed as international year for disabled persons by the United Nations. There are many other initiatives taken up by the United Nations related to the education of children with special needs.

In India, apart from the constitutional provisions, there is no such laws specially meant for disabled persons till the introduction of Rehabilitation Council of India (RCI) Act in 1992. Today, there are a number of acts, policies and schemes related to or that deals with the education of disabled person.

### **1.1.4. POLICY AND LEGISLATION AT INTERNATIONAL LEVEL:**

#### **The Salamanca Statement and Framework for Action on Special Needs Education:**

The world conference on special needs education was organized in 1994 by the Government of Spain in co-operation with UNESCO. The conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education

and a Framework for Action. Delegates from Ninety-two governments and twenty-five international organizations assembled in the conference. The delegates of the conference believed and proclaimed that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptance level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

The guiding principle that informs the framework of action on special needs education adopted in the conference was that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Many children experience learning difficulties and thus have special educational needs at some time during their schooling. Schools have to find ways of successfully educating all children, including those who have serious disadvantages and disabilities. There is an emerging consensus that children and youth with special educational needs should be included in the educational arrangements made for the majority of children. This has led to the concept of inclusive school.

It has also been highlighted in the framework that the fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

The guidelines for action at the national level provided by the framework for action states that legislation should recognize the principle of equality of opportunity for children, youth and adults with disabilities in primary, secondary and tertiary education carried out, in so far as possible, in integrated settings.

Educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend the neighbourhood school that is, the school that would be attended if the child did not have a disability. The practice of mainstreaming children with disabilities should be an integral part of national plan for achieving education for all. (UNESCO, 1994).

**United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006):**

The Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol, and 1

ratification of the Convention. The Convention entered into force on 3 May 2008.  
(United Nations [UN], n.d.)

Some of the article of the UNCRPD has been reproduced as follows:

Article 1 talks about the purpose of the UNCRPD and stated that, the purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 3 states that the principles of the present Convention shall be:

- (a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- (b) Non-discrimination;
- (c) Full and effective participation and inclusion in society;
- (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- (e) Equality of opportunity;
- (f) Accessibility;
- (g) Equality between men and women;
- (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4 is about the general obligations that the ‘States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability.’

Article 7 provides that;

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

Article 24 deals with Education.

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
  - (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
  - (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
  - (c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

(c) Reasonable accommodation of the individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means

of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

#### **1.1.5 POLICY AND LEGISLATION AT THE NATIONAL LEVEL:**

##### **Education Commission (1964-1966):**

The Education Commission also known as Kothari Commission 1964-1966 recommended that “Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.” The commission suggested that the education of handicapped children has to be organized not merely on humanitarian grounds, but it has also to be on grounds of utility. The commission also mentioned the importance of proper education for handicapped children to become a useful member of the society. The commission also recognizes the inadequacy of the existing facilities for the education of handicapped children and



the importance of carefully thought out plan for the development of the educational services for handicapped children. The commission as part of the action plan mentioned the possibility of having at least one good institution in each district for the education of handicapped children. The commission also give importance to the preparation of teachers and development of adequate research and recommended that the Ministry of Education to develop a programe and allocate the necessary funds. It recommended further that the National Council of Educational Research and Training (NCERT) to have a cell for the study of handicapped children to keep in touch with the research that is being done in the country and outside and to prepare materials for the use of teachers.

**National Policy on Education (NPE) 1986:**

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.

ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.

iii) Adequate arrangements will be made to give vocational training to the disabled.

iv) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and

v) Voluntary effort for the education of the disabled, will be encouraged in every possible manner.

**National Policy on Education (NPE) 1986, Programme of Action (POA), 1992:**

The NPE 1986 stipulates that wherever possible education of children with locomotor handicap and other mild handicaps will be common with that of others. The children with severe handicaps are proposed to be enrolled in special schools with hostels at district headquarters. Appropriate arrangements for pre-school preparation for the handicapped children and vocational preparation in common with others as well as in special vocational centres have also been envisaged.

The NPE Programme of Action (POA) 1992, proposed the following provisions:

- 1) Provision of aids and appliances in the area to be covered.
- 2) Adequate provision for the payment of transportation allowances
- 3) Provision for capital cost for the purchase of school rickshaw in rural area to an institution which has at least 10 handicapped children.
- 4) Removal of architectural barriers in school building where at least 10 handicapped children are enrolled.
- 5) Supply of textbooks and uniforms free of cost as given to schedule caste and schedule tribe students.
- 6) Attendance incentives like other special groups like girls and ST children.
- 7) Arrangements for the preparation of these children in early childhood centres for education in schools.
- 8) Provision for admission of children older than the eligibility (upto 8-9 years instead of 6 years). It is essential in the transitional phase of the provision.

## **Rehabilitation Council of India (RCI) Act, 1992:**

The Rehabilitation Council of India Act is enacted by the Parliament of India in 1992 to regulate the standards of education or training of rehabilitation professionals. Rehabilitation professionals in the Act includes Audiologist and speech therapists, clinical psychologists, hearing aid and ear-mould technicians, rehabilitation engineers and technicians, special teachers for educating and training the handicapped, vocational counsellors, employment officers and placement officers dealing with handicapped, multi-purpose rehabilitation therapists and such other category of professionals as the central government may, in consultation with the council, notify from time to time.

Chapter 3 (Section 13, sub section 2) of the Act mentioned that, No person, other than the rehabilitation professional who possesses a recognized rehabilitation qualification and is enrolled on the Register,-

- (a) Shall hold office as rehabilitation professional or any such office (by whatever designation called) in Government or in any institution maintained by a local or other authority;
- (b) Shall practice as rehabilitation professional anywhere in India;
- (c) Shall be entitled to sign or authenticate any certificate required by any law to be signed or authenticated by a rehabilitation professional;
- (d) Shall be entitled to give any evidence in any court as an expert under section 45 of the Indian Evidence Act, 1872 on any matter relating to the handicapped.

Any person who acts in contravention of any provision of sub-section (2) shall be punished with imprisonment for a term which may extend to one year, or with fine which may extend to one thousand rupees, or with both. (RCI Act 1992, Chapter 3, Section 13, sub-section 3).

**Persons with Disabilities (equal opportunities, protection of rights and full participation) Act, 1995:**

The persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995, commonly known as PwD Act, 1995 is one of the most important landmarks in India for the education and welfare of disabled persons. The act is very comprehensive and it touches almost all the issues relating to disability. The PwD Act, 1995 covers and recognizes seven different disabilities, which are blindness, low vision, hearing impaired, loco-motor impaired, mental retardation, leprosy cured and mental illness. There is a separate chapter which exclusively deals with the education of disabled persons and some of the important sections of the chapter is reproduced as follows:

As it is mentioned in chapter V, section 26 of the PwD Act, 1995, the appropriate Governments and the local authorities shall

- (a) Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- (b) Endeavor to promote the integration of students with disabilities in the normal schools;
- (c) Promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools;
- (d) Endeavor to equip the special schools for children with disabilities with vocational training facilities.

Chapter V section 27: The appropriate Governments and the local authorities shall by notification make schemes for -

- (a) Conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis;
- (b) Conducting special part-time classes for providing functional literacy for children in the age group of sixteen and above;
- (c) Imparting non-formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;
- (d) Imparting education through open schools or open universities;
- (e) Conducting class and discussions through interactive electronic or other media;
- (f) Providing every child with disability free of cost special books and equipments needed for his education.

Chapter V, Section 30: Without prejudice to the foregoing provisions, (the appropriate Governments shall by notification prepare a comprehensive education scheme which shall make Provision for -

- (a) Transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools.
- (b) The removal of architectural barriers from schools, colleges or other institution, imparting vocational and professional training;

(c) The supply of books, uniforms and other materials to children with disabilities attending school.

(d) The grant of scholarship to students with disabilities.

(e) Setting up of appropriate fora for the redressal of grievances of parent, regarding the placement of their children with disabilities;

(f) Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;

(g) Restructuring of curriculum for the benefit of children with disabilities;

(h) Restructuring the curriculum for the benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

31. All educational institutions shall provide or cause to be provided amanuensis to blind students and students with or low vision.

**The National Trust Act, 1999:**

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 as the name itself suggest is the act for the welfare of the persons with the aforesaid disability. As mentioned in chapter 3 of the Act, the objects of the Trust shall be -

(a) to enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong;

(b) to strengthen facilities to provide support to persons with disability to live within their own families;

- (c) to extend support to registered organisations to provide need based services during period of crisis in the family of persons with disability;
- (d) to deal with problems of persons with disability who do not have family support;
- (e) to promote measures for the care and protection of persons with disability in the event of death of their parents or guardians;
- (f) to evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection;
- (g) to facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability; and
- (h) to do any other act which is incidental to the aforesaid objects.

**The Rights of Persons with Disabilities (RPwD) Act, 2016:**

India, being one of the signatory countries of the United Nations Convention of the Rights of Persons with Disabilities (UNCRPD) ratified the UNCRPD on first October, 2007 and felt the necessity of implementing the UNCRPD. The Parliament of India enacted the Rights of Persons with Disabilities in the year 2016. Some of the chapters and sections of the acts has been reproduced as follows:

Chapter 3 of RPwD, 2016 deals with Education and section 16 of the acts states that,

The appropriate Government and the local authorities shall endeavor that all educational institutions funded or recognised by them provide inclusive education to the children with disabilities and towards that end shall—

- (i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;

- (ii) make building, campus and various facilities accessible;
- (iii) provide reasonable accommodation according to the individual's requirements;
- (iv) provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;
- (v) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;
- (vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;
- (vii) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;
- (viii) provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

Section 17 of the RPwD Act, 2016 states that the appropriate Government and the local authorities shall take the following measures for the purpose of section 16, namely:—

- (a) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act;
- (b) to establish adequate number of teacher training institutions;



- (c) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability;
- (d) to train professionals and staff to support inclusive education at all levels of school education;
- (e) to establish adequate number of resource centres to support educational institutions at all levels of school education;
- (f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society;
- (g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;
- (h) to provide scholarships in appropriate cases to students with benchmark disability;
- (i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses;
- (j) to promote research to improve learning; and
- (k) any other measures, as may be required.

Chapter 4 of the Act deals with skill development and employment and in section 19 of the RPwD Act, 2016, it is mentioned that-

(1) The appropriate Government shall formulate schemes and programmes including provision of loans at concessional rates to facilitate and support employment of persons with disabilities especially for their vocational training and self-employment.

(2) The schemes and programmes referred to in sub-section (1) shall provide for—

(a) inclusion of person with disability in all mainstream formal and non-formal vocational and skill training schemes and programmes;

(b) to ensure that a person with disability has adequate support and facilities to avail specific training;

(c) exclusive skill training programmes for persons with disabilities with active links with the market, for those with developmental, intellectual, multiple disabilities and autism;

(d) loans at concessional rates including that of microcredit;

(e) marketing the products made by persons with disabilities; and

(f) maintenance of disaggregated data on the progress made in the skill training and self-employment, including persons with disabilities.

Chapter 5 of the RPwD, Act 2016 is about the social security, health, rehabilitation and recreation and section 28 of this chapter states that-

The appropriate Government shall initiate or cause to be initiated research and development through individuals and institutions on issues which shall enhance

habilitation and rehabilitation and on such other issues which are necessary for the empowerment of persons with disabilities.

Chapter 6, section 31 provides that-

(1) Notwithstanding anything contained in the Rights of Children to Free and Compulsory Education Act, 2009, every child with benchmark disability between the age of six to eighteen years shall have the right to free education in a neighbourhood school, or in a special school, of his choice.

(2) The appropriate Government and local authorities shall ensure that every child with benchmark disability has access to free education in an appropriate environment till he attains the age of eighteen years.

In section 32, the Act states that-

(1) All Government institutions of higher education and other higher education institutions receiving aid from the Government shall reserve not less than five per cent. Seats for persons with benchmark disabilities.

(2) The persons with benchmark disabilities shall be given an upper age relaxation of five years for admission in institutions of higher education.

Chapter 7, section 42 states that-

The appropriate Government shall take measures to ensure that,—

(i) all contents available in audio, print and electronic media are in accessible format;

(ii) persons with disabilities have access to electronic media by providing audio description, sign language interpretation and close captioning;

(iii) electronic goods and equipment which are meant for everyday use are available in universal design.

## **1.2.0 ATTITUDE, OPINIONNAIRE AND AWARENESS:**

### **1.2.1 ATTITUDE:**

The word ‘attitude’ is a common term often used in our day to day expression. It is generally used as a reference for the feeling(s) someone has towards something or someone. However, ‘attitude’ may be technically understood as the feeling or understanding that one has towards something/someone as a result of various experiences in the past. It is acquired and not inborn. It is often linked with the sentiment and emotional status of a person resulting from his/her life experiences, and is often found to have an impact on the person’s actions and behavior. Factors that determine the attitude of a person may include his values, beliefs, faith, opinion, ideas, etc. Although attitudes are liable to change and modification with shifts in understanding of the mentioned factors, it is however considered quite stable in the case of adults since by the time one reaches adulthood, s/he is expected to have a firm stance in terms of his/ her values, beliefs, faith, opinion, ideas, etc.

According to Allport (as cited in Mangal & Mangal, 2018), “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations to which it is related.”

Anastasi (1968), “An attitude is often defined as a tendency to react favorably or unfavorably towards a designated class of stimuli, such as national or racial group, a custom or an institution. In actual practice, the term attitude has been most frequently associated with social stimuli and with emotionally toned responses.”

Thurstone (as cited in Mangal & Mangal, 2018), “An attitude reflects the degree of positive or negative effect associated with some psychological object.”

Freeman (as cited in Mangal & Mangal, 2018), “An attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has become one’s typical mode of responses.”

Attitude may be described as a tendency to react positively or negatively to a person or circumstances. It is a mental state of a person which exerts a directive influence on the responses. The aspects of attitude includes direction, intensity, generality or specificity and it indicates the sum total of a man’s inclinations and feelings.

Measurement of attitude is done using specially designed tools and attitude scales are the most commonly employed tools for measuring a person’s attitude towards selected subjects. Attitude scale generally tries to quantify the attitude of a person by giving numerical values to the responses of a person. It usually consists of a number of positive and negative statements regarding some concepts or constructs and the respondents are asked to indicate their agreement or disagreement of the statements. According to Freeman (as cited in Koul, 2010) there are three assumptions upon which attitude scales are based:

1. The scale should deal with a controversial question.
2. An individual’s feelings and insights in regard to the question will determine his responses to various statements that are made pro and con.
3. The statements can be scaled regarding the degree to which they favour, or are opposed to, the question under consideration.

In making the initial list of statements, the following criteria as listed by Edwards (cited in Koul, 2010) should be kept in view:

1. Avoid statements that refer to the past rather than to the present.
2. Avoid statements that are factual or capable of being interpreted as factual.
3. Avoid statements that may be interpreted in more than one way.
4. Avoid statements that are irrelevant to the psychological object under consideration.
5. Avoid statements that are likely to be endorsed by almost every one or by almost no one.
6. Select statements that are believed to cover the entire range of the effective scale of interest.
7. Keep the language of the statement simple, clear and direct.
8. Statements should be short, rarely exceeding 20 words.
9. Each statement should contain only one complete thought.
10. Statements containing universals such as all, always, none, and never often introduce ambiguity and should be avoided.
11. Words such as only, just, merely, and others of a similar nature should be used with care and moderation in writing statements.
12. Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.
13. Avoid the use of words that may not be understood by those who are to be given the completed scale.
14. Avoid the use of double negatives.

The two commonly used scales to measure attitude in education are the method of summated ratings introduced by Likert and method of equal appearing intervals

devised by Thurstone and Chave. The construction of attitude scale by summated ratings or Likert scale involved the following steps:

1. **Collection of statements:** The first step in constructing attitude scale using the method of summated ratings is the collection of statement. In this step, it is required to collect and construct a number of statements related to the subject of the attitude scale by exploring various sources and related literature. While collecting statement, approximately equal number of positive and negative statements should be keep in mind.
2. **Seeking Expert Judgement:** After collecting the statements for the attitude scale, the researcher developing the scale may seek input from experts in the area. This process may help the researcher to add, remove and modify statements which are not relevant and unsuitable for the scale.
3. **Preliminary try out:** In this step, the researcher administered the preliminary draft of the attitude scale to a small group of subjects to see whether the scale is useable or understandable by the subject.
4. **Item Analysis:** The researcher is required to make item discrimination or analysis in this step. The non-discriminative items or statements will be get rid of from the scale. For the discrimination and item analysis, the top 27% of the respondents and the bottom 27% were set aside to form two criterion groups to evaluate each individual item of the attitude scale.
5. **Preparation of the final draft:** In this step, the researcher prepared the final draft of the attitude scale by incorporating expert's opinion and considering the experiences gained during the try out stage. The researcher also set aside all the non-discriminative statements or items.

The Procedure for constructing a Thurstone Scale involves the following steps:

1. **Collection and edition of Statements:** The first step in constructing a Thurstone scale is the collection and construction of statements related to the subject of the attitude scale. The researcher is required to consult a wide range of resources and literature in the area.
2. **Sorting of collected statements:** The next step in constructing Thurstone scale is to sort the collected statements. The collected statements were sent to experts in the field. The panel of experts are expected to make ratings of the collected items on an eleven point scale
3. **Computation of the scale value and Q value of the statement:** In this step, based on the ratings done by experts, the statements are processed for statistical analysis to compute the scale values and Q values of each statement. Q values should seldom exceed 2 and an average of less than 1.5 should be aimed at.
4. **Selection of statements for the final draft:** The statements for the final draft are selected on the basis of Q and Median or scale value. The final scale is then constructed by selecting statements which are most relevant, least ambiguous and which cover or represent the different intensities of the attitude.

### **1.2.2 OPINIONNAIRE:**

The word 'opinion' may be understood as a feeling, judgement, belief or conclusion that cannot be proven true by factual evidence. Though opinions provide an understanding of reality, the truth of that reality cannot be proven as it is mostly based on subjective understanding of the given reality. However, subjectivity in opinion can be dealt with by attaining an informed opinion by gathering and analyzing evidences



and developing an expert opinion through intensive training or education in a given field or area.

An opinionnaire is a special tool for inquiry used by researchers to collect the opinion of the subjects on the problems under investigation. An opinionnaire does not have a right or wrong response as it seeks for the subjective judgement of the respondents. Depending on the researcher, the scale used in opinionnaires may differ - some may provide only two options without the neutral option in the middle while some may use the three point scale and even five point scales.

### **1.2.3 AWARENESS:**

Awareness in general means, knowledgeable being conscious; cognizant, informed alert. Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. To be aware means to know, to realize or interested in knowing about something, or, to know that something is important (Gafoor, 2012).

Although a universally accepted format or nomenclature for the measurement of awareness is not yet available, nomenclatures like scales, tests and questionnaires are selected and used depending on the kind of awareness under study.

### **1.3.0 A BRIEF HISTORY OF MIZORAM:**

Mizoram is one of the Seven Sister States in North East India, sharing borders with the states of Tripura, Assam, Manipur and with the neighbouring countries of Bangladesh and Burma. Mizoram became the 23rd state of India on 20 February 1987 with Aizawl as its capital. Its latitude lies at 21°58' & 24°35'N and longitude- 92° 15' & 93 ° 29' E and has an area of 21,081 km<sup>2</sup>. The state has eleven districts, namely Aizawl, Lunglei, Champhai, Kolasib, Serchhip, Mamit, Lawngtlai, and Saiha till 2019.

In 2019, the State Government formed three new districts namely Saitual, Hnahthial and Khawzawl. So, altogether, there are 11 districts in Mizoram at present.

According to 2011 census, the population of Mizoram is 1,091,014 of which male and female are 552,339 and 538,675 respectively. The density in Mizoram is 52 per sq. km. and 48.49 per cent of the population is rural, living in small villages. 'Mizo' is the mother tongue of majority of the population. Mizo people came under the influence of Christian Missionaries in the 19<sup>th</sup> century and majority of its population follow Christianity.

Mizo people were illiterate and were devoid of written language until the development of the Mizo alphabet and introduction of elementary education by the British missionaries. The first primary school was set up in 1898 at Aizawl. In 1901 it was thought that literacy was only 0.9% but by 2011 census had reached 91.58%. Today Mizoram has one of the highest literacy rates in India. The education system in Mizoram is looked after by the department of School Education and Higher and Technical education department, government of Mizoram. Besides this, Mizoram have one central university (Mizoram University) with 28 affiliating colleges and one constituent college.

Despite achieving high literacy rate, education for children with special needs has not been given due importance till date. The Integrated Education for Disabled Children (IEDC) scheme was launched in 1985 which now covers the whole state, catering to special children in Elementary, Secondary and Higher Secondary School levels. The Scheme provides services such as referral, counseling, speech therapy, audiometry, physio-therapy and occupational therapy to children with special needs. Besides these services, facilities like books and stationeries, uniform allowance at the

rate of Rs. 200/- per child per/annum, reader allowance of Rs. 50/- per month in case of blind children after class V, escort allowance for severely handicapped with lower extremity disability, boarding and lodging allowance for disabled children residing in hostels, aids and appliances like spectacles, hearing aids, wheelchairs, crutch prosthetic aids, etc. and special facilities like toilet, chair, ramps, railings, etc. are also provided to the children according to their need. Identity card and Disability certificates are given to children with a disability of 40% and above after medical assessment by specialist doctors.

With the nationwide launching of Sarva Shiksha Abhiyan (SSA), the state Education Department also implemented the SSA programmes from the financial year 2000-2001. Initially, only Saiha District was selected for starting pre-project activities. At that time, there was no society constituted for this programme and no district committee was formed either. As a result, District Education Officer (DEO), Saiha and supporting staff in consultation with the Directorate of school education, carried out the pre-project activities.

2001-2002 was a remarkable year as important developments took place in the implementation of the SSA programmes. “The Mizoram Sarva Shiksha Abhiyan Rajya Mission rules, 2001” was passed by the State Assembly and the same was published in the Mizoram Gazette on 1<sup>st</sup> August, 2001. In the same year, the Mizoram Sarva Shiksha Abhiyan Mission was registered under the society’s registration (Extension to Mizoram) Act 1976 (Mizoram Act No. 3 of 1977). The date of registration was 10<sup>th</sup> October, 2001.

From 2005, gradual but steady progress has been seen in the area of Inclusive education in Mizoram. The state has conducted assessment and identification camps in

all the districts in convergence with IED Cell of the SCERT, VECs, NGO and Parents Teacher Association (PTA). Training has been given to teachers in techniques of identifying children with disabilities. Almost all the children with special needs were enrolled in formal schools, and those children who were not able to attend formal schools have also been given Home-Based Education.

Till 2006, there was no specific staff for CWSN and the intervention for CWSN was looked after by the general staff of SSA. In the year 2007, coordinators for Inclusive Education Intervention were recruited. In 2008, Resource Teachers and Cluster Volunteers have been appointed.

#### **1.4.0 NEED AND IMPORTANCE OF THE STUDY:**

Inclusion of children with special needs has now become a part of the international human rights movement, which has been emerging and developing throughout the 20<sup>th</sup> century. Education for children with special needs has become a matter of entitlement, a fundamental human right, rather than a privilege or charity.

Internationally, until the end of 1980s, integration continued to be the main issue in discussions regarding appropriate educational rights for disabled persons. India witnessed a major reform in integration in the 1970s and the need for inclusive education became progressively evident. Despite complete financial support under the IEDC scheme for integration of learners with special needs into the educational system, only 2–3% of the total population of these learners was actually integrated into the regular schools. Dissatisfaction due to the lack of progress towards integration, consideration of costs involved, and the advantages of an inclusive environment in bringing about increased acceptance of learners with special educational needs (SEN), led to rising demands for a more radical change.

According to Kenworthy and Whittaker (as cited in Liasidou, 2017), “Ending segregation of children is above all, a human rights objectives... The conviction must be that segregated education is a damaging and archaic practice, incompatible with a civilized society.”

According to the National Curriculum Framework for School Education (NCFSE, 2000) ‘Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices’ (NCERT, 2000)

The government of India gives special importance for the education of Children with Special Needs and their inclusion in general school. There are a number of projects and schemes initiated by the Government of India for the education of CWSN. The Government of India also laid down a good number of policies and legislations to achieve the goal of education for all.

Several studies on inclusive education have been conducted in other states of the country and abroad. However, no critical studies have ever been conducted in Mizoram in the field of Inclusive Education. Certain issues like provisions available for special needs children under Inclusive education and the awareness of the provisions by teachers and the opinion of parents has never been investigated in the context of Mizoram. Therefore, a study on inclusive education in Mizoram would definitely provide us with the knowledge of how far inclusive education has been implemented in Mizoram. The study would also reveal the attitude of teachers and the opinion of parents towards inclusive education. Moreover, it would disclose how far teachers are aware of the provisions available for Special Needs children under Inclusive Education in Mizoram.

Besides the aforesaid rationale of the study, the investigator is also interested in answering the following research questions:

1. What is the status of inclusive education practices in Mizoram and what are the major issues pertaining to inclusive education at elementary schools in Mizoram?
2. Do teachers working in Government elementary schools possess a favourable attitude towards inclusive education?
3. Is there a significant difference between the attitude of teachers towards inclusive education with reference to their locale, gender, age, educational qualification and teaching experience?
4. Are teachers working in Government elementary schools aware about inclusive education?
5. What is the opinion of parents of elementary school going children about inclusive education practices?

#### **1.5.0 STATEMENT OF THE PROBLEM**

The title of the problem under investigation reads as “**Inclusive Education in Mizoram: A Critical Study**”

#### **1.6.0 OBJECTIVES:**

1. To study the status and issues pertaining to Inclusive Education at Elementary Schools in Mizoram.
2. To construct and standardize an attitude scale towards inclusive education.
3. To study the attitude of elementary school teachers towards inclusive education.
4. To compare the attitude of elementary school teachers towards inclusive education with reference to their (a) locale and (b) gender.

5. To compare the attitude of elementary school teachers towards inclusive education with reference to their age.
6. To compare the attitude of elementary school teachers towards inclusive education with reference to their educational qualification.
7. To compare the attitude of elementary school teachers towards inclusive education with reference to their teaching experience.
8. To study the awareness of elementary school teachers about inclusive education.
9. To study the opinion of parents about the different aspects of inclusive education.

#### **1.7.0 HYPOTHESES:**

1. There is no significant difference between rural and urban elementary teachers in their attitude towards inclusive education.
2. There is no significant difference between male and female elementary teachers in their attitude towards inclusive education.
3. There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.
4. There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.
5. There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.
6. There is no significant difference between the undergraduate and Graduate elementary school teachers in their attitude towards inclusive education.
7. There is no significant difference between the undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

8. There is no significant difference between the Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education.
9. There is no significant difference between the less experienced and middle experienced school elementary teachers in their attitude towards inclusive education.
10. There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education.
11. There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education.

#### **1.8.0 OPERATIONAL DEFINITIONS FOR THE KEY TERMS**

**Inclusive Education:** Inclusive education is understood as a process of addressing the needs of the diverse learners by reducing all barriers to, and within the learning environment. It means enabling schools to serve all children and creating school environment that welcome all learners regardless of their ability, gender, characteristics, disadvantages or difficulties. In the present context, inclusive education means the education system/structure where children with special needs are included in a general school.

**Critical study:** For the present study, critical study means a study of the existing practices of inclusive education in Mizoram by breaking it down into different dimensions and analyzing each dimension. The present study includes dimensions such as status and issues pertaining to inclusive education, attitude of teachers towards



inclusive education, awareness of teachers about inclusive education and opinion of parents about inclusive education.

### **1.9.0 DELIMITATION OF THE STUDY**

Owing to the limited time schedule and other resources, the present study is delimited as follows:

1. The present study is delimited to Government Elementary Schools (Classes I-VIII) only.
2. The present study is also delimited to inclusive education with special reference to the education of children with special needs.

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## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1.0. INTRODUCTION**

Review of literature in research is an attempt to examine the relevant and related literature and information to enable the researcher to find out what has been done and what needs to be done in a particular area of research. Review of literature helps the researcher in selecting and formulating a research problem and in knowing the work that has been done in the field. This is why it is important for a researcher to review as many literature as possible before preparing a proposal of research and while writing the thesis.

Every research needs to be to some extent connected with the research already done to attain relevance and purpose and it cannot be undertaken in isolation of the research that has already been done. The review of literature serves as a link between the research proposed and the studies already done. Thus, review of literature is a very important aspect of any research both for planning the work as well as to show its relevance and significance. In this chapter, a number of various studies done in India and abroad are presented in this chapter.

#### **2.2.0 STUDIES CONDUCTED IN INDIA**

Chaliha (1998) conducted a comparative study of the institutionalised and non-institutionalised mentally retarded children with special reference to personality and adaptive behaviour. The finding revealed that there was a significant difference at 0.01 level between institutionalised and non-institutionalised MRC both boys and girls in respect of their personality. There was also a significant difference at 0.01 level between institutionalised and non-institutionalised girls in respect of their self-concept. There

was no significant difference between institutionalised and non-institutionalised MRC both boys and girls in respect of their adaptive behaviour.

Verma (2002) conducted an evaluation study of Integrated Education for disabled children (IEDC) in six states namely Rajasthan, Maharashtra, Delhi, Orissa, Uttar Pradesh and Mizoram and he found that in all 83% of the teachers were familiar with the concept of integrated education of disabled children. 6902 children with different disabilities were identified in regular schools under IEDC. 198 teachers were trained as resource teachers in the six states under the study. The pupil teacher ratio in these states was found to be 35:1; variation was observed in some schools in Rajasthan with PTR being 91:1 and Mizoram 75:1. Integrated Education of disabled has helped in improving the attendance of CWSN in schools, facilitated their progress and participation in curricular & co-curricular activities (83%). It had been instrumental in developing positive attitude among general teachers and non-disabled children (85%), improved their personal, social and academic skills (83%), self-esteem of children with disabilities (83%) and reduced the drop-out rate (82%).

Julka (2003) conducted a study on strengthening the teacher education curriculum of DIETs from the perspective of special needs education and his findings indicated the need to revise the existing teacher education course contents in order to prepare the teachers to respond to diversities in the classroom. There is an overwhelming need for all teacher education institutions including DIETs to orient teachers to issues of inclusive education, teaching approaches and styles, steps need to be taken to ensure Inclusive Education theory and practice strategies in their programmes along with capacity building of trainers in DIETs and other teacher training institutions. Building partnerships with institutions and individuals working in this area would be beneficial in updating knowledge and skills of the trainers and

trainees. There is a need for resource material to support new methods appropriate to inclusive classrooms.

Soni (2003) conducted a study on the perceptions of parents, teachers and students about education of disabled children. The study was limited to two districts Devas (DPEP district) and Ujjain (Non-DPEP district) of Madhya Pradesh, India. The findings revealed that there was no significant difference between the perceptions of male and female respondents in all three groups. Special facilities for disabled children were non-existent in schools of the study area. Village Education Committees in both the districts had not taken any step for the education of disabled children. All three groups (parents, teachers, and disabled students) were not aware of the provisions of facilities for disabled children under SSA.

Singh (2004) conducted a comparative study of visually impaired boys and girls of Western Madhya Pradesh in relation to level of aspiration under the scheme of Integrated Education for the disabled at middle school level and found that significant difference between the level of aspiration of visually impaired and normal children with visually impaired children showing higher level of aspiration than normal children. This was observed to be true for both boys and girls. Significant difference was observed between the level of aspiration of visually impaired boys and girls with visually impaired boys showing higher level of aspiration than visually impaired girls. However, there was no significant difference between the level of aspiration of visually impaired girls and normal boys. Heads of institutions/ teachers reported that visually impaired children were integrating themselves with normal children in educational institutions. They participated in educational and co-curricular activities enthusiastically. However, administrators were of the opinion that visually impaired children feel uncomfortable in integrating themselves with normal children in educational institutions. They insisted

on placement of trained resource persons in such institutions where integrated education is being practiced. They also stated that awareness of the problems of visually impaired children among the members of the society as well as educational administrators is necessary to provide equal opportunities to such children.

Verma (2004) in his study on the role of parent teacher association for promoting inclusive education carried out in 5 different states namely Rajasthan, Maharashtra, Uttar Pradesh, Delhi and Orissa found that there were a number of areas in which Parent Teacher Associations (PTAs) helped to promote inclusive education. PTAs were able to develop healthy relationship between disabled and non-disabled children. They took number of initiatives to promote inclusive education such as creating awareness in society regarding the education of the disabled children, providing solutions for problems arising in the classroom, encouraging the children with disabilities to achieve maximum of their capabilities, organizing training programmes for parents and teachers of children with disabilities, conducting different programmes and cultural activities to draw the attention of the members of community towards the problem of children with disabilities, encouraging various organizations and NGOs to provide help to the children with special needs, collecting funds from different sections of the society, providing vocational training to children with disability as per their capabilities and providing good medical and health services to the children with disabilities by motivating the doctors in primary health centers (PHCs).

Chadha (2005) conducted a study on the evaluation of inclusive education under DPEP – III in five districts of Jharkhand. Data in his study indicated that out of 66721 children enrolled in the sample schools, there were 1023 CWSN (58.7% boys and 41.3% girls). Enrolled boys (CWSN) were 1.8% of the total boy population and enrolled girls (CWSN) were 1.3% of the total girl's population. These children included



children with orthopaedic impairment (28.5%), visually impaired children (19.8%), hearing impaired children (16.1%), children with mental retardation (17.8%) and others (17.7%). Attendance of CWSN ranged between 151-200 days. In the schools visited only 7.1% of such children were using aids and appliances and the rest (92.9%) were not using any assistive devices. As per teachers' rating, performance of majority of CWSN (56.6%) was average. Teachers (79.2%) needed extra support in the class, either through special training (58.7%) or in the form of an additional teacher to address the learning needs of CWSN (41.4%). This study revealed that, out of the 241 schools visited, most schools had teaching learning material (66.1%). Some schools had resource rooms (22.8%), ramps (8.19%), hand-rails (1.3%) and had attempted toilet modifications (5.22%). It was observed that other children in the class (59%) were friendly with CWSN. Majority (89.5%) of the peers in the classrooms helped CWSN. Peers (35.4%) helped the CWSN by copying their notes and in bringing them to school (21.1%). Under DPEP, (65.2%) teachers received training for IED; some (29.4%) had been provided training on Integrated Education project. Most (82.1%) of the teachers had no prior experience of teaching CWSN. Training period ranged from 1 to 5 days. Some (30.4%) teachers said that they used TLM according to the topic and disability of the child. BRCCs (28%)/ CRCCs (56.6%) provided on-site academic support to them. Some (5.5%) teachers reported that they taught more carefully after being trained. Most (75.4%) teachers expressed the need for more training on how to teach CWSN. Training increased the number of teachers with positive attitude towards CWSN from 60.9% initially to 95.7% after training. A few (5.1%) teachers prepared Individualised education plans (IEPs) for CWSN, or provided remedial teaching to CWSNs. Teachers interacted with the parents of CWSN (71.5%).

Julka (2005) in his review of instructional adaptations revealed that majority of teachers teaching in integrated/inclusive schools do not adapt instructions frequently in the classroom to meet the special needs of the children. Most of the teachers preferred use of lecture method for teaching. Teachers' lack of knowledge and empowerment was the reason for making no adaptations.

Santhanam (2005) in the study on the remedial programmes for children with learning difficulties found that the intellectual capacity of the children with learning ability was significantly higher than that of those with learning disability. Children with learning disability showed better academic performance after remedial programme.

Seetharam (2005) conducted a study on the social integration of children with mild and moderate disabilities in mainstream classrooms under Sarva Shiksha Abhiyan, Tamil Nadu and found that the disabled students at the primary level scored higher in peer group affiliation and academic performance than the disabled students at middle school level. Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents. Family, annual income, social community status and categories of disability have significant effect on the peer group affiliation, peer assessed behavioral characteristics and academic performance. Socio-metric status of the disabled students had significant effect on academic performance and all the components of peer behavioral assessment.

Soni (2005) conducted a study on the interventions for education of children with disabilities in Himachal Pradesh, Madhya Pradesh, Meghalaya and Mizoram. The study found that facilities for education of children with disabilities were in the initial stages in HP and MP and non-existent in Meghalaya and Mizoram. No special teachers to help children with disabilities were appointed in any of the states. In all the four states

some general teachers had been given orientation in the area of inclusive education; the teaching learning strategies being used in the classroom did not meet the specific needs of different categories of disabled children. Reading materials for visually handicapped children were not available in schools of the four states. Aids and appliances for education of different categories of disabled children were not found in all the schools. The grant of Rs. 1200 per disabled child was not reaching the beneficiaries, although the authorities claimed so.

Verma (2005) in his study on Innovative teaching strategies for promoting Inclusive Education conducted in nine different states of India namely Rajasthan, Maharashtra, Delhi, Orissa, Uttar Pradesh, Goa, Uttarakhand, Himachal Pradesh and Mizoram found that teachers of experimental group had initial reservations about the use of cooperative teaching strategies. Later they realized that this in fact reduced their work load with children in the class with peer group or older children sharing their task in the school. Parents and members of the community involved in the project also provided support in implementing cooperative teaching strategies. They found their children were learning better, got more involved in their work and worked cooperatively with their peers. Use of cooperative teaching strategies led to self-learning methods, made students responsible for their own learning as well as for the learning of their peers. Small group work made each child participate and enhance her/his self-confidence. Peer tutoring was successful in language teaching. A number of different methods and the combinations of these methods emerged as useful for meeting the individual needs of children.

Banerjee and Mahendele (2006) in their study on understanding inclusive practice and community initiatives to make education accessible to all conducted in five districts of Karnataka found that NGOs working in the field of IEDC have progressive

perspective of Inclusive education. In their view children with special needs need not be treated as a separate section of human beings. Resource teachers for Inclusive Education and regular teachers were of the view that integrating children with special needs in regular schools makes it difficult for teachers. Quite a few of them were of the opinion that education of such children should be in special schools or home based. Resource teachers under IEDC scheme pointed out that educating a challenged child with normal school children would provide opportunities to such children to develop an awareness of their abilities rather than their disabilities. In parents' view special resource teachers are needed to cater to these children; already over-burdened teacher without proper training and motivation would not be able to do justice to the needs of these children. Teaching aids and appliances specifically for children with special needs were not available in the schools. Physical environment in terms of disabled friendly buildings, playgrounds, toilets, furniture etc. also need to be made more disabled friendly. Community in general was by and large indifferent to the needs of the children with special needs. School Management and Development Committees have not played a direct role in improving the status of these children.

Betsur, Swamy, Geetha and Jamal (2006) conducted an evaluation of integrated education of the disabled (IED) programme in Karnataka. In their evaluation study, district wise variations were observed in the number of schools for children with special needs as well as type of disabilities amongst the children. Tumkur had the highest number of IED schools (3975) and teachers (1930) having received some training. Davangare had highest number of resource teachers (42) while there was only one resource person in Chikkmagalor and Raichur. Among the teachers who underwent training majority (65%) found the training effective and were implementing the training skills in classroom (84%). Most (60%) of them were of the view that there was scope

for improvement in the training. In teachers' view these children got along well with normal children (75%) and their performance was at par with normal students (58%).

Chudasama, Jadeja and Maheta (2006) studied Impact of Integrated education for disabled children – IEDC scheme under SSA in five districts of Gujarat. Their findings revealed that BRCCs (50%) stated that the training had been provided and trainees were made sufficiently acquainted with the information on disabilities. According to the head-teachers nearly all teachers were trained under IEDC scheme. Duration of training varied from 2 to 8 days. In head-teachers (77.4%) view teachers were familiar with the information regarding disability and had sufficient information about the special care to be taken of disabled children (85.5%). They communicated with the guardians of the disabled children (91.9%). A guardian of disabled child was a member of the VEC in many cases (53.2%). Guardians were familiar with the 'Equipment-kit' provided to disabled children (59.7%). Facility of ramp existed in the schools (51.6%). Medical camps were arranged to identify disabled children (56.5 %). Information regarding the interests & abilities of the disabled children was collected from their guardians (62.9%). Disabled children were given certificates (61.3%). Schools had no facilities for transporting the disabled children (93.3%). Special programs were not arranged in the school for the disabled children (51.6 %). Facility of resource room was not available at block level (61.3%). All head-teachers reported that IEDC material for bringing community awareness about the disability had not been received. Generally VEC meetings or camps were held for distribution of equipment kit, certificates were issued to increase community awareness during celebration of Flag Day, World Disable Day and organization of competitions like elocution, drawing etc.

Venkatesh (2006) conducted an evaluation of the schemes and programmes of inclusive education of the disabled children in Karnataka. In his study, he found that

the different programmes organized for the education of children with special needs include identification of such children through home to home enumeration work, providing scholarships and medical assistance, organising medical camps, training teachers as IED teachers and organization of awareness programmes for the classroom teachers, parents and public.

Das and Barman (2007) in their evaluation of the impact of IED intervention with focus on enrollment and retention in the school conducted in five districts of Assam found that out of the total CWSN identified, two third (68.4%) were enrolled in the schools in 2006-07. Retention level of CWSN was high (99.4%). Insufficient infrastructure (27.6%), level of disability of CWSN (20.4%) and lack of parent's cooperation (9.3%) were some of the major problems faced in implementation of IED intervention in Assam. Parents (52.7%) stated that IED intervention has improved their children to some extent. Some (39.5%) stated that it had a positive impact on their children with special needs, but very few (7.7%) felt that intervention had any great impact on the personality and behavior of CWSN.

Sanjeev and Kumar (2007) in their paper on inclusive education in India highlights that India is one of the few countries world over where the education of children with special needs doesn't fall within the purview of human resource development ministry. It is generally the burden of the omnibus ministry of social justice and empowerment, the prime focus of which is rehabilitation, not education. In fact, till today it does not have education as part of its agenda and the issue of education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and NGOs to deal with. It is time that governmental agencies as well as mainstream institutions woke up to the reality that segregation of children with challenging needs is morally unjustifiable and a violation of human rights.

Indeed there is no other way to provide education to 36 million disabled children. Seventy-eight percent of Indian population lives in rural areas without provision for special schools. Therefore, inclusive schools have to address the needs of all children in every community and the central and state have to train their teachers to manage inclusive classrooms.

Baruah, Sarkar and Hazarika (2008) in their study on the Impact of aids and appliances on educational performance of children with special needs conducted in three districts of Assam- Nagaon, Dhubri & Sonitpur found that sampled children were mainly using three types of aids and appliances: hearing aids (67), wheel chair (69) and tricycle (79) and others (7) blind stick, crutch etc. They also found that user's manual was not received with aids and appliance; parents were not given any training/ demonstration for use of aids and appliances provided to their children. Wheel chairs and tricycles were not suited to village roads. Hearing aids too need to be properly adjusted. Some instances of CWSN being provided with aids and appliances which they do not need were also reported.

Choudhury, Pranab and Bharali (2008) in their comparative analysis of the impact of IED intervention in the areas with full resource support and partial resource support provided from SSA in five districts of Assam found that the Resource teachers (RTs) and volunteers provided home based education and counseled parents. Around 50% of parents felt that their CWSN were treated like other children. Respondents expressed satisfaction with resource support in areas with full resource support (40%) under SSA and with partial resource support 38% under SSA. Majority of the children were not satisfied with the aids and appliances supplied to them. Teachers' attitude towards students needed improvement.

Astha, Sushma and Smriti (2011) investigated the attitudes of in-service primary school teachers towards Inclusion in District Kurukshetra (Haryana). The sample was composed of 108 Primary teachers who worked in regular schools in District were selected randomly from the regular education teachers. The findings of the study indicated that teacher had positive attitude towards inclusion for children with special needs along with their general counter parts.

Narumanchi and Bhargava (2011) studied perceptions of parents of typical children towards inclusive education and the purpose of the study was to explore the perceptions of parents of typical children towards inclusive education and children with special needs. The study found that parents viewed an inclusive setup as one where their typical child would be together with a child with special needs in the same school environment. Parents also mentioned that children with special needs should have the basic right to education along with typical children. Most parents agreed that an inclusive setup is one where all children are together, irrespective of different needs. The views on the programme components showed that majority of the parents (90%) indicated that an inclusive setup was beneficial for children with special needs over special schools, as they learn from typical children and are accepted by all. The experts' preference for the kind of programme was an Indian model and not the Western idea of inclusive setup.

Sharma (2012) in his study on the attitude of regular elementary school teachers towards inclusive education found that attitude of teachers towards the education of children with special needs in inclusive setting was very negative. Teachers' attitudes were found to be influenced by the limited understanding of the concept of inclusive education, nature and severity of the disabling conditions, lack of pedagogical skills, lack of training, lack of previous experience with students with special needs etc. In-



depth interview of teachers regarding the education of children with disabilities revealed that they were quite reluctant for the education of these children in regular school.

Das, Kuyini & Desai (2013) conducted a study on Inclusive education in India: Are the teachers prepared? And found that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Although both primary and secondary school teachers rated themselves as having limited or low competence for working with students with disabilities, there was no statistically significant difference between their perceived skill levels.

Gupta and Buwade (2013) examine parents' attitudes toward inclusion for their children with disabilities in general education and to associate their perspectives with parent variables e.g. Sex, education and child variables e.g. age, gender and types of disability. The sample consisted of parents (51 mothers, 68 fathers) of children with disabilities, residing in Hyderabad region. The results of the study revealed children's age and gender as the factors that mainly influence parents' views regarding inclusion. No differences were noted on the subscales of the questionnaire related to parents' sex, educational level and children's type of disability.

Yadava (2013) in his study on inclusive education: challenges and prospects in India mentioned that the limited coverage of mainly urban-based, impairment specific special schools in India may result in the exclusion of children with disabilities who do not fit the categories of their institutions or who live in rural areas. Inclusive education may be the only way of facilitating educational access for these children. Many government programmes have included a teacher training component in an attempt to

instigate institutional change. A ‘special needs’ focus and a lack of training for management, combined with didactic training methodology do little to alter the classroom. The poor quality educational provision in many schools is reflected in the fact that many govt. job reservations for adults with disabilities remain unfilled. It is more likely to be directly related to the fact that very few children with disabilities get to, or stay in, school that there is a lack of qualified, let alone confident candidates.

Bhatnagar and Das (2014) in their studies on Regular school teachers’ concerns and perceived barriers to implement inclusive education in New Delhi, India found that the main concerns expressed by the teachers were poor infrastructure, financial limitations and large class sizes. While the teachers expressed satisfaction with the services that they were providing, some of them indicated that they had encountered barriers to education. These barriers included a lack of trained teachers, lack of inclusion policy and a lack of differentiation in instruction among others. Many teachers were not sure whether inclusive education was a success in their schools. The teachers expressed their concerns about having stress and anxiety while including special needs students in their classrooms. It is clear from this study that one of the immediate goals of the schools in Delhi, is the need for a social inclusion initiative aimed at enabling all young people, especially those with special needs, to attend school and successfully access education.

Maheshwari and Shapurkar (2015) conducted a study on the awareness and attitude of primary grade teachers towards inclusive education in the primary section (1st – 4th) of regular schools affiliated to the SSC board in Mumbai and found that teachers had some amount of awareness but an inadequate amount of information on disabilities and inclusive education. Disability to most teachers meant “an inability to do something”. The difference between disability and handicap was stated by most as

former being cognitive while handicap being physical in nature. With regard to Inclusive education, a large number stated that they were unaware of the term and did not know what it meant. Majority of them perceived maximum challenges for themselves in an inclusive set up, and emphasized on the role of teacher training courses in the area of providing knowledge and training in teaching methodology. Although, majority of the teachers held a moderately positive attitude towards inclusive education, a large percentage (61.6%) of participants felt that being in inclusive set up would be very challenging for both children with special needs and without special needs. Though, most of the teachers stated that children with special needs should be educated in regular classroom but they further clarified that only those should be in a regular classroom who have physical impairments of mild or moderate degree.

Mukherjee, Neogi, and Sikdar (2015) conducted a study on Inclusive Education in Kolkata - How the Parents View It. The sample comprised of 50 parents. The sample was drawn by purposive sampling technique from schools of Kolkata. The *Attitude toward Inclusion / Mainstreaming Scale* (Leyser & Kirk, 2004) and a structured questionnaire on Sentiment, Concern and Opinion towards Inclusive Education (prepared by the investigator) were administered. The results revealed that there was a significant difference between the parents of normal children and parents of CWSN on the sentiment, attitude, concern and opinion regarding inclusive education. The different demographic factors considered in the study - age, educational qualification, significant interaction with the disabled, number of children of respondent and age of SEN child and level of severity of disability of SEN child (only for parent having SEN child) were found to be influencing the parents' sentiment, attitude, concern and opinion towards inclusive education.

Singh and Agarwal (2015) discusses the problems and prospects of inclusive education in India. To them, inclusive education is a binding and priority for government of India. However, a wide gap in policy and practice exists in the country with respect to inclusive education. There are a number of barriers that hinder proper practice of inclusive education in India. They listed down the barriers of inclusive education in India such as skills of teachers, attitudes towards inclusion and disability among teachers, administrators, parents, peers and policy planners, lack of basic awareness by teachers about children with disabilities, improper curriculum adaptation, school environment including difficulties in physical access, support services, family collaboration, insufficient and improper pre-service teacher education, negative self-perceptions of children with disabilities, ICT availability and related competencies, improper policy planning and lack-luster implementation and expenses involved.

Pallavi (2015) conducted a study of status of inclusion of children with special needs at the elementary school level and found that most of principals and teachers were not aware about the legal provisions, policies and guidelines for implementation of inclusive education in school. The teachers were unaware about the methodologies, aids and equipments, evaluation procedures to be used for children with special needs. Educational, social, psychological and financial barriers were also found in the successful implementation of inclusive education.

Bansal (2018) conducted a study on understanding teachers' perspective of inclusive education for children with special needs (CWSN). The aim of the study was to explore teachers' opinions towards inclusive education in Chandigarh and to gain more knowledge about the factors that may influence the implementation of inclusive practices in a school system. The sample of the study include 65 primary teachers

selected randomly from 10 government primary schools of Chandigarh. He found that many of the teachers had opined that Children with severe disabilities should be educated in special or separate settings and special education teachers are trained to use different teaching methods to teach students with disabilities more effectively but at the same time most of them also agreed that Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities. Qualitative analysis of the open ended questionnaire along with Focus group Interview with teachers regarding the education of children with special needs revealed that they are quite ready for educating CWSN in regular classrooms but they face various barriers and challenges that impact the teaching and learning of these children in general classrooms.

Mishra, Siddarth, Bhardwaj, Elhence and Jalan (2018) explore teachers' perception towards inclusive education in Jodhpur City, Rajasthan and describe factors contributing to this perception. In their study, 240 teachers were recruited. Of these, 172 teachers responded. Most of the teachers neither had pre-service training (n=133, 79 %) nor post-professional training (n=109, 65%) for inclusive education. Teacher's attitude construct showed negligible correlation with year of teaching certification ( $Rho=0.178$ ,  $p\text{-value}=0.034$ ) and experience of having disabled students in classrooms ( $Rho=0.198$ ,  $p\text{-value}=0.010$ ); and low positive correlation with pre-service training ( $Rho=0.379$ ,  $p\text{-value}<0.001$ ) and post professional training for inclusive education ( $Rho=0.445$ ,  $p\text{-value}<0.001$ ). Principal support construct showed negligible correlation with all four factors. The study showed a tendency of positive attitude for inclusive education among teachers in urban schools of Jodhpur, India. This positive perception with professional training and incentives from school authorities can support practical implementation of inclusive education.

### **2.3.0. STUDIES CONDUCTED ABROAD**

Elkins, Kraayenoord & Jobling. (2003) conducted a study on parents' attitudes to inclusion of their children with special needs. This study investigated the attitudes of 354 Australian parents who have a child with a disability and who attends a state school in Queensland. The children were in a range of classes, from special schools to schools where there was in-class help from a special teacher or teacher aide. Many of the parents favoured inclusion, some would if additional resources were provided, and a small group of parents favoured special placement. There were a limited number of negative attitudes to inclusion reported by the parents, and though some parents thought that some need existed for in-service education about inclusion, this was not a widespread view.

Monsen and Frederickson (2003) in their study of teachers attitude towards mainstreaming and their pupils perception of their classroom learning environment found that Children taught by teachers who espoused highly positive attitudes towards mainstreaming were found to have significantly higher levels of classroom satisfaction and marginally lower levels of classroom friction than children taught by teachers with less positive attitudes.

Dimitrios, Georgia, Eleni, & Asterios (2008). Studied the Parental attitudes regarding inclusion of children with disabilities in Greek education settings and the sample consisted of parents (51 mothers, 68 fathers) of children with disabilities, residing in Thessaly region. They found that children's age and gender as the factors that mainly influence parents' views regarding inclusion. The results of this study show that the concept of inclusion appeals more to parents who are more concerned about the future of their younger children, compared to parents whose children are already adults and their possibilities for inclusion in society are already recognised to some extent.

Fakolade, Edeniya and Tella (2009) conducted a study on Attitude of teachers towards the inclusion of special needs children in general education classroom: the case of teachers in some selected schools in Nigeria. The study adopted a descriptive survey research design, with 60 teachers as participants from selected secondary schools in Oyo State, Nigeria. The findings revealed that female teachers have more positive attitude towards the inclusion of special needs students than their male counterparts. Furthermore, the results revealed that significant difference exists between married and single teachers in their attitude towards special need students. And that professionally qualified teacher tends to have a more favourable attitude towards the inclusion of special need students than their non-professional qualified teachers.

Mckenzie (2010) conducted a study on Inclusion: teachers' attitude and pedagogy among the full time primary teachers and found that while teachers philosophically embraced inclusion and practiced a range of inclusive pedagogies a perceived lack of quality support and limited education in special needs continued to hamper the implementation of inclusion in Victorian State Primary Schools. Many teachers had no education in special needs and felt challenged by inclusion and unsure about how to implement inclusion. Teachers identified an urgent need to provide additional support for the teacher diagnosed students who represent eighty percent of the special needs students present in the majority of classrooms.

Ahsan, Sharma & Deppeler (2011) in their study on Beliefs of Pre-Service Teacher Education Institutional Heads about Inclusive Education in Bangladesh investigates beliefs about inclusive education of heads of higher education institutions that offer pre-service teacher preparation programs in Bangladesh. Since 2003, Bangladesh started including children with diverse needs in regular schools in both primary and secondary education. They found that majority of the participants believed

the trainee teachers were not ready to teach in inclusive classrooms. They believed that it would be possible only if adequate training was provided during their pre-service teacher education stage. Interviewees reported that inclusive education issues were not addressed properly in the curriculum and in some cases, a few items were added in an existing chapter. Interviewees demanded more assistance at school level for a teacher to perform effectively in an inclusive classroom. While including children with special needs in the regular classroom, participants indicated that these classrooms needed support in respect of accessibility of facilities, assistive devices, primary care and special care in the classroom. Interviewees believed that traditional teaching-learning approaches have to be changed in preparing pre-service teachers properly. It was noteworthy that some institutional heads themselves believed in the traditional approaches of teaching-learning. Their statements in the course of the interviews revealed that several issues influenced such beliefs. Expressions used by the respondents such as 'problems of disability', 'less IQ', 'normal child and special child' and so on clearly indicated their beliefs supporting the medical model of disability.

Behol (2011) in his study on inclusive education: preparation of teachers, challenges in classroom and future prospects found that the teachers working in the inclusive education schools have not got proper training to work with the students having special needs. And also found that the accessibility of school infrastructure does not address the needs of all student. Curriculum, equipments, teaching learning aids and assessment methods also need to be readjusted. Principals and teachers have mixed opinions (positive as well as negative) about the success of inclusive education system in mainstream schools. The teachers suggested that government may invest more financial and technical resources to train teachers and provide technological equipments if they want to integrate students with special into regular classrooms.



Anwer and Sulman (2012) investigated the regular school teacher's attitude towards inclusive education in the region of Gilgit-Baltistan using the Scale of Teachers' Attitudes toward Inclusive Classrooms (STATIC) among 110 regular school teachers. They found that teachers in public school have the attitude that children with special educational needs should be included in regular education classrooms. They also indicated that students with special needs tend to make significant steps toward academic achievement when included in the regular education classroom. Teachers in public school tend to feel the special education student's self-esteem is increased when they (special education students) are included in the regular education classroom. The special education students benefit from modeling their non-disabled peers significantly. Special education students have the opportunity to learn proper social behaviors and how to act accordingly, using their non-disabled peers as peer leaders. Overall, the regular school teachers felt a lack of confidence in their ability to successfully implement inclusive education.

Mukhopadhyay, Nenty & Abosi (2012) in their studies on Inclusive education for learners with disabilities in Botswana primary schools found that most of the teachers preferred to include learners with mild disabling conditions compared with learners with severe to profound disabling conditions. School-heads raised concerns such as inadequate training in special education, lack of resources, and high student-teacher ratio as barriers to successful implementation of inclusive education. In contrast to this, the students' peers expressed high levels of acceptance of learners with disabilities.

Chowdhury and Hasan (2013) conducted a study on Training on Inclusive Education: Perception of Primary Teachers. The objective of the study is to explore the perception of primary school teachers about inclusive education, special need students

and the effectiveness of the training programs on inclusive education in Bangladesh. Data and evidences were gathered from three primary schools and 30 teachers and 4 Head teachers by using a combination of Interview and Focus Group Discussion instruments. The study found that most of the Primary school teachers have got doubt regarding the reliability of the training on Inclusive Education. Most of the teachers of primary sector have sympathy and at the same time irritating attitude towards disable children. However they think that such child in the classroom needs extra care which is quite impossible in Bangladesh due to the high student ratio in the classrooms. Thus, Inclusive education training should be implemented more broadly. Satellite awareness program on inclusive education should be implemented more strongly.

Wong, Poon, Kaur & Zi Jia Ng (2013) examines the experiences and perceptions of parents whose children with disabilities are attending mainstream secondary schools in Singapore. Data was drawn from interviews with 13 parents of children with mild disabilities. The findings of the study revealed that parental perspective on inclusive education in Singapore is not only about classroom support but also reflects a deeper concern about whether their children with disabilities will emerge from school as contributing individuals in society. While parents strive to effectively include their children with disabilities in mainstream classrooms, there were dichotomies in their (a) understanding of disabilities, (b) expectations of school support, and (c) expectations for their child with disabilities. Given that academic and social prowess is a critical prerequisite to have a shot at entering the meritocratic Singapore society, the tension parents experience is to gauge a reasonable amount of pressure to exert on their children, the school and themselves as they assert their children's educational entitlements within an imperfect but evolving state of inclusion.

Malak (2013) conducted a study on Inclusive Education in Bangladesh: Are Pre-service Teachers Ready to Accept Students with Special Educational Needs in Regular Classes? The results revealed that while the PSpE teachers hold favourable attitudes towards students with SEN, they are concerned about some basic issues of inclusion. Practicum and close contact with children with SEN were found to be important variables which shaped the attitudes of the PSpE teachers.

Sharma, Forlin, Deppelera & Guang-xue (2013) in their study on reforming teacher education for inclusion in developing countries in the Asia-Pacific Region mentioned that a number of Asian Pacific countries have ratified the UN Conventions on the Rights of People with Disabilities and have identified an urgent need to include children with special educational needs in regular school programs. They found from their review that a lack of well thought out policy, few resources, and limited understanding of inclusion seems widespread in the Asia-Pacific region. As yet special education and related service expertise and teacher education for inclusion, is not in place to support teachers to work inclusively.

Mitiku, Alemu, & Mengsitu (2014) conducted a study to assess the challenges and opportunities to implement inclusive education in selected primary schools of North Gondar Zone. Their findings roughly show that even though there were some opportunities that support inclusive education it cannot be taken as a guaranty due to lack of awareness, commitment, and collaboration. They also found that there were real challenges that hinder the full implementation of inclusive education. Their findings also reveals that the challenges outweigh the opportunity on the full implementation of inclusive education and there should be strong collaboration among stakeholders, NGOs, and the concerned bodies in order to realize the journey towards inclusive education.

Mwangi and Orodho (2014) examined the challenges facing the implementation of inclusive education programme in public primary schools in Nyeri town, Nyeri County. The major findings were that, first, physical and critical teaching learning resources were either inadequate or were quite dilapidated. Secondly, there were inadequate specialized teachers to handle the special needs education curriculum. Third, there were several socio-economic and cultural variables that constraints effective teaching and learning in most sampled schools.

Rotter, (2014) mentioned that the role of general and special educators in implementing the Individualized Education Program (IEP) is critical. He investigated the perceptions of those teachers on when they read the IEP, how they measure attainment of IEP goals and objectives, and the IEPs usefulness in instructional planning. Four hundred twenty-six teachers from suburban school districts in central New Jersey were the respondents of the study. The results indicated that the majority of general and special education teachers are reading their students' IEPs in a fairly timely manner and that they find them moderately useful in planning instruction. Results also suggested that teachers relied heavily on grades to document attainment of IEP goals and that teachers felt that the IEPs themselves could be improved if they were shorter with student-specific, critical information that was more relevant to classroom instruction.

Pingle and Garg (2015) studied the effect of inclusive education awareness programme on preservice teachers and their Findings revealed that preservice teachers from experimental group have gained awareness about inclusive education to a moderate extent. No significant interactive effect of gender, socio-economic status, social intelligence, emotional intelligence and treatment was found. This confirms that treatment given to experimental group was effective.

Schmidt and Vrhovnik (2015) in their study on the attitudes of teachers towards the inclusion of children with special needs in primary and secondary schools found that the secondary teachers showed more positive attitudes towards SN students than did their primary colleagues, as well as towards teaching and adaptation with respect to the students' SN and towards the psychophysical strain related to such work. The youngest group of teachers, those aged from 20 to 30, shows a higher level of agreement related to the provision of adequate support. Teachers with fewer SN students in class (up to two students) show a higher degree of support for inclusion of SN students than do other groups of teachers. Teachers without training for work with SN students in comparison with their colleagues who had it show a lower level of agreement with respect to support and assistance at educational work with SN students.

Cameron (2017) examine the relationship between the educational experiences of teacher education students and their attitudes towards planning and making adaptations for children with learning disabilities in inclusive classrooms. Participants comprised pre-service teachers in the second and fourth years of teacher preparation at a major Norwegian university. Fourth-year students were completing a 1-year elective in special education (n = 34) or coursework in other subjects (n = 30). Second-year students were grouped based on their intention to take special education (n = 26) or other coursework (n = 62). Participants rated their beliefs, skills, and intended practices with regard to planning and making adaptations. No significant differences were found between second- and fourth-year students in general education courses. However, students in the special education programme held significantly higher ratings of beliefs, skills, and intended practices than did second-year students; yet, only beliefs and practices were higher for this group when compared to other fourth-year students. Findings suggest that coursework in special education can have a positive impact on

attitudes towards inclusion. However, teachers' confidence in their ability to use these adaptations may be far more difficult to foster.

Gaitas and Martins (2017) analysed teacher perceived difficulty in implementing differentiated instructional strategies in regular classes. The participants were 273 Portuguese primary school teachers with teaching experience ranging from 1 to 33 years. A 39-item questionnaire was used to evaluate teacher perceived difficulty in relation to different instructional strategies. Teacher responses were factor analysed and five different domains were identified: (1) activities and materials; (2) assessment; (3) management; (4) planning and preparation; and (5) classroom environment. The results of their study showed that with the exception of the classroom environment domain, all the instruction practices in the remaining domains were considered to be difficult. In particular, the most difficult practices were under the domain of activities and materials and were associated with the adaptation of curricular elements (content, process, and product) based on student characteristics (readiness, interest, and learning profiles). The results also revealed a strong association between the activities and materials domain and the assessment domain.

Franck and Joshi (2017) in their study on including students with disabilities in Education for All: lessons from Ethiopia examines how inclusive education is currently being implemented drawing on recent fieldwork at rural and urban schools in Tigray province. Through interviews, participant observation, and focus groups, they found that teachers and school administrators are generally in favour of mainstreaming children with disabilities into 'normal' schools. However, insufficient training of teachers and itinerant teachers along with shortages of teaching materials and resources present major challenges to addressing special education needs.

Lamichhane (2017) conducted a study on teaching students with visual impairments in an inclusive educational setting: a case from Nepal. Results of the econometric analysis show that teachers' years of schooling, teaching experience, and using blackboard were positively correlated to teaching style adjustment, whereas negative correlation of their age indicated that younger teachers are more likely to adjust their teaching styles for disabled students. Additionally, in the descriptive analysis of particular teaching style considerations implemented by teachers, explaining more; more interactions; simultaneously reading out while writing on the board; and placing students with visual impairments in the front bench with other academically sound students were reported as some of the basic pedagogical adjustments made in the classroom.

Damianidou and Phtiaka (2018) conducted a study on implementing inclusion in disabling settings: the role of teachers' attitudes and practices aiming to explore Cyprus secondary education teachers' attitudes and practice. The data analysis of their study revealed that even though Cyprus secondary education teachers have a rather positive attitude towards disabled students, they have low expectations from them and do not employ inclusive teaching practice. In addition, they tend to categorise students based on abstract notions about ability. Stereotypes and prejudice are more evident regarding students with cognitive disabilities. Despite the observed disabling practices, participants postulated that there is hope to implement inclusive education, if teachers are trained for inclusion and thereby begin to see the person and not the disability.

Pappas, Papoutsi & Drigas (2018) examine teachers' attitudes toward inclusive education and analyze current inclusive policies and practices in the Greek educational system. Results revealed that teachers have generally positive attitudes toward

inclusion. However, they indicated some issues and barriers to the implementation of inclusion.

Bruin (2019) examine the policy reforms in USA and Australia and analysed aggregated and disaggregated student placement data within each context to consider the impact of reforms for different groups of students. Results show that the different reform journeys in each context produced different outcome for students in each country, with segregation increasing in Australia and decreasing in the USA. The results also suggest that the impact of these policies has not been proportionate across categories as students on the Autism Spectrum are more likely to experience educational segregation or exclusion in both countries.

Göransson, Lindqvist, Klang, Magnússon & Almqvist (2019) conducted a study on Professionalism, governance and inclusive education – A total population study of Swedish special needs educators. As mentioned by them, prior research shows that special needs educators (SNEs) have had problems defining their occupational roles and jurisdiction, particularly regarding inclusive education. There are two occupational groups of SNEs in Sweden, namely special educational needs coordinators (SENCOs) and special education teachers. In this paper, they use the collective name SNEs to refer to both groups. The aim of their study is to explore differences in SNEs' interpretation of school difficulties and if these differences are influenced by SNEs' employment in different parts of the school organisation. Statistical cluster-analysis was used to categorise SNEs into five distinct groups based on how they view the problems of pupils in school difficulties. Key concepts employed in the analysis are, primarily organisational vs occupational governance in relation to professional jurisdiction. Findings suggest that SNEs are less unanimous in their views of school problems, than prior research indicates. The variance is partly due to where they work in the school



organisation, but they also find indications that different groups of SNEs experience different forms of governance with regard to their professionalism.

Majoko (2019) conducted a study on Teacher key competencies for inclusive education: Tapping pragmatic realities of Zimbabwean special needs education teachers on a sample of 24 special needs education primary school teachers purposively drawn from Midlands educational province of Zimbabwe and found that participants perceived screening and assessment, differentiation of instruction, classroom and behavior management, and collaboration to be key competencies required of teachers for inclusive education. Pre-service and in-service training of teachers in these key competencies could facilitate successful and effective implementation of inclusive education through equipping them to respond to child diversity.

Sharma, Armstrong, Merumeru, Simi & Yared (2019) stated that Countries of the Pacific region are currently undergoing significant reforms. While disability inclusive education has been identified as a regional priority by all member nations, implementing inclusive education in the countries of the region can be quite challenging as many barriers continue to hamper the progress of the countries. In their paper, addressing barriers to implementing inclusive education in the Pacific, they present possible ways in which the countries of the Pacific could make significant progress in implementing a sustainable inclusive education strategy. They used a collaborative approach of co-examining potential barriers that are likely to impede the growth of countries in implementing a comprehensive inclusive education plan of action. The most significant barriers identified by the members included: inadequate teacher preparation, stigma and negative attitudes towards people with disabilities, and limited engagement with the local leaders and key stakeholders.

Subba, Yangzom, Dorji, Choden, Namgay, Carrington, & Nickerson (2019) in their study on supporting students with disability in schools in Bhutan: perspectives from school principals stated that Bhutanese educators are facing the challenge of implementing inclusive education for students with disability throughout their schooling system. In their study, 14 Bhutanese principals responded to questions regarding inclusive practices in their schools. They divided the responses of the principals into two broad categories: the current status of inclusion in their school; and, inclusion in the future. Principals described barriers such as a lack of specialised teachers, inadequate resources and facilities, and a lack of holistic inclusion. However, they also noted that students were accepted by their peers that the schools were working well with what they have and that there was a positive attitude for the future.

Themane and Thobejane (2019) conducted a study on Teachers as change agents in making teaching inclusive in some selected rural schools of Limpopo Province, South Africa: implications for teacher education. The study followed a qualitative case study research methodology. Eight teachers were recruited to form part of the study through a purposive sampling strategy. Data were collected through interviews, observations and document analysis. The study found that: (a) teachers were resilient in the face of lack of resources to implement inclusive education, (b) teachers did their best despite lack of capacity to implement inclusive education, (c) teachers showed the willingness to effect change, and (d) when they collaborated with others, they achieved more. These findings have at least four implications for teacher education: One that institutions should train teachers to survive with meagre resources. Two, professional development initiatives should be planned to capacitate teachers on inclusive education. Three, teacher education institutions should develop programmes that include models of teacher agency such as the one displayed by these teachers. Four,

teacher education should develop programmes that teach teachers how to collaborate with parents and other stakeholders to make inclusive education possible.

#### **2.4.0. SUMMARY OF REVIEW OF LITERATURE:**

The literature reviewed were divided into two broad categories such as studies conducted in India and studies conducted abroad. 63 studies were reviewed in this chapter, of which, 33 were conducted in India and the rest 30 were conducted abroad. The literature reviewed were summarized as follows:

The literature reviewed in relation to the status and issues pertaining to inclusive education reveals that only few schools were equipped with ramps and CWSN friendly toilets (Chadha, 2005). On the other hand, Chudasama, et al. (2006), found that facility of ramp existed in majority of the schools and according to Banerjee & Mahendele (2006) Physical environment in terms of disabled friendly buildings, playgrounds, toilets, furniture etc. also need to be made more disabled friendly. Community in general was by and large indifferent to the needs of the children with special needs. Chadha (2005) found that teachers expressed the need for more training on how to teach CWSN. Teachers reported that they taught more carefully after being trained. Training increased the number of teachers with positive attitude towards CWSN from 60.9% initially to 95.7% after training (Chadha, 2005). Chudasama, et al. (2006) in their study on the Impact of Integrated education for disabled children – IEDC scheme under SSA in five districts of Gujarat also found that medical camps were arranged to identify disabled children in majority of the schools. Though students in majority of the schools attended medical assessment camp, the assessment was not done as per the provision of the PwD Rules 1996. Soni (2005) found that aids and appliances for education of different categories of disabled children were not found in all the schools. Banerjee and

Mahendele (2006), also found that teaching aids and appliances specifically for children with special needs were not available in the schools whereas Chadha (2005) in his study found that majority of the schools had teaching learning material. Soni (2005) conducted a study on the interventions for education of children with disabilities in Himachal Pradesh, Madhya Pradesh, Meghalaya and Mizoram and found that no special teachers to help children with disabilities were appointed in any of the states. Julka (2005) in his review of instructional adaptations revealed that majority of teachers teaching in integrated/inclusive schools do not adapt instructions frequently in the classroom to meet the special needs of the children. He also pointed out that teachers' lack of knowledge and empowerment was the reason for making no adaptations. Betsur et al. (2006) found that the performance of CWSN was at par with normal students and to support this finding, Chadha (2005), also found that, as per teachers' rating, performance of majority of CWSN was average. Chadha (2005) also found that majority of the peers in the classrooms helped CWSN. Das & Barman (2007) found that retention level of CWSN was high.

The findings of Astha et al. (2011) indicated that teacher had positive attitude towards inclusion for children with special needs. As against the findings of Astha et.al. (2011), Sharma (2012) found that attitude of teachers towards the education of children with special needs in inclusive setting was very negative. According to Sharma (2012) teachers' attitudes were found to be influenced by the limited understanding of the concept of inclusive education, nature and severity of the disabling conditions, lack of pedagogical skills, lack of training, lack of previous experience with students with special needs etc. Lamichhane (2017) found that younger teachers are more likely to adjust their teaching styles for disabled students and Fakolade et al. (2009) found that

female teachers have more positive attitude towards the inclusion of special needs students than their male counterparts.

Regarding the awareness of teachers about inclusive education, Maheshwari and Shapurkar (2015) found that most of the teachers stated that children with special needs should be educated in regular classroom but they further clarified that only those should be in a regular classroom who have physical impairments of mild or moderate degree. Mukhopadhyay, et al. (2012) also found that most of the teachers preferred to include learners with mild disabling conditions compared with learners with severe to profound disabling conditions. At the same time, Bansal (2018) found that many of the teachers had opined that Children with severe disabilities should be educated in special or separate settings as special education teachers are trained to use different teaching methods to teach students with disabilities more effectively but at the same time most of them also agreed that Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities. According to Banerjee and Mahendele (2006) resource teachers for Inclusive Education and regular teachers were of the view that integrating children with special needs in regular schools makes it difficult for teachers. In the findings of Maheshwari and Shapurkar (2015) disability to most teachers meant “an inability to do something”. The difference between disability and handicap was stated by most as former being cognitive while handicap being physical in nature. Pallavi (2015) found that teachers were unaware about the methodologies, aids and equipments, evaluation procedures to be used for children with special needs. According to Mckenzie (2010) teachers had no education in special needs and felt challenged by inclusion and unsure about how to implement inclusion. The finding of Rotter (2014) indicated that the majority of general and special education

teachers are reading their students' IEPs in a fairly timely manner and that they find them moderately useful in planning instruction.

With reference to the opinion of parents about inclusive education, Elkins et al. (2003) found that many of the parents favoured inclusion, some would also favour inclusion if additional resources were provided, and a small group of parents favoured special placement. Monsen and Frederickson (2003) found that Children taught by teachers who espoused highly positive attitudes towards mainstreaming were found to have significantly higher levels of classroom satisfaction and marginally lower levels of classroom friction than children taught by teachers with less positive attitudes. Narumanchi and Bhargava (2011) in their study found that majority of the parents indicated that an inclusive setup was beneficial for children with special needs over special schools, as they learn from typical children and are accepted by all.

However, no in depth studies have ever been conducted in the state of Mizoram about the awareness and attitude of teachers towards inclusive education and opinion of parents about inclusive education. Therefore, the present study has been taken up.

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## **CHAPTER III**

### **METHODOLOGY**

In order to realize the objectives of research, a researcher should employ a sound methodology in his/her study. To ensure that the findings of the research are valid and reliable, the method employed for the study should address the method of study, selection of population and sample and the sampling technique to be employed. A sound methodology also helps the researcher in defining the mode of data collection and how to analyze the data and statistical technique to be employed. It also describe the tools to be used for the study and the sources of data. So, the present chapter deals with the following:

3.1.0. Method of Study

3.2.0. Population and Sample

3.3.0. Tools Used

3.4.0. Mode of Data Collection

3.5.0. Tabulation of Data

3.6.0. Statistical Analysis of Data

#### **3.1.0. METHOD OF STUDY:**

The main objective of the present study is to find out the status and problems of inclusive education in Mizoram; to construct an attitude scale towards inclusive education and to find out the attitude of elementary teachers towards inclusive education and compare them with reference to their local, gender, age, educational qualification and teaching experience. The study also aims to find out the awareness of elementary teachers about inclusive education. The study also aims to find out the

opinion of the parents about the different aspects of inclusive education. So, the method employed for the present study is descriptive in nature as it tries to find out facts about the present condition of inclusive education in Mizoram. Further, the study is not intended to find out the causes of the problems rather it tries to find out and explain the problems and present condition of inclusive education in Mizoram. Though descriptive in nature, the present study employs both quantitative and qualitative analysis technique.

### **3.2.0. POPULATION AND SAMPLE:**

#### **3.2.1. Population:**

Since the present study is concerned with the study of the status and issues pertaining to inclusive education at elementary school; study of the attitude of elementary teachers towards inclusive education; study of the awareness of elementary school teachers about inclusive education and study of the opinion of parents about the different aspects of inclusive education; the population of the present study comprised of all the elementary school headmasters, all elementary school teachers as well as all parents who have elementary school going children in the state of Mizoram.

As per the Annual Publication, Department of Education, Government of Mizoram (2017-2018) there were 1893 Government elementary schools in Mizoram. There were also 8611 teachers working in these Government elementary schools. So the population of the present study includes all the 1893 headmasters working in Government elementary schools, all 8611 teachers as well as all parents who have elementary school going children in the state of Mizoram.



### 3.2.2. Sample:

For the present study, 125 government elementary schools from 4 districts were selected and the details of the selected sample is given in table no. 3.1.

**Table 3.1**  
**Distribution of sample**

<b>District</b>	<b>No. of School Headmasters (Status and Issues)</b>	<b>No. of Teachers (Attitude)</b>	<b>No. of Teachers (Awareness)</b>	<b>No. of Parents (Opinion)</b>
Aizawl	45	150	143	104
Lunglei	35	135	110	86
Champhai	25	85	87	70
Kolasib	20	60	60	60
<b>Total</b>	<b>125</b>	<b>430</b>	<b>400</b>	<b>320</b>

As depicted in table 3.1, the sample for the study consists of 125 elementary school headmasters from whom data about status and issues pertaining to inclusive education was collected, 430 elementary teachers from whom data pertaining to attitude towards inclusive education was collected, another 400 elementary teachers from whom data concerning awareness about inclusive education was collected and 320 parents whose children are studying in elementary schools, from whom the opinion about the different aspect of inclusive education was collected.

In the process of selecting the sample, the investigator randomly selected 4 districts viz. Lunglei, Aizawl, Champhai and Kolasib Districts. Then the investigator proportionately selected 125 schools from these four districts. After selecting the sample schools, the investigator collected data from headmasters and teachers of the selected schools by employing cluster random sampling technique. So, in the present study, the sample consists of 125 headmasters, 430 teachers to study the attitude and 400 teachers to study awareness of teachers about inclusive education.

With regards to the opinion of parents on inclusive education, the investigator employed convenience sampling technique. The investigator visited parents of students who live near the selected schools and collected data from them. Therefore, in the present study, 320 parents whose children were studying in the selected schools were taken as sample.

### **3.3.0. TOOLS USED:**

For the present study, the investigator constructed and used four different tools to collect the essential data such as:

1. Interview schedule for headmasters of an inclusive school
2. Attitude Scale towards Inclusive Education
3. Teachers awareness questionnaire on inclusive education
4. Parent's opinionnaire on inclusive education

**1. Interview Schedule for Headmaster of an Inclusive School:** To study the status and various issues pertaining to inclusive education, the investigator developed an interview schedule for the headmasters. This interview schedule consists of 56 questions and was divided into six components as follows:

**1) Details of Students and Teacher in the school:** This component includes the number of all students and the number of CWSN in the school and the number of general and special teachers available in the school

**2) Status and Issues relating to Physical Infrastructure:** There are 8 questions relating to the status and issues of the physical infrastructure of the school.

**3) Status and Issues relating to Teacher Training:** In this component, there are again 8 questions about the status and issues relating to teacher education.

**4) Status and Issues relating to Identification:** There are 5 questions about the status and issues relating to identification in this component.

**5) Status and issues relating to Support (Aids and Appliances):** This component of the headmaster interview schedule consists of 17 questions about the support services available for CWSN.

**6) Status and Issues relating to other problems:** There are 18 questions about the status and issues pertaining to inclusive education other than the issues covered in other components.

The interview schedule for headmaster is developed to capture important information regarding the status and issues pertaining to inclusive education. Using this tool, the investigator collected information regarding physical infrastructure, teacher training, identification, aids and appliances and other issues and problems pertaining to inclusive education.

A sample of Interview Schedule for Headmaster of an Inclusive School is attached in Appendix - 1

**2. Attitude Scale towards Inclusive Education:** To study the attitude of teachers towards inclusive education, the investigator constructed and standardized an attitude scale towards inclusive education. The attitude scale consists of 26 items. Of which, 14 items are negative statements and 12 items are positive statements. The scale is constructed following Likert's five point scale and the maximum possible score is 130 while the minimum possible score is 26. The criterion related validity of the scale is 0.78 (coefficient correlation). The reliability of the test was 0.82 (split-half) and 0.83 (test-retest). The details of the development of attitude scale is presented in the analysis and interpretation chapter (chapter IV).

A sample of Attitude Scale towards Inclusive Education is attached in Appendix-2

**3. Teachers Awareness on Inclusive Education:** To study the awareness of teachers on inclusive education, non-standardized awareness questionnaire developed by the investigator was used. The awareness questionnaire consists of 12 questions related to inclusive education.

The awareness level of teachers about inclusive education plays an important role for the successful implementation of inclusive education. The investigator developed teacher's awareness questionnaire in order to study the awareness level of inclusive education.

A sample of Teachers Awareness on Inclusive Education is attached in Appendix -3

**4. Parent's Opinionnaire on Inclusive Education:** The investigator developed opinionnaire to study the opinion of parents on inclusive education. The opinionnaire consists of 9 questions and each questions have 3 or more options for the respondents.

Parents are the key player for the success of inclusive education and their opinion about the current practices is crucial. Keeping this in mind, the investigator developed parents opinionnaire.

A sample of Parent's Opinionnaire on Inclusive Education is attached in Appendix - 4

#### **3.4.0. MODE OF DATA COLLECTION:**

After selecting the sample, the investigator personally visited the schools for data collection. The investigator took the permission of the headmasters of the sample

schools and administer the tool viz. Headmaster interview schedule consisting of 56 questions to the headmaster of the school, Attitude scale towards inclusive education consisting of 26 statements, and teacher's awareness of inclusive education consisting 11 questions to the teachers whoever is available on the day of visit. After collecting data from the schools, the investigator then visited parents of the students who lives near the schools and requested them to respond to the parents' opinionnaire consisting of 9 questions. Sometimes the opinionnaire was given to the students to be brought back the next day after their parents responded and the investigator would collect it from the students the next day.

### **3.5.0. TABULATION OF DATA:**

All the data collected were first scrutinized and classified. Scoring of each respondents on attitude scale was done according to the scoring procedure. After the data were scrutinized, classified and scored, it was tabulated by entering into excel sheets for statistical treatment. Keeping in view the objectives of the study, the tabulated data were analysed using appropriate statistical techniques.

### **3.6.0. STATISTICAL ANALYSIS OF DATA:**

For the present study, the investigator employs descriptive statistical measures such as measures of Central tendency, Percentages, and Stanine grade to find out the nature of score distribution, for describing frequencies and for classification of respondents in different categories.

The difference between the mean scores of the different groups based on locale, gender, age, educational qualification and teaching experience of teachers with respect to the variable attitude towards inclusive education, were tested for significance by

applying the t-test. The Pearson Product Moment Correlation was employed for establishing validity and reliability of the constructed attitude scale

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data collected from the sample. The data were collected through interview as well as by administering the Attitude scale, Awareness scale and Opinionnaire. The responses obtained from the subjects were tabulated and analyzed and the details are given in the present chapter. The analysis of the data was carried out keeping in view the objectives of the study, and the findings were meaningfully interpreted. The details of the present findings and their interpretations are given in the following in accordance with their objectives.

#### **4.1.0 Objective No. 1 – To study the status and issues pertaining to inclusive education at Elementary School in Mizoram.**

In order to study the status and issues pertaining to inclusive education at elementary school, the investigator developed an interview schedule for the headmasters of the schools. This interview schedule consists of 56 questions and is divided into 6 dimensions as follows:

1. Details of teachers and students in the school
2. Status and issues relating to Physical Infrastructure
3. Status and issues relating to teacher training
4. Status and issues relating to identification
5. Status and issues relating to support (aids and appliances)
6. Status and issues relating to other problems

The number of questions or items differ in each dimension. The responses of the headmasters were analyzed and interpreted dimension wise and are presented in a tabular form in this chapter.

#### 4.1.1 Details of teachers and students

To study the status and issues pertaining to Inclusive Education at elementary school, it is important to know the details of students in the school and the type of teachers and students. The details of students in terms of gender, disability and the details of teachers in terms of gender and specialty in the sampled schools are given in the following table no. 4.1.

**Table 4.1**  
**Details of students and teachers (N=125)**

Sl.No.	Category	Male	Female	Total
1	No. of students	3536	3543	7079
2	No. of CWSN	234	260	494
3	No. of visually impaired	101	137	238
4	No. of hearing impaired	18	24	42
5	No. of intellectual disability	70	65	135
6	No. of locomotor disability	24	8	32
7	No. of Multiple handicapped	21	26	47
8	No. of teachers	750	496	1246
9	No. of special teachers	4	6	10

As shown in the above table No. 4.1, there were 7079 students in the 125 schools surveyed, of which 3536 students (50.05%) were boys and 3543 students (49.95%) were girls. 6.98% (494 students) of the total number of students were children with special needs (CWSN). Among 494 CWSN, 234 (47.37%) were boys and 260 (52.63%) were girls. Out of the 494 CWSN, 238 i.e. 48.18% were visually impaired and among the visually impaired, 101 i.e. 42.44% were boys and 137 i.e. 57.56% were girls. 42 students out of the 494 CWSN were hearing impaired and among them, 18 i.e. 42.86% were boys and 24 i.e. 57.14% were girls students. It is also depicted in the above table that out of 494 CWSN 135 were intellectually disabled of which 70 (51.85%) were boys and 65 (48.15%) were girl students. There were 32 out of the 494 CWSN who were orthopedically handicapped. Among them, 24 (75%) were boys and 8 (25%) were girls.



The table also reveals that 47 CWSN were having more than one disability. Among multiple disability, 21 (44.68%) were boys and 26 (55.32%) were girls.

As depicted in the above table no. 4.1, out of the 125 elementary schools surveyed, there were 1246 teachers. Out of which, 750 (60.2%) were male and 496 (39.8%) were female. There were only 10 special teachers in the selected schools.

It can be concluded from the data depicted in table no. 4.1 that the teacher-pupil ratio in 125 selected school is 1:6.4, which means that 1 teacher took care of roughly 7 students. On the other hand, the special teacher-children with special needs ratio is found to be 1:49.4. Visual impairment is found to be the most common among CWSN which is followed by intellectual disability. Locomotor disability is the least common type of disability among CWSN in the sample schools.

#### **4.1.2 Status and issues relating to physical infrastructure**

The following Table No. 4.2 highlights the status and issues relating to physical infrastructure in the 125 selected schools.

**Table 4.2  
Status and issues relating to Physical Infrastructure**

Sl.no.	Infrastructure	No. of Schools (N=125)	
		Yes	No
1.	Availability of Ramp with Railing	66 (52.8%)	59 (47.2%)
2.	Availability of Functional Ramp	59 (47.2%)	66 (52.8%)
3.	Availability of CWSN friendly toilet	29 (23.2%)	96 (76.8%)
4.	CWSN toilet constructed as per provision	24 (19.2%)	101 (80.8%)
5.	Availability of Resource Room	4 (3.2%)	121 (96.8%)
6.	Problem regarding access to toilet	13 (10.4)	112 (89.6%)
7.	Problem regarding seating arrangement	13 (10.4%)	112 (89.6%)
8.	Seating Arrangement	<b>Inclusive</b>	<b>Segregated</b>
		121 (96.8%)	4 (3.2%)

As depicted in the above table, out of 125 schools surveyed, 66 (52.8%) schools were having ramps with railing. At the same time, 47.2% of the schools did not have

ramp with railing in the school. Out of 125 sample schools, 59 i.e. 47.2% were functional and 66 i.e. 52.8% schools did not have functional ramp. While CWSN friendly toilet was available in 29 (23.2%) schools, CWSN friendly toilet was not available in 96 (76.8%) schools. Out of 125 schools, 24 (82.76%) reported that the construction of CWSN friendly toilet was done as per provision. On the other hand, in 101 (80.8%) schools, construction was not done as per the provision or it was not available at all. Out of the 125 sample schools, only 4 i.e. 3.2% schools were equipped with resource room and the rest 121 (96.8%) schools did not have resource room for CWSN. The above table also reveals that, out of the 125 schools, 13 (10.4%) schools reported that CWSN in their schools have problems regarding access to toilet and seating arrangement. There is no such report from the rest 112 (89.6%) schools.

Regarding seating arrangement, it was also reported that, 96.8% of the schools had done the seating arrangement in an inclusive manner. On the other hand, 3.2% of the schools reported that they segregate CWSN inside the classroom.

It can be concluded that though all the schools were supposed to have ramp with railing, a large number of schools (47.2%) did not have ramp. Majority of the schools (52.8%) did not have functional ramp. Only some schools (23.2%) were equipped with CWSN friendly toilet and among some of those schools, the construction was not done as per provision. Some schools (10.4%) reported that CWSN in their school faced problem regarding access to toilet. Though majority of the schools (96.8%) had done seating arrangement in an inclusive manner, in some of the schools (10.4%) CWSN were facing problem regarding seating arrangement.

#### 4.1.3. Status and issues relating to teacher training

The status and issues relating to teacher training as reported by the headmasters of the selected schools is presented in the following table no. 4.3.

**Table 4.3**  
**Status and issues relating to teacher training**

Sl.No.	Status and Issues relating to Teacher Training	No. of Schools (N=125)	
		Yes	No
1.	Whether all teachers had undergone training on Inclusive Education	32 (25.6%)	93 (74.4%)
2.	Whether the Headmaster had undergone training on Inclusive Education	64 (51.2%)	61 (48.8%)
3.	Whether it is difficult to teach CWSN in an Inclusive Classroom	41 (32.8%)	84 (67.2%)
4.	Whether training on Inclusive education is needed for all teachers	102 (81.6%)	23 (18.4%)
5.	Whether needs of CWSN can be adequately met by general teacher	80 (64%)	45 (36%)
6.	Whether special educator is needed in each school	47 (37.6%)	78 (62.4%)

A look at table no. 4.3 reveals that, out of the 125 elementary schools surveyed, in 32 (25.6%) schools, all teachers had undergone training on Inclusive Education whereas in 93 (74.4%) schools, some teachers have not yet undergone training on Inclusive Education. (In 125 elementary schools surveyed, there were 1246 teachers, of which, 476 i.e. 38.2% have not had any training on Inclusive Education. It was reported that the duration of the training ranges from 1 to 10 days.) Among the 125 Headmasters, 64 (51.2%) had undergone training on Inclusive Education and the rest 48.8% have not undergone training on Inclusive Education. Out of the 125 Headmaster interviewed, 41 (32.8%) reported that they find it difficult to teach CWSN in an inclusive classroom. Meanwhile, 67.2% respondents reported that there was no such problem in dealing with CWSN inside the classroom.

As is seen in the above table no. 4.3, among the 125 headmasters interviewed, 102 (81.6%) headmasters thought that training on Inclusive Education is needed for all teachers and 18.4% headmaster thought that training on Inclusive Education is not necessary for all teachers. Meanwhile, 80 (64%) of the headmaster assumed that the needs of CWSN can be adequately met by regular teacher and on the other hand, 45 (36%) headmaster thought that the needs of CWSN cannot be met by the regular teacher alone. Out of the 125 headmasters interviewed, 47 (37.6%) headmasters thought that special teacher is needed in each school and according to 78 (62.4%) headmasters, special teacher is not required in the school.

It can be concluded that in majority of the schools (74.4%) there were some teachers who did not undergo training on inclusive education. Headmaster in majority of the schools (51.2%) had undergone training on inclusive education. It was also found that majority of the headmaster (81.6%) thought that training on inclusive education is needed for all teachers. Majority of the headmaster (64%) thought that the need of CWSN can be adequately met by general teachers and majority of them (62.4%) thought that special teacher is not necessarily needed in each of the school.

#### ***4.1.4. Status and issues relating to identification***

The status and issues relating to identification is presented in the following table no. 4.4.

**Table 4.4**  
**Status and issues relating to identification**

Sl.no.	Issues of Identification	No. of Schools (N=125)		
		Yes	No	
1.	Students attending medical assessment camp	77 (61.6%)	48 (38.4%)	
2.	Headmasters involved in the identification process	84 (67.2%)	41 (32.8%)	
3.	Assessment done as per PWD Act provision	41 (32.8%)	84 (67.2%)	
4.	Assessment was done by	<b>Team of Specialist</b>	<b>Special Educator</b>	<b>Others</b>
		30 (24%)	12(9.6%)	63(50.4%)
5.	<b>Criteria for assessment</b>	<b>No. of schools</b>		
	1. Checklist	6 (4.8%)		
	2. Medical Examination	78 (62.4%)		
	3. Functional Assessment	1 (0.8%)		
	4. Any Other	8 (6.4%)		
	5. Checklist & Medical Examination	18 (15.79%)		
	6. Checklist, Medical examination and Functional Assessment	1 (0.88%)		
7. Medical and Functional Assessment	2 (1.75%)			

As shown in table no. 4.1.4, out of 125 school headmasters, 77 (61.6%) reported that their students attended medical camp whereas students from 48 (38.4%) schools did not attend medical camp. 84 (67.2%) headmasters were involved in the identification process of CWSN and 41 (32.8%) headmasters were not involved in the identification process of CWSN. In 41 (32.8%) schools out of 125 selected schools, assessment was done as per the provision of PWD Act and 84 (67.2%) schools reported that assessment was not done as per the provisions laid down by the PWD Act.

As reported by the headmaster of the sample school, assessment and identification of CWSN was done by Team of Specialists in 30 (24%) schools, Special Educator in 12 (9.6%) schools and in 63 (50.4%) schools assessment and identification

of CWSN was done by others. (At the same time, in 6 (4.8%) schools, assessment and identification was done by both Special Educator and Team of Specialists.)

Regarding the criteria of assessment, only Checklist was used in 6 (4.8%) schools, Medical examination was done in 78 (62.4%) schools, Functional assessment was done in 1 (0.8%) school and in 8 (6.4%) schools identification was done other than the aforesaid criteria. The combination of checklist and medical examination was used in 18 (15.79%) schools, a combination of checklist, medical examination and functional assessment was used in 1 (0.88%) school, medical examination and functional assessment was used in 2 (1.75%) schools.

It can be concluded from the data shown in table no.4.4 that students in majority of the schools (61.6%) attended medical assessment camp and majority of the headmasters (67.2%) were involved in the process of the identification of CWSN. It was found that the assessment was not done as per the provision of PwD Act in majority (67.2%) of the schools. Assessment was done mainly by others (50.4%) other than team of specialists and special educator. In majority of the schools (62.4%) medical examination was used as a criteria for assessment.

#### ***4.1.5 Status and issues relating to support (Aids and Appliances) & (assistive devices and allowances)***

(a) The responses of the headmaster of the selected schools regarding the status and issues relating to support (aids and appliances) is given in the following table no. 4.5.

**Table 4.5**  
**Status and issues relating to support (aids and appliances)**

Sl.no.	Issues relating to support	No. of School (N=125)		
		Yes	No	
1.	Awareness of support available for CWSN	75 (60%)	50 (40%)	
2.	Whether CWSN are in need of assistive devices	73 (58.4%)	52 (41.6%)	
	<i>Whether CWSN received assistive devices</i>	55	18	
	<i>Whether assistive devices provided were in working condition</i>	48	7	
	<i>Whether assistive devices provided are appropriate to CWSN (if provided)</i>	55	-	
3.	Whether CWSN have appropriate TLM	19 (15.2%)	106 (84.8%)	
4.	Whether resource Teacher available in the school	10 (8%)	115 (92%)	
5.	Whether needed facilities provided for CWSN during exams	48 (38.4%)	77 (61.6%)	
6.	Whether aware of resource support available at cluster/block level	30 (24%)	95 (72%)	
7.	Whether resource support available at Cluster/Block level being accessed	21 (16.8%)	104 (83.2%)	
8.	Whether there are any CWSN who needs home-based education	6 (4.8%)	119 (95.2%)	
	<i>If Yes, Does the RT/Volunteer/care giver provide Home-based education</i>	6	-	
9.	Whether CWSN receives financial support as per provision	34 (27.2%)	91 (72.8%)	
10.	Whether financial support provided to CWSN are adequate	12 (9.6%)	113 (90.4%)	
11.	Rate the present support service system in your school.	<b>Good</b>	<b>Average</b>	<b>Poor</b>
		12(9.6%)	46(36.8%)	67(53.6%)

As shown in table no. 4.5, among the 125 headmasters interviewed, 75 (60%) were aware of the support available for CWSN whereas the other 50 (40%) headmasters were not aware of the support available for CWSN. 73 i.e. (58.4%) headmasters reported that CWSN in their schools were in need of assistive devices. Meanwhile, 52 (41.6%) headmasters reported that assistive devices are not required for their students. Among the 73 headmasters who reported that CWSN in their school needs assistive

devices, CWSN in 55 i.e. 75.34% (out of 73) schools received assistive devices and 18 i.e. 24.66% (out of 73) did not received assistive devices though there were CWSN who need assistive devices. Among the 55 schools who received assistive devices, 48 i.e. 87.27% (out of 55) schools reported that the assistive devices provided to CWSN are in working condition and 7 i.e. 12.73% (out of 55) schools reported that the devices provided to CWSN needs repair or replace. 100% of the schools receiving assistive devices for CWSN reported that the devices provided to CWSN were appropriate to their problem.

Only 19 i.e. 15.2% out of 125 headmasters interviewed reported that appropriate teaching learning materials were available in the school for CWSN while the rest 106 i.e. 84.8% reported that there is no appropriate teaching learning material for CWSN in the school. Out of 125 schools, resource teacher or resource persons were available only in 10 (8%) schools. 48 (38.4%) headmasters reported that the school provide the needed facilities to the CWSN while appearing for exams and there is no such arrangement made for CWSN during examination in 77 i.e. 61.6% schools. Of the 125 headmasters, 30 (24%) were aware of the support available for CWSN at Cluster/Block level Resource Center while 95 (76%) were not aware of the support available at Cluster/Block level. Among the 30 headmasters who are aware of the support available at cluster/block level resource center, 21 (70%) availed the materials and services available and another 9 (30%) did not avail the services available. As shown in the above table, out of 125 headmasters interviewed, 6 (4.8%) reported that there were CWSN who need home-based education in their schools and it is also reported that home-based education is provided to those CWSN. 34 (27.2%) responded that CWSN are provided with the financial support as per provision while 91 (72.8%) reported that the financial support provided to CWSN was not as per provision. Only 12 (9.6%)



headmasters think that the financial support provided to CWSN was adequate while majority of the headmasters i.e. 90.4% reported that the financial support provided to CWSN was not appropriate. Out of 125 headmasters, only 12 (9.6%) rate the present support system for CWSN as good, 46 (36.8%) rate it as average and 67 (53.6%) rate the present support system as poor.

It can be concluded from table 4.5 that majority of the headmasters (60%) were aware of the support available for CWSN while a large section of the headmasters (40%) were not aware about the support available for CWSN. In 73 (58.4%), of the selected schools there were CWSN who needs assistive devices. Out of these 73 schools, 55 schools were provided assistive devices. Although all these assistive devices were appropriate to CWSN, 7 schools declared that the assistive devices were not in working conditions. Majority of the selected schools (84.8%) were without appropriate teaching learning material for CWSN. Majority of the schools (92%) were not equipped with resource/special teacher. It was also found that majority (61.6%) of the schools did not provide the needed facilities to CWSN during exams. Majority of the headmasters (72%) were not aware of the support available at cluster or block level resource centers. This could be the reason why only few schools (16.8%) availed the services of the block/cluster resource centers. There were only 6 schools who reported the need for home based education for CWSN and the RT/volunteer/care giver provided services to CWSN in these 6 schools. Majority of the headmasters found the financial support provided to CWSN as inappropriate and majority of the headmasters (53.6%) rate the present support system in the school as poor.

(b) The following table no. 4.6 highlights the assistive devices and allowances received by the 125 selected schools for CWSN.

**Table 4.6**  
**Assistive devices and allowances provided to CWSN.**

Sl.no.	Assistive Devices/Allowances	No. of Schools receiving devices and allowances
1.	Wheel chair	5
2.	Crutch	2
3.	Spectacle	53
4.	Large print textbook	2
5.	Hearing aid	4
6.	Uniform allowance	125
7.	Books and stationery allowance	125
8.	Escort Allowances	20
9.	Transport Allowance	9

As indicated in the above table, 5 schools received wheel chairs and crutches were provided to 2 schools. 53 schools received spectacles and large print textbook were provided to 2 schools. Hearing aids were also provided to 4 schools.

All selected schools received uniform allowances and books and stationery allowances. 20 schools received escort allowances and 9 schools received transport allowances for CWSN.

**4.1.6. Status and issues relating to (other problems) & (Scholastic and co-scholastic)**

(a) The following table no. 4.7 shows the status and issues relating to other problems other than the aforesaid categories.

**Table 4.7**  
**Status and issues relating to other problems**

Sl.no.	Issues of other problems	No. of Schools (N=125)	
		Yes	No
1.	Whether zero rejection policy was followed	89 (71.2%)	36 (28.8%)
2.	Whether school is in a position to enroll more CWSN	112 (89.6%)	13 (10.4%)
3.	Whether requisite no. of teachers to teach all subjects were available	83 (66.4%)	42 (33.6%)
4.	Whether CWSN were encouraged to participate in the classroom processes	114 (91.2%)	11 (8.8%)
5.	Whether CWSN were encouraged to participate in co-curricular activities	110 (88%)	15 (12%)
6.	Whether curriculum modification is needed for the benefit of CWSN	66 (52.8%)	59 (47.2%)
7.	Whether curriculum modification was done according to the needs of CWSN	34 (27.2%)	91 (72.8%)
8.	Whether Individualized Educational Plan for CWSN was prepared	13 (10.4%)	112 (89.6%)
9.	Whether special attention was given to CWSN	73 (58.4%)	52 (41.6%)

From the above table no. 4.7 it can be seen that out of the 125 schools surveyed, zero rejection policy was adopted in 89 (71.2%) schools whereas 36 (28.8%) school did not follow zero rejection policy. 112 i.e. 89.6% schools were in a position to enroll more CWSN and only 13 i.e. 10.4% schools were not in a position to enroll more CWSN. While 66.4% of the selected schools have the requisite number of teachers to teach all subjects, 33.6% of the selected schools reported that requisite number of teachers was not available to teach all subjects. Out of the total schools selected, 91.2% and 88% schools encourage CWSN to participate in the classroom processes and co-curricular activities respectively. On the other hand, 8.8% of the selected schools did not encourage CWSN to participate in the classroom processes and 12% of the selected schools reported that CWSN were not encouraged to participate in the co-curricular activities. 66 (52.8%) respondents from the selected schools stressed that curriculum

modification is needed for the benefit of CWSN while 59 (47.2%) respondents think that it is not necessary. Among the 66 respondents who thought curriculum modification is necessary, 34 (51.52%) respondents reported that they actually modify the curriculum for the benefit of CWSN and the rest 48.48% respondents did not modify the curriculum although they felt it necessary. Of all the 125 schools, only 13 (10.4%) schools prepared individualized educational plan for CWSN, while 89.6% of the selected schools did not prepare individualized educational plan for CWSN. It can also be seen from table 4.7 that 73 (58.4%) schools gave special attention to CWSN.

It can be concluded from table no. 4.7 that majority of the sample school (71.2%) followed zero rejection policy meaning no child is denied admission on the basis of caste, colour, sex, disability, etc. Majority of the schools (89.6%) were in a position to enroll more CWSN in their school. Also, majority of the schools (66.4%) were equipped with requisite number of teachers to teach all subjects, It was also found that CWSN were encouraged to participate in classroom processes (91.2%) and co-curricular activities (88%) in almost all the schools though there were very few schools who do not encourage CWSN to participate in the classroom and co-curricular activities. Majority of the selected schools (52.8%) felt curriculum modification is needed for CWSN but only few schools (27.2%) actually modify curriculum according to the needs of CWSN. Majority of the schools (89.6%) did not prepare individualized educational plan for CWSN. Special attention was paid to CWSN in majority of the schools.

(b) The status and issues relating to scholastic, co-scholastic and other issues are presented in the following table no. 4.8.

**Table 4.8**  
**Status and issues relating to Scholastic and co-scholastic**

Sl.no.	Issues of Scholastic and co-scholastic	No. of Schools (N=125)			
		Active		Passive	
1.	Participation of CWSN in classroom processes	107 (85.6%)		18 (14.4%)	
2.	Participation of CWSN in co-curricular activities	104 (83.2%)		21 (16.8%)	
3.	Academic performance of CWSN in comparison to the non-disabled students	<b>Good</b>	<b>Average</b>	<b>Poor</b>	
		21 (16.8%)	58 (46.4%)	46 (36.8%)	
4.	Attitude of teachers towards CWSN	76 (60.8%)	47 (37.6%)	2 (1.6%)	
5.	Attendance of CWSN in comparison to the non-disabled students	74 (59.2%)	49 (39.2%)	2 (1.6%)	
6.	Level of acceptance of CWSN by their normal peers	<b>Full</b>	<b>Partial</b>	<b>Nil</b>	
		103(82.4%)	22 (17.6%)	0	
7.	Percentage of retention of CWSN in last three years (Approx.)	<b>100%</b>	<b>25-75%</b>	<b>25% Below</b>	
		64 (51.2%)	42(33.6%)	19(15.2%)	
8.	Reasons of dropout where the school witnessed dropouts of CWSN	Poor performance			8
		Difficulty in Adjustment			6
		Social problem			3
		Lack of escort			1
		Financial problem			4
		Any other/ unknown			7
9.	Any effort taken to bring them back/retain CWSN in the school	<b>Yes</b>		<b>No</b>	
		29		NA	

As depicted in table no.4.8, out of the total sample of 125 headmasters, 85.6% and 83.2% reported that CWSN actively participated in classroom processes and co-curricular activities respectively. At the same time, CWSN remains passive in the classroom processes in 18 (14.4%) schools and co-curricular activities in 21 (16.8%) schools.

Regarding the academic performance of CWSN, 21 (16.8%) headmasters reported that the academic performance of CWSN as compared to the non-disabled students was good, 58 (46.4%) headmasters reported it as average and 46 (36.8%)

headmasters said that it is poor as compared to their non-disabled peer. Out of the 125 headmasters, 76 (60.8%) believed the attitude of teachers towards CWSN as was good, 47 (37.6%) thought it as was average and only 2 i.e. 1.6% of the headmasters assumed it to be poor. Out of 125 headmasters, 74 (59.2%) reported that the attendance of CWSN was good as compared to the non-disabled students, 49 (39.2%) said that the attendance of CWSN was average and 2 (1.6%) reported that compared to the non-disabled students, the attendance of CWSN was poor. It is also reported that, in 103 (82.4%) schools, the non-disabled students fully accepts CWSN and in 22 (17.6%) schools, the acceptance level of CWSN by non-disabled students is partial.

As reported by the headmasters, the retention rate of CWSN in the school was 100% in 64 (51.2%) schools, 25% - 75% retention was observed in 42 (33.6%) schools and in 19 (15.2%) schools, retention rate of CWSN was below 25%.

The above table no.4.8 highlights the reasons of drop-out of CWSN where the school witnessed drop-out of CWSN. As reported by 8 schools, the reason of drop out was poor performance, 6 schools reported that CWSN dropped out from the school due to adjustment problem. 3 schools reported that it was due to social problem and drop out due to lack of escort was reported by 1 school. 4 schools reported that CWSN dropped out from the school due to financial problem and 7 schools were unaware of the reason of drop-out. In the meantime, 29 schools took effort to bring back CWSN to the school.

To conclude, in majority of the schools, CWSN were actively engaged in classroom processes. CWSN were also actively engaged in co-curricular activities in majority of the schools. Compared to non-disabled students, it was found that the academic performance of CWSN was average in 46.4% of schools. 60.8% of the headmasters believed the attitude of teachers towards CWSN was good The attendance

of CWSN was found to be good in majority of the schools. CWSN were fully accepted by their peers in majority of the schools. The retention rate of CWSN was 100% in majority (51,2%) of the schools but there were some schools (15.2%) where the retention rate is 25% and below. The main reason of dropout was poor performance followed by adjustment problem and then financial problem. The reason of dropout was unknown in some schools. All the schools witnessing dropout of CWSN took effort to bring them back to school.

#### **4.2.0 Objective no. 2: To Construct and standardize an attitude towards inclusive education Scale**

Despite the available scale to measure teacher's attitude towards inclusive education, the investigator decided to construct and standardize a new scale keeping in mind the characteristics of the population i.e. social, cultural, educational and regional factors of the study area. The investigator developed and standardized a five point scale using Likert method of measuring attitude. The attitude scale was developed by employing the following steps:

##### **4.2.1. Collection of Statements:**

The investigator, after consulting available and relevant literature on inclusive education, collected as many statements as possible from various sources. Besides this, the investigator also collected the opinion of experts in the field including university teachers, special educator officers and people working in the field of inclusive education. Based on the feedback of experts in the field of inclusive education and other literature, an item pool of 68 statements relating to special education was prepared. The draft statements were randomly arranged and given to fourteen (14) experts in the field to critically analyze and evaluate the content validity and relevance of the statement. Based on the input of experts, 26 items were deleted from the initial draft of the scale

and some statements were modified and re-structured. After deleting and modification of the draft scale, a total of 42 items were put forward for the first try-out of the scale.

#### **4.2.2. First try-out of the Scale:**

The first try out was given to ten elementary teachers in order to find out whether the target teachers would understand the statements and to check if there are words that is too difficult to comprehend. This try out was given to teachers mainly to find out the suitability of the items for the teachers. After modifying some words and making slight modification in grammar, the preliminary draft of the scale was ready for the second try out of the scale.

#### **4.2.3. Second try-out of the Scale:**

The preliminary draft of attitude scale consisting of 42 items was then administered to 100 in-service elementary teachers. The try-out group was composed of in-service elementary teachers coming from various parts of the state, who were undergoing D.El.Ed. Course in District Institute of Education and Training (DIET) Aizawl. After administering the scale to the elementary teachers, scoring was done by the investigator. For a positive or favorable items, a score of 5 was given to teachers who Strongly Agree with the statement, similarly, a score of 4, 3 2 and 1 was given for Agree, Undecided, Disagree and Strongly Disagree respectively. The scoring procedure for the negative or unfavourable items was done in reverse to the positive or favourable items.

#### **4.2.3. Item Discrimination and Selection of Statements:**

In order to find out the discrimination value of each item of the preliminary draft of the attitude scale, the score obtained by the respondents on all statements in the second try-out were arranged in ascending order. For the discrimination and item



analysis, the top 27% and the bottom 27% of the respondents were set aside to form two groups so that the significant difference for each statement of the attitude scale between the two groups can be established. The mean and standard deviation for each statement of the two criterion group i.e. top 27% and bottom 27% were then computed. After finding out the mean and standard deviation for each statement for the two groups, the t-values for all the 42 items were calculated to see if the two groups differed significantly. If it does not differ significantly, it means this statement does not possess the required discrimination value, therefore the item is to be rejected. This way the t value for all items were calculated. After calculating the t-values, only those items which have a t-value equal to or greater than 2.01 were retained for final attitude scale. A t-value equal to or greater than 2.01 indicates that the mean attitude of the two groups of teachers to a statement differs significantly at 0.05 level. After calculating the t-values, 16 statements having less than a t-value of 2.01 were weeded out from the scale and the remaining 26 statements were selected for the final scale. The value of mean and standard deviation of each statement for the two groups and the t-values are given in table no. 4.9.

**Table 4.9**  
**Table showing the mean, standard deviation and t-value of the two groups i.e. top 27% and bottom 27% on all the items of Attitude towards Inclusive Education**

Item No.	Top 27%		Bottom 27%		t-value	Level of Significance
	Mean	SD	Mean	SD		
1	3.67	1.31	2.3	1.04	4.27	**
2	4.89	0.48	2.89	0.75	13.15	**
3	4.37	0.82	2.63	0.98	7.07	**
4	3.22	1.23	2.15	0.93	3.602	**
5	3.26	1.35	3.59	0.78	1.09	NS
6	4.3	0.85	3.52	1.14	2.85	**
7	3.37	1.28	2.11	.99	4.051	**
8	3.96	1.11	3.63	0.86	1.21	NS
9	3.44	1.39	1.96	0.69	4.97	**
10	4.37	1.06	4	1.05	1.28	NS
11	4.63	0.55	4.3	0.72	1.91	NS
12	4.11	1.29	3.89	1.1	0.67	NS
13	2.7	1.15	4.07	0.84	5	**
14	2.56	1.32	1.67	0.75	3.03	**
15	2.58	.99	1.81	0.79	3.17	**
16	3	1.28	2.22	0.95	2.57	*
17	4.44	0.95	4.59	0.5	0.73	NS
18	4.89	0.32	4.3	0.65	4.28	**
19	3.48	1.23	2.26	1.04	3.94	**
20	4.48	0.69	4	1.05	1.98	NS
21	4.07	0.81	2.78	1.17	4.71	**
22	4.3	0.93	3.48	0.92	3.27	**
23	4.41	0.87	3.41	1.22	3.47	**
24	1.96	1.03	1.63	0.82	1.3	NS
25	3.22	1.34	1.52	0.63	5.94	**
26	2.26	1	2.19	0.87	0.27	NS
27	4.26	0.64	4.15	0.75	0.58	NS
28	3.70	0.97	2.56	1.06	4.12	**
29	4.26	0.88	4.07	1.1	0.7	NS
30	4.11	0.88	4.07	0.81	0.17	NS
31	4.04	0.96	3.44	1.1	2.14	*
32	2.93	1.21	1.93	0.94	3.39	**
33	4.78	0.41	3.78	0.92	5.21	**
34	4.74	0.44	4.04	0.79	4.05	**
35	4.59	0.62	3.26	1.12	5.43	**
36	3.85	0.93	2.96	1.1	3.21	**
37	2.22	1.16	1.85	0.8	1.36	NS
38	4.15	0.85	3.37	0.95	3.18	**
39	3.89	1.07	2.78	1.32	3.405	**
40	4.04	0.74	3.33	1.09	2.81	**
41	2.70	1.18	2.11	0.92	2.05	*
42	3.78	1.13	2.67	0.98	3.85	**

\*\* Significant at 0.01 level, \* Significant at 0.05 level, NS – Not significant

After item analysis and selection of statement for the final scale, the distribution of positive and negative statement was carried out. The serial number of positive and negative statements in the scale is given in the following table no. 4.10.

**Table No. 4.10**  
**Serial No. of positive and negative statements of the scale**

Sl.No.	Statements	Serial No. of statements
1.	Positive Statement	2, 3, 5, 11, 14, 17, 19, 20, 22, 23, 24, 25.
2.	Negative Statement	1, 4, 6, 7, 8, 9, 10, 12, 13, 15, 16, 18, 21, 26.

#### **4.2.4. Establishment of Reliability of the Scale:**

Reliability of a tool is considered one of the most important qualities of a good measuring instrument. In order to establish reliability of the attitude scale, the investigator administered the newly constructed attitude scale to 100 in-service elementary teachers. Two methods of establishing reliability namely test-retest and split-half were employed by the investigator.

**Test-Retest Reliability:** The investigator administered the attitude scale to a sample of 100 elementary teachers. After a time gap of two weeks, the investigator again administered the attitude scale to the same sample. The correlation coefficient was calculated between the two sets of scores using Pearson Product Moment Method and the reliability index between two tests was 0.83 which is significant at .01 level. This indicated that the scale is reliable to measure the attitude towards inclusive education. The Test-Retest scores for obtaining reliability index of the scale is shown in the following table no. 4.11.

**Table 4.11**  
**Test-Retest scores for obtaining reliability**

Sl.no.	Score on test 1	Score on test 2	Sl.no.	Score on test 1	Score on test 2	Sl.no.	Score on test 1	Score on test 2
1	113	116	35	93	92	69	77	81
2	124	119	36	94	88	70	87	89
3	106	104	37	89	86	71	86	74
4	102	102	37	89	79	72	83	87
5	99	99	39	103	100	73	80	70
6	104	113	40	87	76	74	81	92
7	107	97	41	83	82	75	84	72
8	103	111	42	88	80	76	77	84
9	98	102	43	86	98	77	77	84
10	102	105	44	90	88	78	71	83
11	102	100	45	85	83	79	79	76
12	96	96	46	85	79	80	80	86
13	95	94	47	86	91	81	74	82
14	103	101	48	87	86	82	72	75
15	105	105	49	103	101	83	76	76
16	94	92	50	82	81	84	76	82
17	99	94	51	82	85	85	65	68
18	91	91	52	85	79	86	73	75
19	96	98	53	86	82	87	71	77
20	84	80	54	87	91	88	76	92
21	94	94	55	87	79	89	74	89
22	88	82	56	84	93	90	67	71
23	96	95	57	87	87	91	73	89
24	90	94	58	85	91	92	69	74
25	94	96	59	86	82	93	65	65
26	90	106	60	86	87	94	65	65
27	91	91	61	87	84	95	70	75
28	90	75	62	83	84	96	66	68
29	94	90	63	81	84	97	65	70
30	94	86	64	81	63	98	55	80
31	79	64	65	99	94	99	94	87
32	91	87	66	75	81	100	44	44
33	90	87	67	75	84			
34	92	88	68	80	90			

**Split-Half Reliability:** In order to support and verify the reliability index of the test-retest, the investigator employed split-half method of establishing reliability by splitting the score of each individual in to two parts on the basis of odd and even number of items. The coefficient of correlation was computed using Pearson Product Moment

Method and the reliability index between the two halves was found to be 0.819 or 0.82, which is significant at .01 level. This indicated that the scale is fairly reliable to measure the attitude towards inclusive education. The split-half scores for establishing reliability of the attitude scale was given in the following table 4.12.

**Table 4.12**  
**Split-half scores for obtaining reliability**

Sl.no.	Score on 1 <sup>st</sup> half	Score on 2 <sup>nd</sup> half	Sl.no.	Score on 1 <sup>st</sup> half	Score on 2 <sup>nd</sup> half	Sl.no.	Score on 1 <sup>st</sup> half	Score on 2 <sup>nd</sup> half
<b>1</b>	58	58	<b>35</b>	49	43	<b>69</b>	44	37
<b>2</b>	59	60	<b>36</b>	45	43	<b>70</b>	45	44
<b>3</b>	53	51	<b>37</b>	45	41	<b>71</b>	40	34
<b>4</b>	52	50	<b>37</b>	39	40	<b>72</b>	44	43
<b>5</b>	51	48	<b>39</b>	51	49	<b>73</b>	38	32
<b>6</b>	59	54	<b>40</b>	36	40	<b>74</b>	50	42
<b>7</b>	49	48	<b>41</b>	43	39	<b>75</b>	37	35
<b>8</b>	59	52	<b>42</b>	38	42	<b>76</b>	45	39
<b>9</b>	54	48	<b>43</b>	50	48	<b>77</b>	44	40
<b>10</b>	60	45	<b>44</b>	49	39	<b>78</b>	48	35
<b>11</b>	53	47	<b>45</b>	42	41	<b>79</b>	40	36
<b>12</b>	47	41	<b>46</b>	41	38	<b>80</b>	44	42
<b>13</b>	54	40	<b>47</b>	46	45	<b>81</b>	44	38
<b>14</b>	52	49	<b>48</b>	43	43	<b>82</b>	40	35
<b>15</b>	53	52	<b>49</b>	52	49	<b>83</b>	42	34
<b>16</b>	48	44	<b>50</b>	43	38	<b>84</b>	43	39
<b>17</b>	48	46	<b>51</b>	41	44	<b>85</b>	39	29
<b>18</b>	46	45	<b>52</b>	40	39	<b>86</b>	39	36
<b>19</b>	50	48	<b>53</b>	43	39	<b>87</b>	42	35
<b>20</b>	44	36	<b>54</b>	46	45	<b>88</b>	48	44
<b>21</b>	48	46	<b>55</b>	41	38	<b>89</b>	46	43
<b>22</b>	44	38	<b>56</b>	47	46	<b>90</b>	39	32
<b>23</b>	50	45	<b>57</b>	47	40	<b>91</b>	42	47
<b>24</b>	50	44	<b>58</b>	50	41	<b>92</b>	41	33
<b>25</b>	50	46	<b>59</b>	44	38	<b>93</b>	35	30
<b>26</b>	58	48	<b>60</b>	45	42	<b>94</b>	32	33
<b>27</b>	47	44	<b>61</b>	46	38	<b>95</b>	38	37
<b>28</b>	40	35	<b>62</b>	46	38	<b>96</b>	34	34
<b>29</b>	46	44	<b>63</b>	42	42	<b>97</b>	41	29
<b>30</b>	45	41	<b>64</b>	34	29	<b>98</b>	40	40
<b>31</b>	34	30	<b>65</b>	50	44	<b>99</b>	47	40
<b>32</b>	45	42	<b>66</b>	44	37	<b>100</b>	20	24
<b>33</b>	45	42	<b>67</b>	49	35			
<b>34</b>	46	42	<b>68</b>	46	44			

#### **4.2.5. Establishment of Validity of the Scale**

In order to know whether a scale measures what it intended to measure, the investigator ascertained the validity of the attitude scale by comparing the newly constructed attitude scale with external criterion and by seeking opinion and inputs of experts. The content validity of the scale was ascertained during the construction of the scale by obtaining the opinion and suggestions of fourteen (14) experts in the field education. Therefore, the content of the attitude scale can be said to have adequate validity.

To check the criterion related validity, the investigator administered and compared the newly constructed attitude scale with a criterion scale called Teacher Attitudes Towards Inclusion Scale (TATIS) (Cullen et al., 2010) to 100 elementary school teachers. The concurrent validity was established by finding out the coefficient correlation of the aforesaid scales using Pearson Product Moment Method. The correlation of the two scales was found to be 0.78 which is significant at .01 level. This indicated that the concurrent validity of the attitude scale was fairly acceptable. The following table shows the scores obtained by 100 elementary school teachers on the newly constructed attitude scale and criterion scale for the establishment of criterion related validity.

**Table 4.13**  
**Score of the 100 elementary school teachers on the newly constructed scale and**  
**criteria scale for determining the validity of the Attitude towards Inclusive**  
**Education Scale**

<b>Sl.no.</b>	<b>Score on New Scale</b>	<b>Score on Criteria Scale</b>	<b>Sl.no.</b>	<b>Score on New Scale</b>	<b>Score on Criteria Scale</b>	<b>Sl.no.</b>	<b>Score on New Scale</b>	<b>Score on Criteria Scale</b>
<b>1</b>	116	91	<b>35</b>	92	65	<b>69</b>	81	55
<b>2</b>	119	89	<b>36</b>	88	65	<b>70</b>	89	61
<b>3</b>	104	88	<b>37</b>	86	60	<b>71</b>	74	55
<b>4</b>	102	90	<b>38</b>	79	64	<b>72</b>	87	59
<b>5</b>	99	78	<b>39</b>	100	82	<b>73</b>	70	56
<b>6</b>	113	84	<b>40</b>	76	65	<b>74</b>	92	63
<b>7</b>	97	90	<b>41</b>	82	63	<b>75</b>	72	64
<b>8</b>	111	86	<b>42</b>	80	64	<b>76</b>	84	63
<b>9</b>	102	78	<b>43</b>	98	62	<b>77</b>	84	64
<b>10</b>	105	80	<b>44</b>	88	63	<b>78</b>	83	50
<b>11</b>	100	86	<b>45</b>	83	59	<b>79</b>	76	51
<b>12</b>	96	78	<b>46</b>	79	54	<b>80</b>	86	57
<b>13</b>	94	82	<b>47</b>	91	71	<b>81</b>	82	61
<b>14</b>	101	88	<b>48</b>	86	61	<b>82</b>	75	66
<b>15</b>	105	82	<b>49</b>	101	84	<b>83</b>	76	70
<b>16</b>	92	72	<b>50</b>	81	79	<b>84</b>	82	58
<b>17</b>	94	73	<b>51</b>	85	62	<b>85</b>	68	65
<b>18</b>	91	68	<b>52</b>	79	59	<b>86</b>	75	57
<b>19</b>	98	74	<b>53</b>	82	55	<b>87</b>	77	61
<b>20</b>	80	61	<b>54</b>	91	62	<b>88</b>	92	76
<b>21</b>	94	76	<b>55</b>	79	69	<b>89</b>	89	78
<b>22</b>	82	67	<b>56</b>	93	65	<b>90</b>	71	58
<b>23</b>	95	72	<b>57</b>	87	62	<b>91</b>	89	63
<b>24</b>	94	70	<b>58</b>	91	62	<b>92</b>	74	50
<b>25</b>	96	72	<b>59</b>	82	56	<b>93</b>	65	59
<b>26</b>	106	77	<b>60</b>	87	54	<b>94</b>	65	55
<b>27</b>	91	76	<b>61</b>	84	59	<b>95</b>	75	57
<b>28</b>	75	58	<b>62</b>	84	56	<b>96</b>	68	53
<b>29</b>	90	63	<b>63</b>	84	56	<b>97</b>	70	54
<b>30</b>	86	70	<b>64</b>	63	50	<b>98</b>	80	58
<b>31</b>	64	65	<b>65</b>	94	73	<b>99</b>	87	69
<b>32</b>	87	59	<b>66</b>	81	59	<b>100</b>	44	46
<b>33</b>	87	58	<b>67</b>	84	59			
<b>34</b>	88	79	<b>68</b>	90	66			

#### 4.2.6. Scoring Procedure

The attitude scale is a five point scale (Likert Method) and each statement has five possible responses such as, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The responses are given a score of 5,4,3,2 and 1 for positive statements and 1,2,3,4 and 5 for negative statements. The higher the subject score, the more positive the attitude is and a low score indicates negative attitude. The highest possible score for the scale is 130 (5x26) and the lowest possible score is 26 (1x26).

#### 4.2.7. Norm for interpretation of the Scale

The newly constructed attitude scale was administered on 430 elementary teachers from four districts of Mizoram. For the purpose of establishing norms for interpretation of the scale, the investigator converted the raw score into z-score and then transform the standard score into stanine scale. The first four stanine grade i.e. 1, 2, 3 and 4 Indicates negative attitude towards Inclusive Education, the 5<sup>th</sup> stanine indicates moderate attitude towards Inclusive Education and stanine grade 6, 7, 8, and 9 indicates positive attitude towards Inclusive Education.

The norm for interpretation of the score on attitude towards inclusive education scale based on stanine grade is given in the following table no. 4.14.

**Table 4.14**  
**Norm for interpretation of attitude towards inclusive education**

Sl.No.	Score Range	Stanine Grade	Interpretation
1.	104 and Above	9	Highly Positive attitude
2.	100-103	8	
3.	95-99	7	Positive attitude
4.	90-94	6	
5.	85-89	5	Moderate Attitude
6.	80-84	4	Negative attitude
7.	75-79	3	
8.	69-74	2	Highly Negative attitude
9.	68 and Below	1	



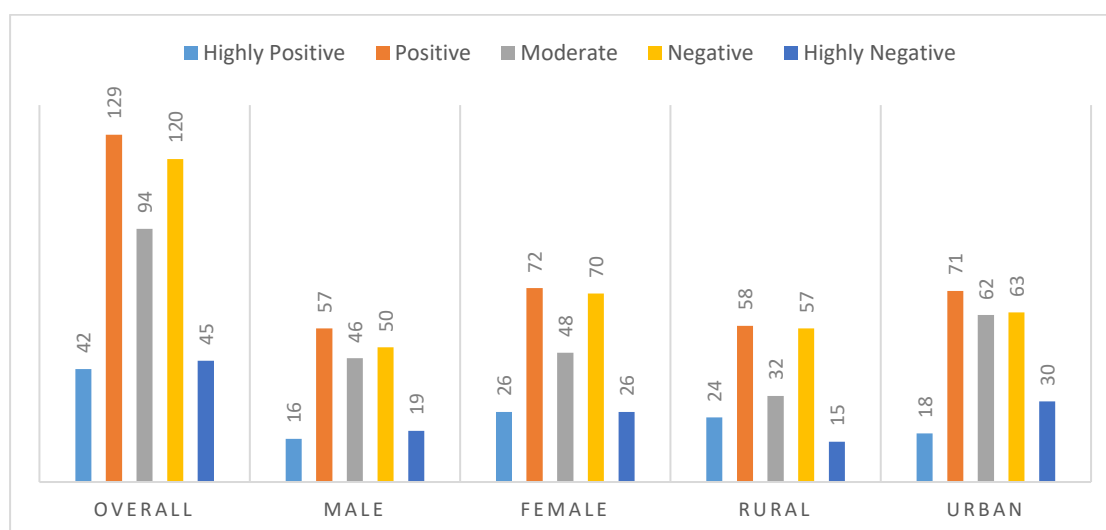
**4.3.0. Objective No. 3: To study the attitude of elementary school teachers towards Inclusive education.**

Using the attitude scale developed by the investigator, the attitude of elementary school teachers towards inclusive education was studied. The following table and figure shows the scores obtained by the respondents in the attitude scale towards inclusive education.

**Table 4.15**  
**Attitude of elementary teachers towards Inclusive Education with respect to overall, gender and locale.**

<b>Respondents</b>	<b>Highly Positive</b>	<b>Positive</b>	<b>Moderate</b>	<b>Negative</b>	<b>Highly Negative</b>
<b>Overall (N=430)</b>	42 (9.77%)	129 (30%)	94 (21.86%)	120 (27.91%)	45 (10.47%)
<b>Male (N=188)</b>	16 (8.51%)	57 (30.32%)	46 (24.47%)	50 (26.6%)	19 (10.11%)
<b>Female (N=242)</b>	26 (10.74%)	72 (29.75%)	48 (19.83%)	70 (28.93%)	26 (10.74%)
<b>Rural (N=186)</b>	24 (12.9%)	58 (31.18%)	32 (17.2%)	57 (30.65%)	15 (8.06%)
<b>Urban (N=244)</b>	18 (7.38%)	71 (29.1%)	62 (25.41%)	63 (25.82%)	30 (12.3%)

**Fig. 4.1**  
**Attitude of elementary teachers towards Inclusive Education with respect to overall, gender and locale**



As shown in table no. 4.15 and figure 4.1, out of all the 430 respondents, 42 i.e. 9.77% have highly positive attitude, 129 (30%) have positive attitude towards inclusive education. At the same time, there were 94 (21.86%) respondents with moderate attitude towards inclusive education. While 120 (27.91%) respondents have negative attitude, 45 (10.47%) possessed highly negative attitude towards inclusive education.

Among the 188 male respondents, 16 (8.51%) have highly positive attitude towards inclusive education. At the same time, 57 (30.32%) have positive attitude towards inclusive education. There were 46 (24.47%) respondents with moderate attitude. 50 (26.6%) male respondents have negative attitude towards inclusive education and 19 (10.11%) have highly negative attitude towards inclusive education.

Out of 242 female respondents, 26 (10.74%) have highly positive attitude and 72 (29.75%) have positive attitude towards inclusive education. 48 (19.83%) of the female respondents possessed moderate attitude towards inclusive education. On the other hand, there were 70 (28.93%) females who have negative attitude and the rest 26 (10.74%) female respondents have highly negative attitude towards inclusive education.

Among the 186 rural respondents, 24 (12.9%) possessed highly positive attitude towards inclusive education and 58 (31.18%) have positive attitude. 32 (17.2%) have moderate attitude towards inclusive education. Meanwhile, there were 57 (30.65%) rural respondents who possessed negative attitude and 15 (8.06%) respondents have highly negative attitude towards inclusive education.

Out of 244 urban respondents, 18 (7.38%) have highly positive attitude towards inclusive education. 71 (29.1%) have positive attitude towards inclusive education. There were 62 (25.41%) respondents with moderate attitude and 63 (25.82%) have

negative attitude. There were 30 (12.3%) urban respondents with highly negative attitude towards inclusive education.

It can be concluded from table no. 4.15 that among the overall respondents, the amount of teachers with positive attitude are more in numbers than teachers with negative attitude towards inclusive education. Similarly, among male, female and rural teachers more teachers have positive attitude than negative attitude towards inclusive education. However, among the urban teachers there are more teachers who have negative attitude rather than positive towards inclusive education.

#### **4.3.1. Attitude of elementary school teachers towards inclusive education with respect to qualification**

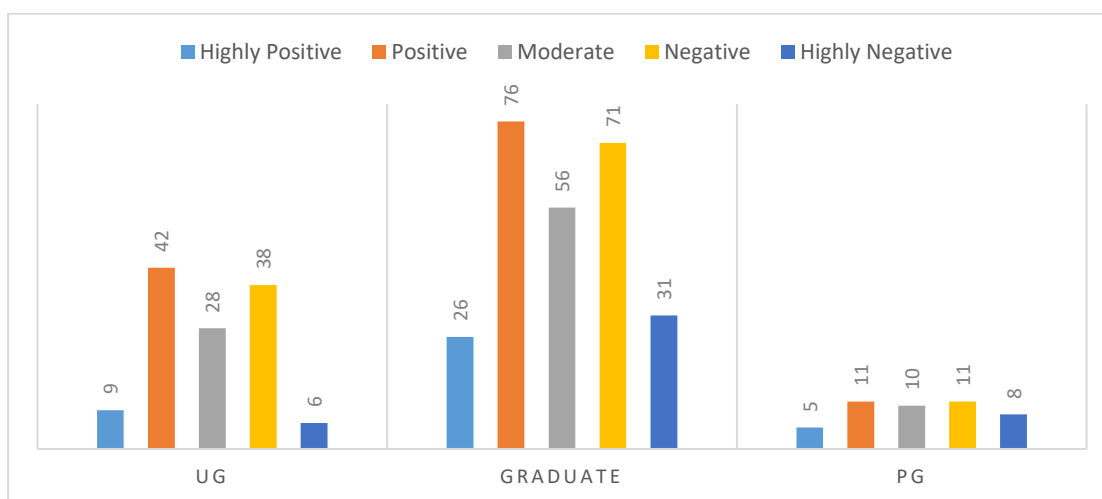
The following table no. 4.16 shows the attitude of elementary school teachers towards inclusive education based on the educational qualification.

**Table 4.16**  
**Attitude of elementary teachers towards inclusive education based on educational qualification**

<b>Respondents</b>	<b>Highly Positive</b>	<b>Positive</b>	<b>Moderate</b>	<b>Negative</b>	<b>Highly Negative</b>
<b>Undergraduate N=125</b>	9 (7.2%)	42 (33.6%)	28 (22.4%)	38 (30.4%)	6 (4.8%)
<b>Graduate N=260</b>	26 (9.23%)	76 (29.23%)	56 (21.54%)	71 (27.31%)	31 (11.92%)
<b>Post Graduate N=45</b>	5 (11.11%)	11 (24.44%)	10 (22.22%)	11 (24.44%)	8 (17.78%)

**Fig. 4.2**

**Attitude of elementary teachers towards inclusive education based on educational qualification**



As depicted in table no. 4.16 and figure no. 4.2, among all the 430 respondents, there were 125 teachers who were undergraduate of which, 9 i.e. 7.2% have highly positive attitude towards inclusive education. 42 (33.6%) respondents have positive attitude towards inclusive education. 28 (22.4%) out of 125 respondents have moderate attitude towards inclusive education. The table also reveals that there were 38 (30.4%) teachers who possessed negative attitude towards inclusive education. Among the undergraduate teachers, 6 (4.8%) have highly negative attitude towards inclusive education.

As shown in table no. 4.16 there were 260 Graduate teachers out of the total 430 teachers. Among Graduate teachers, there were 26 (9.23%) teachers having highly positive attitude towards inclusive education and 76 (29.23%) teachers have positive attitude towards inclusive education. It is also shown in the above table that out of 260 Graduate teachers, there were 56 (21.54%) teachers with moderate attitude towards inclusive education. As many as 71(27.31%) teachers have negative attitude and 31(11.92%) teachers possessed highly negative attitude towards inclusive education.

Among teachers with post graduate qualification, there were 5 (11.11%) teachers with highly positive attitude towards inclusive education. Out of 45 post graduate teachers, 11 i.e. 24.44% teachers have positive attitude towards inclusive education. 22.22% teachers have moderate attitude. 11 (24.44%) and 8 (17.78%) teachers have negative and highly negative attitude towards inclusive education respectively.

#### **4.3.2 Attitude of elementary school teacher towards inclusive education by experience**

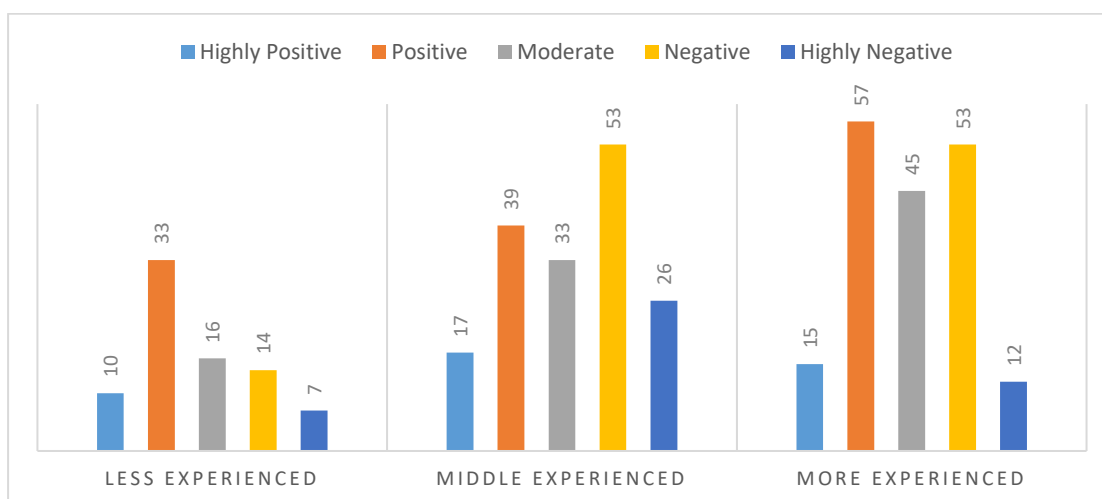
The attitude of elementary school teacher towards inclusive education based on experience is given in the following table no. 4.17.

**Table No. 4.17**  
**Attitude of elementary teachers towards Inclusive Education based on teaching experience**

<b>Experience</b>	<b>Highly positive</b>	<b>Positive</b>	<b>Moderate</b>	<b>Negative</b>	<b>Highly negative</b>
<b>Less Experienced (5 years and Below) N=80</b>	10 (12.5%)	33 (41.25%)	16 (20%)	14 (17.5%)	7 (8.75%)
<b>Middle experienced (6 years–15years) N= 168</b>	17 (10.12%)	39 (23.21%)	33 (19.64%)	53 (31.55%)	26 (15.48%)
<b>More Experienced (16 years and Above) N=182</b>	15 (8.24%)	57 (31.32%)	45 (24.73%)	53 (29.12%)	12 (6.59%)

**Fig.4.3**

**Attitude of elementary teachers towards Inclusive Education based on teaching experience**



As seen in table no. 4.17, teachers were divided into three groups based on teaching experience. The first group comprised of teachers having 5 years and below teaching experience and categorized as less experienced teacher. There were 80 teachers in this group. Among them, there were 10 (12.5%) teachers possessing highly positive attitude towards inclusive education and 33 (41.25%) teachers out of 80 sample teacher in the group have positive attitude towards inclusive education. There were 16 (20%) teachers with moderate attitude towards inclusive education. On the other hand, 21 teachers having 5 years and below teaching experience have negative attitude and of which 7 have highly negative attitude towards inclusive education.

There were 168 teachers in the middle experienced category, among them, there were 17 (10.12%) with highly positive attitude towards inclusive education. 39 (23.21%) have positive attitude towards inclusive education. Out of 168 teachers, 33 i.e. 19.64% have moderate attitude towards inclusive education. 53 (31.55%) and 26 (15.48%) teachers have negative and highly negative attitude towards inclusive education respectively.

Among the more experienced teachers, there were 15 (8.24%) teachers having highly positive attitude towards inclusive education. Out of 182 teachers, 57 (31.32%) have positive attitude towards inclusive education. Meanwhile, there were 45 (24.73%) teachers with moderate attitude towards inclusive education. 53 (29.12%) teachers out of the total 182 teachers with 16 years and above experience have negative attitude towards inclusive education and 12 (6.59%) teachers have highly negative attitude towards inclusive education.

#### **4.3.3. Attitude of elementary school teachers towards inclusive education based on age.**

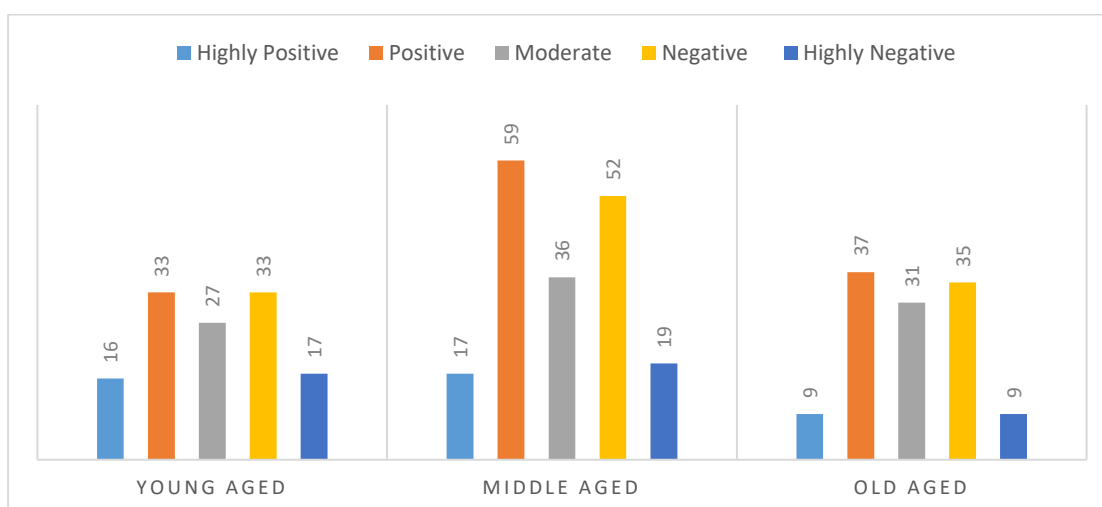
The following table no. 4.18 shows the attitude of elementary school teachers towards inclusive education based on age.

**Table No. 4.18**  
**Attitude of elementary teachers towards Inclusive Education based on Age**

<b>Age</b>	<b>Highly positive</b>	<b>Positive</b>	<b>Moderate</b>	<b>Negative</b>	<b>Highly Negative</b>
<b>Young Aged (22-34) N=126</b>	16 (12.7%)	33 (26.19%)	27 (21.43%)	33 (26.19%)	17 (13.49%)
<b>Middle Aged (35-47) N=183</b>	17 (9.29%)	59 (32.24%)	36 (19.67)	52 (28.42%)	19 (10.38%)
<b>Old Aged (48-60) N=121</b>	9 (7.44%)	37 (30.58%)	31 (25.62%)	35 (28.93%)	9 (7.44%)

**Fig. 4.4**

**Attitude of elementary teachers towards Inclusive Education based on Age**



As depicted in table no 4.18, the elementary teachers were classified into three categories viz. Young aged (22-34 Years of age), Middle aged (35-47 years of age) and Old aged (48-60 years of age). Among the young aged group of teachers, there were 16 (12.7%) teachers with highly positive attitude towards inclusive education and 33 (26.19%) teachers have positive attitude towards inclusive education. Out of 126 sample teachers in the young aged group, 27 i.e. 21.43% teachers have moderate attitude towards inclusive education. On the other hand, 33 (26.19%) teachers have negative attitude towards inclusive education and 17 (13.49%) out of 126 teachers in the group have highly negative attitude towards inclusive education.

There were 183 teachers in the middle aged (35-47 years of age) group. Out of 183, 17 (9.29%) teachers have highly positive attitude towards inclusive education and another 59 (32.24%) teachers in the group have positive attitude towards inclusive education. It can also be seen from the above table that 36 (19.67%) teachers have moderate attitude towards inclusive education. At the same time, 52 (28.42%) teachers in the middle aged group have negative attitude towards inclusive education. 19 (10.38%) teachers possessed highly negative attitude towards inclusive education.



Out of the 430 sample teachers, there were 121 teachers in the category of old aged (48-60 years of age). Among the 121 teachers, 9 (7.44%) teachers have highly positive attitude towards inclusive education and 37 (30.58%) teachers have positive attitude towards inclusive education. There were 31 (25.62%) teachers who have moderate attitude towards inclusive education. 35 (28.93%) teachers and 9 (7.44%) teachers out of 121 have negative and highly negative attitude towards inclusive education respectively.

#### **4.4.0 Objective No.4: To compare the attitude of elementary school teachers towards inclusive education with reference to their (a) locale and (b) gender.**

Comparison of attitude towards inclusive education among elementary school teachers was done with reference to both locale and gender.

**4.4.1 Comparison of attitude towards inclusive education among elementary school teachers with reference to locale.** To compare the attitude of rural and urban elementary school teachers towards inclusive education, the mean and standard deviation of the two groups were calculated separately. The mean difference of rural and urban teacher was tested by applying t-test and the details are presented in the following.

Hypothesis no. 1. There is no significant difference between rural and urban elementary school teachers in their attitude towards inclusive education.

The following table no. 4.19 shows the comparison of the attitude of rural and urban elementary school teacher towards inclusive education.

**Table 4.19**

**Comparison of rural and urban elementary school teacher with respect to their attitude towards inclusive education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SED</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Rural</b>	186	87.94	10.03	0.95	1.97	0.05
<b>Urban</b>	244	86.07	9.45			

The data depicted in the above table no. 4.19 reveals that the calculated value of 't' is greater than the critical value of 't' with the degrees of freedom (df) 428 at 0.05 level. This indicates that there is a significant difference between the attitude of rural and urban teachers towards inclusive education. Therefore, the null hypothesis "There is no significant difference between rural and urban elementary teachers in their attitude towards inclusive education is rejected at 0.05 confidence level. A look at the mean score of both the groups indicated that the difference is in favour of rural teachers. This means that the rural teachers have a more positive attitude towards inclusive education than the urban teachers.

**4.4.2 Comparison of attitude towards inclusive education among elementary school teachers with reference to gender.** To compare the attitude of male and female elementary school teachers towards inclusive education, the mean and standard deviation of both the groups were calculated separately. The mean difference of male and female teacher was tested by applying t-test and the details are presented in the following.

Hypothesis no. 2. There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.

The following table no. 4.20 shows the comparison of the attitude of male and female elementary school teachers towards inclusive education.

**Table 4.20**

**Comparison of male and female elementary school teachers with respect to their attitude towards inclusive education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Male</b>	188	87.23	9.397	0.884	0.704	Not significant
<b>Female</b>	242	86.61	10.01			

A perusal of the above table no. 4.20 reveals that the difference between male and female elementary school teachers attitude towards inclusive education is not significant. Therefore, the null hypothesis “There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.” is accepted.

**4.5.0. Objective No. 5: To compare the attitude of elementary school teachers towards inclusive education with reference to their age**

Comparison of attitude towards inclusive education among elementary school teachers was also done with reference to their age.

**Classification of age group:** To compare the attitude of elementary school teachers towards inclusive education by age, the investigator classified the teachers into three age groups viz. Young aged (34 and below), Middle aged (35 – 47) and Old Aged (48 and above). Taking 22 years and 60 years as the lowest and highest possible age range respectively, the investigator categorized the lowest 30% (34 and below) as Young aged teachers, the middle 40% (35-47) as Middle aged and the highest 30% (48 and above) as Old aged teacher. For comparison, the mean and standard deviation of the three age groups were calculated and the mean difference were tested by applying ‘t’ test.

#### **4.5.1. Comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education.**

Hypothesis no. 3. There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.

The following table no. 4.21 shows the comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education.

**Table 4.21**  
**Comparison of the attitude of Young aged and Middle aged elementary school teachers towards inclusive education**

<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Young aged teachers</b>	126	86.75	11.04	1.21	.08	Not Significant
<b>Middle aged teachers</b>	183	86.85	9.72			

A comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education as depicted in the above table no. 4.21 shows that there exist no significant difference between the two groups. Therefore, the null hypothesis “There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education” is accepted.

#### **4.5.2. Comparison of the attitude of young aged and old aged elementary school teachers towards inclusive education.**

Hypothesis no. 4. There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.

The following table no. 4.22 shows the comparison of the attitude of young aged and old aged elementary school teachers towards inclusive education.

**Table 4.22**

**Comparison of the attitude of Young aged and Old aged elementary school teachers towards inclusive education**

<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Young aged teachers</b>	126	86.75	11.04	1.24	.27	Not Significant
<b>Old aged teachers</b>	121	87.08	8.3			

The details shown in table no. 4.22 indicated that the comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education is not significant. Hence, the null hypothesis “There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education” is accepted.

**4.5.3. Comparison of the attitude of middle aged and old aged elementary school teachers towards inclusive education.**

Hypothesis no. 5. There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.

The following table no. 4.23 shows the comparison of the attitude of middle aged and old aged elementary school teachers towards inclusive education.

**Table 4.23**

**Comparison of the attitude of Young aged and Old aged elementary school teachers towards inclusive education**

<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Middle aged teachers</b>	183	86.85	9.72	1.04	.23	Not Significant
<b>Old aged teachers</b>	121	87.08	8.3			

A perusal of the comparison of the attitude of middle aged and old aged elementary school teachers towards inclusive education shown in table no. 4.23 reveals

that there exist no significant difference between the two groups. This means that the null hypothesis “There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education” is accepted.

**4.6.0. Objective No. 7: To compare the attitude of elementary school teachers towards inclusive education with reference to their educational qualification.**

Comparison of attitude towards inclusive education among elementary school teachers was also done with reference to their educational qualification.

**Classification of educational qualification:** A comparison of the attitude of teachers towards inclusive education was also done among Undergraduate, Graduate and Post graduate teachers. For comparison, the mean and standard deviation of each of these groups was obtained and ‘t’ test was applied to find out the differences among the groups.

**4.6.1. Comparison of the attitude of Undergraduate and Graduate elementary school teachers towards inclusive education.**

Hypothesis no.6. There is no significant difference between the Undergraduate and Graduate elementary school teachers in their attitude towards inclusive education.

The following table no. 4.24 shows the comparison of the attitude of elementary school teacher between Undergraduate and Graduate teachers towards inclusive education.

**Table 4.24**

**Comparison of the attitude of Undergraduate and Graduate elementary school teachers towards inclusive education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Undergraduate teachers</b>	125	87.98	8.05	.96	1.59	Not Significant
<b>Graduate teachers</b>	260	86.44	10.37			

As shown in table no. 4.24, the calculated value of 't' is 1.51 and it indicated that the comparison of the means of Undergraduate and graduate elementary school teachers is not significant. Therefore, the null hypothesis "There is no significant difference between the Undergraduate and Graduate elementary school teachers in their attitude towards inclusive education" is accepted.

#### **4.6.2 Comparison of the attitude of Undergraduate and Post Graduate elementary school teachers towards inclusive education.**

Hypothesis no.7. There is no significant difference between the Undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

The following table no. 4.25 shows the comparison of the attitude of Undergraduate and Post Graduate elementary school teachers towards inclusive education.

**Table 4.25**  
**Comparison of the attitude of Undergraduate and Post Graduate elementary school teachers towards inclusive education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Under-graduate</b>	125	87.98	8.05	1.69	.95	Not Significant
<b>Post Graduate</b>	45	86.38	10.25			

As depicted in the above table no. 4.25, the calculated value of 't' is smaller than the required value of 't' with the degrees of freedom 168, which means that the test is not significant. Therefore, the null hypothesis "There is no significant difference between the Undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education" is accepted.

#### **4.6.3 Comparison of the attitude of Graduate teachers and Post Graduate elementary school teachers towards inclusive education.**

Hypothesis no.8. There is no significant difference between the Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

The following table no. 4.26 shows the comparison of the attitude of Graduate and Post Graduate elementary school teachers towards inclusive education.

**Table 4.26**  
**Comparison of the attitude of Graduate and Post Graduate elementary school teachers towards inclusive education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Post Graduate</b>	45	86.38	10.25	1.66	.041	Not Significant
<b>Graduate</b>	260	86.44	10.37			

A look at table no. 4.26 shows the ‘t’ value is only .041 which means that the attitude of Graduate and Post Graduate elementary school teachers towards inclusive education does not differ significantly. So, the null hypothesis “There is no significant difference between Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education” is accepted.

#### **4.7.0. Objective No. 8: To compare the attitude of elementary school teachers towards inclusive education with reference to their teaching experience.**

A comparison of the attitude of elementary school teachers towards inclusive education was done among teachers based on teaching experience.

**Classification of teaching experience:** Teachers were divided into three groups viz. Less experienced teachers i.e.5 years and below teaching experience, Middle experienced teachers i.e. 6-15 years of teaching experience and More experienced teachers i.e.16 years and above teaching experience. For comparison, the mean and standard deviation of each of these group were obtained and ‘t’ test was applied to find out the differences between the groups. The details are presented in the following tables.



#### **4.7.1. Comparison of the attitude of less experienced and middle experienced elementary school teachers towards inclusive education**

Hypothesis no. 9. There is no significant difference between the less experienced and middle experienced elementary school teachers in their attitude towards inclusive education.

The following table no. 27 shows the comparison of the attitude of less experienced and middle experienced elementary school teacher towards inclusive education.

**Table 4.27**  
**Comparison the attitude of less experienced and middle experienced elementary school teachers towards inclusive education**

<b>Experience</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Less Experienced Teachers</b>	80	89.21	10.18	1.39	2.68	0.01
<b>Middle Experienced Teachers</b>	168	85.49	10.54			

A perusal of table no. 4.27 reveals that the ‘t’ value is more than the critical value of ‘t’ at 0.01 level with degrees of freedom 246. This means that there is a significant difference between the attitude of less experienced and middle experienced elementary school teachers towards inclusive education. Therefore, the null hypothesis “There is no significant difference between the less experienced and middle experienced elementary school teachers in their attitude towards inclusive education” is rejected at 0.01 level of confidence. A comparison of the two means shows that the difference is in favour of less experienced teachers. This means that the teacher with less experience have more positive attitude towards inclusive education than those with middle experience teachers.

#### **4.7.2. Comparison of the attitude of less experienced and more experienced elementary school teachers towards inclusive education.**

Hypothesis no. 10. There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education.

The following table no. 4.28 shows the comparison of the attitude of less experienced and more experienced elementary school teachers towards inclusive education.

**Table 4.28**  
**Comparison the attitude of less experienced and more experienced elementary school teachers towards inclusive education**

<b>Experience</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Less experienced Teachers</b>	80	89.21	10.18	1.3	1.53	Not Significant
<b>More experienced Teachers</b>	182	87.22	8.58			

As seen from the above table no. 4.28, the calculated value of 't' is 1.53 which is lower than the value at the required level of confidence. So, the test is not significant. Therefore, the null hypothesis "There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education" is accepted.

#### **4.7.3. Comparison of the attitude of middle experienced and more experienced elementary school teachers towards inclusive education**

Hypothesis no. 11. There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education.

The following table no. 4.29 shows the comparison of the attitude of middle experienced and more experienced elementary school teachers towards inclusive education.

**Table 4.29**  
**Comparison the attitude of middle experienced and more experienced elementary school teachers towards inclusive education**

<b>Experience</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>t-value</b>	<b>Sig. Level</b>
<b>Middle experienced Teachers</b>	168	85.49	10.54	1.03	1.68	Not Significant
<b>More experienced Teachers</b>	182	87.22	8.58			

As shown in table no. 4.29, the ‘t’ value is 1.68, which is smaller than the value at the required level of confidence. Therefore, the null hypothesis “There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education” is accepted.

**4.8.0. Objective no. 9: To study the awareness of elementary school teachers about inclusive education.**

To study the awareness of elementary school teachers about inclusive education, the non-standardized questionnaire developed by the investigator was used. The analysis is done item wise as follows:

**(1) Awareness of elementary school teachers on right to education**

The following table 4.30 shows the awareness of elementary school teachers about the right to education as a fundamental right for all children between the age group of 6-14 years.

**Table 4.30**  
**Teachers' awareness on right to education**

<i>Q. Are you aware that the right to education is a fundamental right for all children between the age group of 6-14 years?</i>		
<b>Respondents</b>	<b>Yes</b>	<b>No</b>
Overall (N=400)	400	0
Rural (N=148)	148	0
Urban (N=252)	252	0
Male (N=164)	164	0
Female (N=236)	236	0

As shown in the above table no. 4.30, all 400 teachers responded with 'yes' indicating that all teachers were aware of the right to education as a fundamental right for all children between the age group of 6-14 years.

**(2) Awareness of elementary school teachers on the inclusion of children with special needs**

The following table no. 4.31 shows the responses of elementary school teachers on the inclusion of all children irrespective of the type and degrees of disability in the same school.

**Table 4.31**  
**Teachers' awareness on inclusion of children with special needs**

<i>Q. Do you know that irrespective of type and degree of disability all children should be included in the same school?</i>			
<b>Respondents</b>	<b>Yes</b>	<b>Not Sure</b>	<b>No</b>
Overall (N=400)	150 (37.5%)	111 (27.75%)	139 (34.75%)
Rural (N=148)	61 (41.22%)	37 (25%)	50 (33.78%)
Urban (N=252)	89 (35.32%)	74 (29.37%)	89 (35.32)
Male (N=164)	71 (43.29%)	45 (27.44%)	48 (29.27%)
Female (N=236)	79 (33.47%)	66 (27.97%)	91 (38.56%)

The above table no. 4.31 shows the responses of elementary school teachers on the question, do you know that irrespective of the type and degree of disability all children should be included in the same school? Out of 400 teachers, 150 (37.5%) said

yes, 111 (27.75%) teachers were not sure and 139 (34.75%) teachers responded negatively.

Among 148 rural teachers surveyed, 61 (41.22%) teachers were aware that all type of children irrespective of type and degrees of disability should be included in the same school. At the same time, 37(25%) rural elementary teachers were not sure about the inclusion of all children irrespective of the type and degree of disability in the same school. Out of 148 rural teachers, 50 (33.78%) responded that they do not know that all children irrespective of the type and degrees of disability should be included in the same school.

A look at the above table no. 4.31 shows that, out of 252 sample urban teachers, 89 (35.32%) recognize that all children irrespective of the type and disability should be included in the same school. 74 (29.37%) urban teachers were not sure about the inclusion of all children irrespective of the type and degrees of disability. At the same time, 89 (35.32%) urban teachers were not aware that children irrespective of the type and degrees of disability should be included in the same school.

As shown in table no. 4.31, out of 164 male teachers surveyed, 71 (43.29%) teachers understood about the inclusion of all children irrespective of the type and degrees of disability in the same school. On the other hand, 45 (27.44%) teachers were not sure about the inclusion of all children irrespective of the type and degrees of disability in the same school. 48 (29.27%) male teachers were not at all aware that all children irrespective of the type and degrees of disability should be included in the same school.

Among 236 female teacher respondents, 79 (33.47%) were aware that all children irrespective of the type and degrees of disability should be included in the same school. Meanwhile, 66 (27.97%) female teachers were not certain of the inclusion of

all children irrespective of the type and degrees of disability in the same school. 91 (38.56%) female teachers do not know about the inclusion of all children irrespective of the type and degrees of disability in the same school.

It may be concluded from the above analysis that most teachers were knowledgeable that all children irrespective of the type and degrees of disability should be included in the same school. Meanwhile, rural teachers were more aware about the inclusion of all types of children in the same school as a large percentage of rural teachers (41.22%) knew about the inclusion of all types of children in the same school while only 35.32% urban teachers were knew about the inclusion of all types of children in the same school. Male respondents were more aware than female respondents about the inclusion of all children irrespective of the types and degrees of disability in the same school.

### (3) Awareness of elementary school teachers on the concept of children with special needs

The following table no. 4.32 shows the responses of elementary school teachers on the concept of children with special needs.

**Table 4.32**

#### **Awareness of elementary school teachers about the concept of CWSN**

<i>Q. How acquainted are you about the concept of children with special needs (CWSN)</i>			
<b>Respondents</b>	<b>Very well acquainted</b>	<b>Somewhat acquainted</b>	<b>Not acquainted</b>
Overall (N=400)	155 (38.75%)	243 (60.75%)	2 (0.5%)
Rural (N=148)	66 (44.59%)	82(55.41%)	0
Urban (N=252)	89 (35.32%)	161 (63.89%)	2 (0.79%)
Male (N=164)	65 (39.63%)	98 (59.76%)	1 (0.61%)
Female (N=236)	90 (27.61%)	145 (61.44%)	1 (0.42%)

The above table no. 4.32 shows that out of 400 respondents, 155 i.e. 38.75% were very well acquainted with the concept of CWSN whereas 243 (60.75%)

respondents were somewhat acquainted with the concept of CWSN. Only 2 (0.05%) respondents were not acquainted with the concept of CWSN.

Among 148 rural teacher respondents, 66 (44.59%) were very well acquainted with the concept of CWSN while 82 (55.41%) were somewhat acquainted. No rural teachers were found to be not acquainted with the concept of CWSN.

Out of 252 urban teacher respondents, 89 (35.32%) were very well acquainted while 161 (63.89%) respondents were somewhat acquainted with the concept of CWSN. There are 2 (0.79%) teachers who were not acquainted with the concept of CWSN among urban respondents.

The table no. 4.32 also reveals that out of 164 male teachers, 65 (39.63%) teachers were very well acquainted and 98 (59.76%) teachers were somewhat acquainted with the concept of CWSN. Only 1 teacher (0.61%) was not acquainted with the concept of CWSN.

Among 236 female respondents, 90 (27.61%) were very well acquainted with the concept of CWSN. On the other hand, 145 (61.44%) female respondents were somewhat acquainted and 1 (0.42%) female respondent was not acquainted with the concept of CWSN.

From table no. 4.32, it can be concluded that majority of the teachers were somewhat acquainted with the concept of CWSN. More percent of rural teachers are acquainted than urban teachers with the concept of CWSN. Also more percent of male teachers are acquainted with the concept of CWSN than female teachers.

**(4) Awareness of elementary school teachers on the concept of impairment, disability and handicapped**

The following table no. 4.33 shows the responses of elementary school teachers on the question whether they can differentiate the concept of impairment, disability and handicapped.

**Table 4.33**  
**Awareness of elementary school teachers on the concept of impairment, disability and handicapped**

<i>Q. Are you able to differentiate between the concept of impairment, disability and handicap?</i>			
<b>Respondents</b>	<b>Very Much</b>	<b>Not much</b>	<b>Not at all</b>
Overall (N=400)	250 (62.5%)	145 (36.25%)	5 (1.25%)
Rural (N=148)	95 (64.19%)	51 (34.46%)	2 (1.35%)
Urban (N=252)	155 (61.51%)	94 (37.3%)	3 (1.19%)
Male (N=164)	104 (63.41%)	60 (36.59)	0
Female (N=236)	146 (61.86%)	85 (36.02%)	5 (2.12%)

As depicted in table no. 4.33, out of 400 respondents, 250 i.e. 62.5% teachers were ‘very much’ able to differentiate the concept of impairment, disability and handicapped while 145 (36.25%) teachers were ‘not much’ able to differentiate these terms. Only 5 (1.25%) teachers were ‘not at all’ able to differentiate impairment, disability and handicapped.

Among 148 rural respondents, 95 (64.19%) teachers were very much able to differentiate the concept of impairment, disability and handicapped. On the other hand, 51 (34.46%) rural respondents were not much able to differentiate the aforesaid three concept. There were 2 (1.35%) rural teachers who were not at all able to differentiate the concept of impairment, disability and handicapped.

There are 252 urban respondents, of which 155 (61.51%) were very much able to differentiate the concept of impairment, disability and handicapped while 94 (37.3%) reported that they were not much able to differentiate the three terms. At the same time,



there were 3 (1.19%) teachers who cannot differentiate the concept of impairment, disability and handicapped.

A perusal of table no. 4.33 also reveals that out of 164 male respondents, 104 (63.41%) were very much able to differentiate impairment, disability and handicapped. The rest 60 (36.59%) teachers were not much able to differentiate and there were no male teachers who cannot differentiate the concept of impairment, disability and handicapped at all.

As shown in table no. 4.33, out of 236 female respondents, 146 (61.86%) were very much able to differentiate the concept of impairment, disability and handicapped. 85 (36.02%) were not much able to differentiate and 5 (2.12%) teachers were not able to differentiate the concept of impairment, disability and handicapped at all.

From the data depicted in table no. 4.33, it was found that majority (62.5%) of the teachers were very much able to differentiate the concept of impairment, disability and handicapped. This indicated that majority of the teachers were aware of the concept of impairment, disability and handicapped. Only few teachers (1.25%) cannot differentiate the concept of impairment, disability and handicapped indicating that they were not aware of the concepts.

**(5) Awareness of elementary school teachers on the rights of children with special needs**

The following table no. 4.34 shows the responses of the elementary school teachers on how acquainted the teachers are about the rights of children with special needs.

**Table 4.34**

**Awareness of elementary school teachers on the rights of CWSN**

<i>Q. How acquainted are you about the rights of children with special needs (CWSN)?</i>			
Respondents	Very well acquainted	Somewhat acquainted	Not acquainted
Overall (N=400)	121 (30.25%)	263 (65.75%)	16 (4%)
Rural (N=148)	57 (38.51%)	89 (60.14%)	2 (1.35%)
Urban (N=252)	64 (25.4%)	174 (69.05%)	14 (5.56%)
Male (N=164)	59 (35.98%)	98 (59.76%)	7 (4.27%)
Female (N=236)	62 (26.27%)	165 (69.92%)	9 (3.81%)

As shown in table no. 4.34, out of 400 respondents, 121 (30.25%) reported that they were very well acquainted about the rights of children with special needs and 263 (65.75%) respondents were somewhat acquainted with the rights of children with special needs. At the same time, 16 (4%) teachers were not acquainted with the rights of children with special needs.

Among rural teachers, 57 (38.51%) out of 148 teachers reported that they were very well acquainted about the rights of children with special needs whereas 89 (60.14%) rural teachers were somewhat acquainted. Only 2 (1.35%) rural teachers were not-acquainted with the rights of children with special needs.

As depicted in table no. 4.34, out of 252 urban teachers surveyed, 64 (25.4%) were very well acquainted with the rights of children with special needs. 174 (69.05%) urban teachers reported that they were somewhat acquainted with the rights of children with special needs. At the same time, 14 (5.56%) urban teachers were not acquainted with the rights of children with special needs.

The data shown in table no. 4.34 also reveals that out of 164 male teachers, 59 (35.98%) were very well acquainted with the rights of children with special needs. 98

(59.76%) were somewhat acquainted and 7 (4.27%) male teachers were not acquainted with the rights of children with special needs.

As seen in table no. 4.34, out of 236 female respondents, 62 (26.27%) were very well acquainted with the rights of children with special needs and 165 (69.62%) respondents were somewhat acquainted with the rights of children with special needs. There were 9 (3.18%) female respondents who were not acquainted with the rights of persons with special needs.

A perusal of the data shown in table no. 4.34 and the above analysis reveals that majority (65.75%) of the teachers were somewhat acquainted with the rights of children with special needs. Only some teachers (30.25%) were very well acquainted with the rights of children with special needs. A few number of teachers 16 (4%) were not acquainted with the rights of children with special needs. It was also found that the percentage of very well acquainted teachers about the rights of children with special needs was higher among rural teachers than urban teachers. At the same time, the percentage of very well acquainted teachers about the rights of children with special needs was higher among male teachers than female teachers.

**(6) Awareness of elementary school teachers about Persons with Disability Act 1995.**

The following table no. 4.35 highlights the awareness of elementary school teachers about the Persons with Disability Act (PwD Act) 1995.

**Table 4.35**

**Awareness of elementary school teachers on Persons with Disability Act (PwD Act) 1995**

<b><i>Q. How conversant are you about the Persons with Disability Act (PwD Act) 1995?</i></b>			
Respondents	Very well conversant	Somewhat conversant	Not conversant
Overall (N=400)	32 (8%)	300 (75%)	68 (17%)
Rural (N=148)	16 (10.81%)	101 (68.24%)	31 (20.95%)
Urban (N=252)	16 (6.35%)	199 (78.97%)	37 (14.68%)
Male (N=164)	17 (10.37%)	118 (71.95%)	29 (17.68%)
Female (N=236)	15 (6.36%)	182 (77.12%)	39 (16.53%)

The above table no. 4.35 shows that out of 400 respondents, 32 (8%) teachers were very well conversant with the PwD Act, 1995 whereas 300 (75%) teachers were somewhat conversant with the PwD Act, 1995. There were 68 (17%) teachers, who were not conversant with the PwD Act, 1995.

As depicted in table no. 4.35, out of 148 rural teachers surveyed, 16 (10.81%) teachers reported that they were very well conversant with the PwD Act, 1995. While 101 (68.24%) rural teachers were somewhat conversant, 31 (20.95%) rural teachers were not conversant with the PwD Act, 1995.

As shown in table no. 4.35, Out of 252 urban teachers, 16 (6.35%) were very well conversant and 199 (78.97%) were somewhat conversant about the PwD Act, 1995. There were 37 (14.68%) urban teachers, who were not conversant with the PwD Act, 1995.

A perusal of table no. 4.35 also shows that, out of 164 male respondents, 17 (10.37%) were very well conversant about PwD Act, 1995. On the other hand, there were 118 (71.95%) and 29 (17.68%) male respondents who were somewhat acquainted and not acquainted about PwD Act, 1995 respectively.

The data shown in table no. 4.35 also reveals that among 236 female respondents, 15 (6.36%) were very well acquainted, 182 (77.12%) were somewhat acquainted and 39 (16.53%) were not acquainted about the PwD Act, 1995.

It may be concluded from the above analysis that majority of the respondents were somewhat acquainted about the PwD Act, 1995. Only few (8%) respondents were found to be very well acquainted and a large amount of teachers (17%) were not acquainted about the PwD Act, 1995.

**(7) Awareness of elementary school teachers about the schemes for children with special needs**

The following table no. 4.36 shows the responses of elementary school teachers with respect to the question on the awareness about the schemes for children with special needs

**Table 4.36**

**Awareness of elementary school teachers about the schemes for CWSN**

<i>Q. How acquainted are you about the schemes for children with special needs (CWSN)?</i>			
Respondents	Very well acquainted	Somewhat acquainted	Not acquainted
Overall (N=400)	55 (13.75%)	328 (82%)	17 (4.25%)
Rural (N=148)	24 (16.22%)	119 (80.41%)	5 (3.38%)
Urban (N=252)	31 (12.30%)	209 (82.94%)	12 (4.76%)
Male (N=164)	28 (17.07%)	129 (78.66%)	7 (4.27%)
Female (N=236)	27 (11.44%)	199 (84.32%)	10 (4.24%)

The above table no. 4.36 shows that out of 400 respondents, 55 (13.75%) were very well acquainted with the schemes available for CWSN while 328 (82%) respondents were somewhat acquainted. Meanwhile, 17 (4.25%) respondents reported that they were not acquainted about the schemes for CWSN.

Among rural teachers, out of 148 respondents, 24 (16.22%) were very well acquainted, 119 (80.41%) were somewhat acquainted and 5 (3.38%) were not acquainted about the schemes for children with special needs.

Out of 252 urban teachers surveyed, 31 (12.30%) reported that they were very well acquainted, 209 (82.94%) said that they were somewhat acquainted and 12 (4.76%) urban teachers were not acquainted about the schemes for children with special needs.

Among male teachers, out of 164, 28 (17.07%) respondents were very well acquainted with the schemes for CWSN while 129 (78.66%) male teachers were somewhat acquainted. There were 7 (4.27%) male respondents who were not acquainted with the schemes for CWSN.

Out of 236 female respondents, 27 (11.44%) said that they were very well acquainted, 199 (84.32%) teachers responded that they were somewhat acquainted and the rest 10 (4.24%) respondents were not acquainted about the schemes for CWSN.

A perusal of table no. 4.36 reveals that majority of the teachers were somewhat aware about the schemes available for CWSN. There were some teachers (4.25%) who were not at all aware about the schemes for CWSN.

**(8) Awareness of elementary school teachers about the provision of aids and appliances available for children with special needs**

The following table no. 4.37 shows the responses of elementary school teachers with respect to the question on the awareness about the provision of aids and appliances available for children with special needs.

**Table 4.37**

**Awareness of elementary school teachers about the provision of aids and appliances available for CWSN**

<i>Q. How acquainted are you about the provision of aids and appliances available for children with special needs (CWSN)?</i>			
Respondents	Very well acquainted	Somewhat acquainted	Not acquainted
Overall (N=400)	50 (12.5)	328 (82%)	22 (5.5%)
Rural (N=148)	29 (19.59%)	116 (78.38%)	3 (2.03%)
Urban (N=252)	21 (8.33%)	212 (84.13%)	19 (7.54%)
Male (N=164)	31 (18.90%)	124 (75.61%)	9 (5.49%)
Female (N=236)	19 (8.05%)	204 (86.44%)	13 (5.51%)

As depicted in the above table no. 4.37, out of the total respondents of 400, 50 (12.5%) reported that they were very well acquainted, 328 (82%) reported that they were somewhat acquainted and 22 (5.5%) reported that they were not acquainted about the provision of aids and appliances available for CWSN.

Among rural teachers, out of 148 respondents, 29 (19.59%) responded that they were very well acquainted, 116 (78.38%) said that they were somewhat acquainted and 3 (2.03%) reported that they were not acquainted about the provision of aids and appliances available for CWSN.

Out of 252 urban teachers, 21 (8.33%) reported that they were very well acquainted, 212 (84.13%) were somewhat acquainted and 19 (7.54%) were not acquainted about the provision of aids and appliances available for CWSN.

Among male respondents, out of 164, 31 (18.90%) respondents reported that they were very well acquainted with the provision of aids and appliances available for CWSN. at the same time, 124 (75.61%) male respondents reported that they were somewhat acquainted and 9 (5.49%) teachers reported that they were not acquainted about the provision of aids and appliances available for CWSN.

Out of 236 female respondents, 19 (8.05%) were very well acquainted, 204 (86.44%) were somewhat acquainted and 13 (5.51%) were not acquainted about the provision of aids and appliances available for CWSN.

It can be concluded from the data depicted in table no. 4.37 that majority of the teachers (82%) were somewhat acquainted about the provision of aids and appliances available for CWSN. There were some teachers (5.5%) who were not at all aware about the provision of aids and appliances available for CWSN. The percentage of well acquainted teachers about the provision of aids and appliances available for CWSN was higher among rural teachers than that of urban teachers. At the same time, the percentage of well acquainted teachers among male was higher than female teachers.

**(9) Awareness of elementary school teachers about the provision of medical assessment camp**

The following table no. 4.38 shows the responses of elementary school teachers with respect to the question about medical assessment camp.

**Table 4.38**  
**Awareness of elementary school teachers about the provision of medical assessment camp**

<i>Q. Are you aware of the provision of medical assessment camp?</i>			
Respondents	Very Well Aware	Somewhat Aware	Not Aware
Overall (N=400)	76 (19%)	292 (73%)	32 (8%)
Rural (N=148)	34 (22.97%)	104 (70.27%)	10 (6.76%)
Urban (N=252)	42 (16.67%)	188 (74.60%)	22 (8.73%)
Male (N=164)	39 (23.78%)	110 (67.07%)	15 (9.15%)
Female (N=236)	37 (15.68%)	182 (77.12%)	17 (7.20%)

As shown in table no. 4.38, out of 400 respondents, 76 (19%) responded that they were very well aware of the provision of medical assessment camp. 292 (73%) teachers reported that they were somewhat aware and 32 (8%) teachers were not aware about the provision of medical assessment camp.



Among rural teachers, out of 148 respondents, 34 (22.97%) reported that they were very well aware, 104 (70.27%) reported that they were somewhat aware and 10 (6.76%) rural teachers reported that they were not aware about the provision of medical assessment camp.

Out of 252 urban respondents, 42 (16.67%) reported that they were very well aware about the provision of medical assessment camp. On the other hand, 188 (74.60%) were somewhat aware and 22 (8.73%) among urban respondents are not aware about the provision of medical assessment camp.

Among male respondents, out of 164 teachers, 39 (23.78%) were very well aware, 110 (67.07%) were somewhat aware and 15 (9.15%) were not aware about the provision of medical assessment camp.

Out of 236 female respondents, 37 (15.68%) were very well aware, 182 (77.12%) were somewhat aware and the rest 17 (7.20%) teachers were not aware about the provision of medical assessment camp.

It can be concluded from table no. 4.38 that majority of the teachers were somewhat aware about the provision of medical assessment camp and only few teachers (19%) were very well aware about the provision of medical assessment camp. The percentage of very well aware teachers about the provision of medical assessment camp was much higher among rural teachers than urban teachers. It can also be concluded that, male teachers were more aware about the provision of medical assessment camp than female teachers.

**(10) Awareness of elementary school teachers about the steps involved in the identification of different types of children with special needs.**

The following table no. 4.39 shows the responses of elementary school teachers on the awareness about the steps involved in the identification of different types of children with special needs.

**Table 4.39**  
**Awareness of elementary school teachers about the step involved in the identification of different types of CWSN**

<i>Q. Are you conversant about the steps involved in the identification of different types of children with special needs (CWSN)?</i>			
Respondents	Very well conversant	Somewhat conversant	Not conversant
Overall (N=400)	57 (14.25%)	305 (76.25%)	38 (9.5%)
Rural (N=148)	30 (20.27%)	104 (70.27%)	14 (9.46%)
Urban (N=252)	27 (10.71%)	201 (79.76%)	24 (9.52%)
Male (N=164)	21 (12.80%)	129 (78.66%)	14 (8.54%)
Female (N=236)	36 (15.25%)	176 (74.58%)	24 (10.17%)

As depicted in table no. 4.39, out of 400 sample teachers, 57 (14.25%) were very well conversant about the steps involved in the identification of different types of CWSN whereas 305 (76.25%) teachers reported that they were somewhat conversant with the steps of identification. At the same time, 38 (9.5%) teachers were not conversant with the steps involved in the identification of different types of CWSN.

Out of 148 rural teachers, 30 (20.27%) were very well conversant, 104 (70.27%) reported that they were somewhat conversant and 14 (9.46%) teachers were not conversant about the steps involved in the identification of different types of CWSN.

Among urban teachers, out of 252 respondents, 27 (10.71%) reported that they were very well conversant, 201 (79.76%) reported that they were somewhat conversant and 24 (9.52%) responded that they were not conversant about the steps involved in the identification of different types of CWSN.

Among male teachers, out of 164 respondents, 21 (12.80%) said that they were very well conversant, 129 (78.66%) respondents were somewhat conversant and the rest 14 (8.54%) respondents were not conversant about the steps involved in the identification of different types of CWSN.

Out of 236 female respondents, 36 (15.25%) were very well conversant, 176 (74.58%) were somewhat conversant and 24 (10.17%) were not conversant about the steps involved in the identification of different types of CWSN.

It can be seen from table no. 4.39 that only few respondents (14.25%) were very well acquainted about the steps involved in the identification of different types of CWSN. On the other hand, majority of the respondents (76.25%) were somewhat conversant and there were some respondents (9.5%) who were not conversant about the steps involved in the identification of different types of CWSN. It was also found that rural teachers were more aware about the steps involved in the identification of CWSN than urban teachers. It can also be concluded that female respondents were more aware about the steps involved in the identification of different types of CWSN than that of male respondents.

#### **(11) Awareness of elementary school teachers about the concept of Individualized Educational Plan (IEP)**

The following table no. 4.40 shows the responses of elementary school teachers on the concept of Individualized Educational Plan (IEP).

**Table 4.40**

**Awareness of elementary school teachers about the concept of Individualized Educational Plan (IEP)**

<i>Q. How acquainted are you about the concept of Individualized Educational Plan (IEP)?</i>			
Respondents	Very well acquainted	Somewhat acquainted	Not acquainted
Overall (N=400)	27 (6.75%)	303 (75.75%)	70 (17.5%)
Rural (N=148)	15 (10.14%)	113 (76.35%)	20 (13.51%)
Urban (N=252)	12 (4.76%)	190 (75.4%)	50 (19.84%)
Male (N=164)	10 (6.1%)	120 (73.17%)	34 (20.73%)
Female (N=236)	17 (7.20%)	183 (77.54%)	36 (15.25%)

A perusal of table no. 4.40 reveals that, out of 400 respondents, 27 (6.75%) were very well acquainted with the concept of IEP. At the same time, 303 (75.75%) were somewhat acquainted and 70 (17.5%) respondents were not acquainted with the concept of IEP.

Among rural teachers, out of 148 respondents, 15 (10.14%) were very well acquainted, 113 (76.35%) were somewhat acquainted and 20 (13.51%) were not acquainted about the concept of IEP.

Among urban teachers, out of 252 respondents, 12 (4.76%) were very well acquainted, 190 (75.4%) were somewhat acquainted and 50 (19.84%) were not acquainted about the concept of IEP.

Out of 164 male respondents, 10 (6.1%) were very well acquainted, 120 (73.17%) were somewhat acquainted and 34 (20.73%) were not acquainted about the concept of IEP.

Out of 236 female respondents, 17 (7.20%) were very well acquainted, 183 (77.54%) were somewhat acquainted and 36 (15.25%) were not acquainted about the concept of IEP.

From the data depicted in table no. 4.40 it can be concluded that majority of the respondents were somewhat aware about the concept of IEP. It was found that only a

very few teachers (6.75%) were very well aware about the concept of IEP. It was found that rural respondents were more aware about the concept of IEP than urban respondents. Among gender, female respondents were more aware than male respondents about the concept of IEP.

**(12) Awareness of elementary school teachers on the preparation of Individualized Educational Plan (IEP)**

The following table no. 4.41 shows the awareness of elementary school teachers on the preparation of Individualized Educational Plan (IEP) for different types of children with special needs.

**Table 4.41**  
**Awareness of elementary school teachers on the preparation of IEP for different types of CWSN**

<i>Q. How conversant are you in preparing IEP for different types of children with special needs (CWSN)?</i>			
Respondents	Very well conversant	Somewhat conversant	Not conversant
Overall (N=400)	13 (3.25%)	305 (76.25%)	82 (20.5%)
Rural (N=148)	6 (4.05%)	112 (75.68%)	30 (20.27%)
Urban (N=252)	7 (2.78%)	193 (76.59%)	52 (20.63%)
Male (N=164)	4 (2.44%)	119 (72.56%)	41 (25%)
Female (N=236)	9 (3.81%)	186 (78.81%)	41 (17.37%)

As shown in table no. 4.41, out of 400 respondents, 13 (3.25%) were very conversant, 305 (76.25%) were somewhat conversant and 82 (20.5%) were not conversant about the preparation of IEP for different types of CWSN.

Out of 148 rural respondents, 6 (4.05%) were very well conversant, 112 (75.68%) were somewhat conversant and 30 (20.27%) were not conversant about the preparation of IEP for different types of CWSN.

Among Urban teachers, out of 252 respondents, 7 (2.78%) were very well conversant, 193 (76.59%) were somewhat conversant and 52 (20.63%) were not conversant about the preparation of IEP for different types of CWSN.

Among male teachers, out of 164 respondents, 4 (2.44%) were very well conversant, 119 (72.56%) were somewhat conversant and 41 (25%) were not conversant about the preparation of IEP for different types of CWSN.

Out of 236 female respondents, 9 (3.18%) were very well conversant, 186 (78.81%) were somewhat conversant and 41 (17.37%) were not conversant about the preparation of IEP for different types of CWSN.

It may be concluded that majority of the respondents were somewhat aware about the preparation of IEP for different types of CWSN. There were very few respondents (3.25%) who were very well aware about the preparation of IEP for different types of CWSN.

#### **4.9.0. Objective No. 10: To study the opinion of parents about the different aspects of inclusive education**

To study the opinion of parents towards inclusive education, the investigator developed an opinionnaire. It consisted of 9 questions related to inclusive education. The responses of parents were tabulated and analyzed item-wise in the following.

#### **4.9.1. Opinion of parents on the school system best suited for children with special needs (CWSN).**

The following table no. 4.42 shows the opinion of parents on the school system best suited for children with special needs (CWSN)

**Table 4.42**  
**Opinion of Parents on the school system best suited for CWSN**

<i>Q. Which of the following school system do you think is best suited for children with special needs (CWSN)?</i>			
Respondents	Special School	Integrated School	Inclusive School
Overall (N=320)	133 (41.56%)	62 (19.38%)	126 (39.38%)
Male (N=132)	51 (38.64%)	21 (15.91%)	60 (45.45%)
Female (N=188)	81 (43.08%)	41 (21.81%)	66 (35.11%)
Rural (N=116)	46 (39.66%)	22 (18.97%)	48 (41.38%)
Urban (N=204)	86 (42.16%)	40 (19.61%)	78 (38.24%)
Parents of CWSN (N=134)	41 (30.6%)	26 (19.4%)	67 (50%)
Parents of Normal Children (N=186)	91 (48.92%)	36 (19.35%)	59 (31.72%)

The data depicted in table no. 4.42 shows the opinion of parents on the school system which they thought would be best suited for CWSN. Out of the total 320 parents surveyed, 133 (41.56%) believed that special school is best suited for CWSN. at the same time, 62 (19.38%) out of 320 respondents reported that integrated school is best suited for CWSN while 126 (39.38%) respondents thought that inclusive school is best suited for CWSN.

Among male out of 132 respondents, 51 (38.64%) considered special school, 21 (15.91%) considered integrated school and 60 (45.45%) considered inclusive school as the school system that would be best suited for CWSN.

Out of 188 female respondents, 46 (39.66%) considered special school, 41 (21.81%) considered integrated school and 66 (35.11%) considered inclusive school as the school system that would be best suited for CWSN.

Among the 116 rural respondents, 46 (39.66%) were in favour of special school, 22 (18.97%) favoured integrated school and 48 (41.38%) favoured inclusive school as the best suited for the education of CWSN.

Out of 204 urban respondents, 86 (42.16%) considered special school, 40 (19.61%) considered integrated school and 78 (38.24%) considered inclusive school as the school system best suited for the education of CWSN.

Among the parents of CWSN, out of 134 respondents, 41 (30.6%) preferred special school for the education of CWSN. 26 (19.4%) respondents considered integrated school and 67 (50%) respondents were of the opinion that inclusive school is best suited for the education of CWSN.

Among the parents of normal children, out of 186 respondents, 91 (48.92%) thought special school is best suited for the education of CWSN. There were 36 (19.35%) respondents who preferred integrated school for the education of CWSN. At the same time, 59 (31.72%) considered inclusive school as the school system best suited for CWSN.

It can be concluded from the data depicted in table no. 4.42 that special school is preferred by most parents (41.56%) for the education of CWSN. At the same time, a large number of teachers (39.38%) preferred inclusive school and integrated school is least preferred by the respondents for the education of CWSN. Though majority of the respondents preferred special school, majority of parents of CWSN preferred inclusive school over special school. It can also be seen that integrated school is clearly not the option of parents for the education of CWSN.

#### **4.9.2. Parents opinion on best suited teacher to teach children with special needs (CWSN).**

The following table no. 4.43 shows the opinion of parents on best suited teacher to teach CWSN



**Table 4.43**  
**Opinion of Parents on best suited teacher to teach CWSN**

<i>Q. Who do you think is best suited to teach CWSN?</i>			
Respondents	Special Teacher only	General Teacher only	Both Special and General Teacher
Overall (N=320)	94 (29.37%)	18 (5.63%)	208 (65%)
Male (N=132)	43 (32.58%)	4 (3.03%)	85 (64.39%)
Female (N=188)	51 (27.12%)	14 (7.45%)	123 (65.43%)
Rural (N=116)	34 (29.31%)	3 (2.59%)	79 (68.1%)
Urban (N=204)	60 (29.41%)	15 (7.35%)	129 (63.24%)
Parents of CWSN (N=134)	35 (26.12%)	8 (5.97%)	91 (67.91%)
Parents of Normal Children (N=186)	59 (31.72%)	10 (5.38%)	117 (62.9%)

A perusal of the above table no. 4.43 reveals that out of 320 respondents, 94 (29.37%) thought that only special teacher should teach CWSN. 18 (5.63%) preferred only general teacher to teach CWSN. 208 (65%) respondents thought that both special and general teacher should teach CWSN.

Out of 132 male respondents, 43 (32.58%) preferred only special teacher, 4 (3.03%) chose only general teacher and 85 (64.39%) respondents want both general and special teacher to teach CWSN.

Among female respondents, out of 188, 51 (27.12%) considered only special teacher, 14 (7.45%) considered only general teacher and 123 (65.43%) considered both general and special teacher as best suited to teach CWSN.

Among the rural respondents, 34 (29.31%) out of 116 thought that only special teacher should teach CWSN. 3 (2.59%) support that only general teacher should teach CWSN while 79 (68.1%) considered the combination of both special and general teacher as best suited to teach CWSN.

Out of 204 urban respondents, 60 (29.41%) considered only special teacher, 15 (7.35%) opted only general teacher and 129 (63.24%) considered the combination of both special and general teacher as best suited to teach CWSN.

Out of 134 parents of CWSN, 35 (26.12%) preferred only special teacher, 8 (5.97%) chose only general teacher and 91 (67.91%) respondents considered the combination of both special and general teacher will be best suited to teach CWSN.

Out of 186 parents of normal children, 59 (31.72%) opted only special teacher, 10 (5.38%) considered only general teacher and 117 (62.9%) considered the combination of general and special teacher as best suited to teach CWSN.

In conclusion, majority of the respondents considered the combination of both special and general teacher as best suited to teach CWSN. Though there were some parents who considered either only special teacher or general teacher, it is clear from the data depicted in the above table that most respondents want the combination of both special and general teacher to teach CWSN.

#### **4.9.3. Opinion of parents on the stage of implementation of inclusive education.**

The following table no. 4.44 shows the opinion of parents on the stage of implementation of inclusive education:

**Table 4.44**  
**Opinion of Parents on the stage of implementation of inclusive education**

<i><b>Q. When do you think Inclusive education should be initiated?</b></i>			
<b>Respondents</b>	<b>Pre-Primary</b>	<b>Primary</b>	<b>Upper Primary</b>
Overall (N=320)	198 (61.88%)	116 (36.25%)	6 (1.88%)
Male (N=132)	71 (53.79%)	61 (46.21%)	0
Female (N=188)	127 (67.55%)	55 (29.26%)	6 (3.19%)
Rural (N=116)	76 (65.52%)	40 (34.48%)	0
Urban (N=204)	122 (59.8%)	76 (37.25%)	6 (2.94%)
Parents of CWSN (N=134)	88 (65.67%)	46 (34.33%)	0
Parents of Normal Children (N=186)	110 (59.14%)	70 (37.63%)	6 (3.87%)

With regards to the opinion on the stage of implementation of inclusive education, out of the total respondents of 320, 198 (61.88%) thought that inclusive education should be initiated at the pre-primary level. There were 116 (36.25%) respondents who suggested primary as the stage of implementation of inclusive education. At the same time, there were 6 (1.88%) respondents who thought inclusive education should be initiated from upper primary stage.

Out of 132 male respondents, 71 (53.79%) were of the opinion that inclusive education should be initiated from pre-primary stage. 61 (46.21%) thought that it should be initiated from primary stage and no male teacher want inclusive education to be initiated from upper primary stage.

Among the 188 female respondents, 127 (67.55%) want to introduce inclusive education at the pre-primary stage. 55 (29.26%) thought that it should be initiated from primary stage and 6 (3.19%) were of the opinion that inclusive education should be initiated from the upper primary stage.

Among the 116 rural respondents, 76 (65.53%) suggested pre-primary stage, 40 (34.48%) proposed primary stage and no respondents suggested upper primary as the stage of implementation for inclusive education.

Out of 204 urban respondents, 122 (59.8%) were of the opinion that inclusive education should be initiated from pre-primary stage. 76 (37.25%) thought that it should be from primary stage and 6 (2.94%) opted upper primary school to initiate inclusive education.

Out of 134 parents of CWSN surveyed, 88 (65.67%) wish to initiate inclusive education at the pre-primary stage. 46 (34.33%) thought that it should be from primary stage and no teacher recommended upper primary stage for initiating inclusive education.

Among the 186 parents of normal children, 110 (59.14%) preferred pre-primary stage to initiate inclusive education. At the same time, 70 (37.63%) were of the opinion that it should be from primary stage and 6 (3.87%) thought that inclusive education should be initiated from the upper primary stage.

It can be concluded that majority of the respondents (61.88%) wanted pre-primary level as the implementing stage for inclusive education. There are some respondents (36.25%) who were in favour of primary stage and only few respondents (1.88%) recommended upper primary stage for initiating inclusive education. No respondents among male, rural and parents of CWSN recommended initiating inclusive education at the upper primary stage.

#### **4.9.4. Opinion of parents on how inclusive school should treat children with special needs (CWSN).**

The following table no. 4.45 shows the opinion of parents on how inclusive school should treat CWSN

**Table 4.45**  
**Opinion of Parents on how inclusive school should treat CWSN**

<i>Q. According to you, how should inclusive schools treat CWSN?</i>			
Respondents	They should ignore them	They should be given special treatment	They should be treated same as others
Overall (N=320)	21 (6.56%)	126 (39.38%)	173 (54.06%)
Male (N=132)	10 (7.58%)	51 (38.64%)	71 (53.79%)
Female (N=188)	11 (5.85%)	75 (39.89%)	102 (54.26%)
Rural (N=116)	5 (4.31%)	51 (43.97%)	60 (51.72%)
Urban (N=204)	16 (7.84%)	75 (36.76%)	113 (55.39%)
Parents of CWSN (N=134)	8 (5.97%)	43 (32.09%)	83 (61.94%)
Parents of Normal Children (N=186)	13 (6.99%)	83 (44.62%)	90 (48.39%)

As shown in table no. 4.45, out of the total 320 respondents, 21 (6.56%) thought that an inclusive school should ignore CWSN while 126 (39.38%) respondents were of

the opinion that CWSN should be given special treatment. 173 (54.06%) reported that the treatment of CWSN in an inclusive school should be same as others.

Among the 132 male respondents, 10 (7.58%) said that the school should ignore CWSN while 51 (38.64%) thought that special treatment should be given to CWSN in an inclusive school. Meanwhile, 71 (53.79%) opined that CWSN should be treated same as others.

Among the 188 female respondents, 11 (5.85%) wants to ignore CWSN in the school while 75 (39.89%) thought that CWSN in an inclusive school should be given special treatment. On the other hand, 102 (54.26%) were of the opinion that CWSN in inclusive school should be treated same as others.

Out of 116 rural respondents, 5 (4.31%) thought that CWSN in an inclusive school should be ignored. 51 (43.97%) rural respondents supported special treatment for CWSN in an inclusive school. There were 60 (51.72%) respondents with the opinion that the treatment of CWSN should be same as others in an inclusive school.

Among the 204 urban respondents, 16 (7.84%) thought that an inclusive school should ignore CWSN whereas 75 (36.76%) wants an inclusive school to give special treatment to CWSN. 113 (55.39%) responded that CWSN should be treated same as others in an inclusive school.

Among the 134 parents of CWSN, 8 (5.97%) thought that an inclusive school should ignore CWSN while 43 (32.09%) want an inclusive school to provide special treatment to CWSN. 83 (61.94%) respondents were of the opinion that the treatment of CWSN in an inclusive school should be same as others.

Out of 186 parents of normal children, 13 (6.99%) held the opinion that CWSN should be ignored by an inclusive school while 83 (44.62%) respondents thought that

special treatment should be given to CWSN by inclusive school. On the other hand, 90 (48.39%) thought that CWSN should be treated same as others by inclusive school.

With regards to the opinion of parents on the treatment of CWSN in an inclusive school, it can be concluded from the data shown in table no. 4.45 that majority of the respondents (54.06%) want the schools to treat CWSN as the same as their normal peers. A large number of respondents (39.38%) desired to provide special treatment to CWSN. It was found that ignoring CWSN by inclusive school was the least preferred treatment by the respondents.

#### 4.9.5. Opinion of parents on the evaluation system in an inclusive school.

The following table no. 4.46 shows the opinion of parents on the evaluation system in an inclusive school.

**Table 4.46**

**Opinion of Parents on the evaluation system in an inclusive school**

<i><b>Q. What in your opinion should be the evaluation system in an inclusive school?</b></i>			
Respondents	Flexible to meet the needs of CWSN	Same for both CWSN and Non-CWSN	No evaluation is needed for CWSN
Overall (N=320)	181 (56.56%)	117 (36.56%)	22 (6.88%)
Male (N=132)	79 (59.85%)	44 (33.33%)	9 (6.82%)
Female (N=188)	102 (54.26%)	73 (38.83%)	13 (6.91%)
Rural (N=116)	67 (57.76%)	36 (31.03%)	13 (11.21%)
Urban (N=204)	114 (55.88%)	81 (39.71%)	9 (4.41%)
Parents of CWSN (N=134)	65 (48.51%)	65 (48.51%)	4 (2.99%)
Parents of Normal Children (N=186)	116 (62.37%)	52 (27.96%)	18 (9.68%)

A look at table no. 4.46 reveals that, out of the total 320 respondents, 181 (56.56%) held the opinion that the evaluation system in an inclusive school should be flexible to meet the needs of CWSN. At the same time, there were 117 (36.56%) respondents who advocated that the evaluation in an inclusive school should be same

for both CWSN and non-CWSN. 22 (6.88%) respondents were of the opinion that no evaluation is needed for CWSN.

Among the 132 male respondents, 79 (59.85%) thought that the evaluation system in an inclusive school should be flexible to meet the needs of CWSN. 44 (33.33%) held the opinion that it should be same for both CWSN and non-CWSN while 9 (6.82%) male respondents thought that no evaluation is needed for CWSN.

Among 188 female respondents, 102 (54.26%) support flexible evaluation system to meet the needs of CWSN. Same evaluation system both for CWSN and non-CWSN is supported by 73 (38.83%) female respondents. Out of 188 female respondents, 13 (6.91%) thought that no evaluation is needed for CWSN.

Out of 116 rural respondents, 67 (57.76%) were of the opinion that the evaluation system in an inclusive school should be flexible to meet the needs of CWSN whereas 36 (31.03%) held the opinion that the evaluation should be same for both CWSN and non-CWSN. On the other hand, 13 (11.21%) thought that evaluation is not needed for CWSN.

Out of 204 urban respondents, 114 (55.88%) thought that flexible evaluation system is needed to meet the needs of CWSN. On the other hand, 81 (39.71%) suggested the same evaluation system for both CWSN and non-CWSN. 9 (4.41%) held the view that evaluation is needed for CWSN.

As shown in table no. 4.46, out of 134 parents of CWSN, 65 (48.51%) want flexible evaluation system to meet the needs of CWSN. Another 65 (48.51%) support same evaluation for both CWSN and non-CWSN in an inclusive school. In the opinion of 4 (2.99%) respondents no evaluation is needed for CWSN.

Out of 186 parents of normal children, 116 (62.37%) held the view that flexible evaluation system is needed in an inclusive school to meet the needs of CWSN. in the

meantime, there were 52 (27.96%) respondents with the opinion that the evaluation system in an inclusive school should be same for both CWSN and non-CWSN. 18 (9.68%) held the opinion that no evaluation is needed for CWSN.

From the above analysis, it can be concluded that in the opinion of majority of the respondents (56.56%), the evaluation system in an inclusive school should be flexible to meet the needs of CWSN. Same evaluation system for both CWSN and non-CWSN was recommended by some respondents (36.56%). There were few respondents (6.88%) who held the view that no evaluation is needed for CWSN. While majority of the parents of normal children (62.37%) wanted flexible evaluation to meet the needs of CWSN, parents of CWSN preferred both flexible evaluation system and same evaluation system for both CWSN and non-CWSN equally.

#### 4.9.6. Opinion of parents on why inclusive education is needed.

The following table no. 4.47 shows the opinion of parents on why Inclusive education is needed.

**Table 4.47**  
**Opinion of Parents on why Inclusive education is needed**

<i>Q. Why inclusive education is needed?</i>				
Respondents	It provides CWSN more chances to participate in a wide variety of activities	It develops social and inter-personal skills of both CWSN and non-CWSN	It benefits all students academically	It promotes democratic values among the students
Overall (N=320)	117 (36.56%)	148 (46.25%)	40 (12.5%)	15 (4.69%)
Male (N=132)	52 (39.39%)	60 (45.45%)	13 (9.85%)	7 (5.3%)
Female (N=188)	65 (34.57%)	88 (46.81%)	27 (14.36%)	8 (4.26%)
Rural (N=116)	42(36.21%)	63 (54.31%)	11 (9.48%)	0
Urban (N=204)	75 (36.76%)	85 (41.67%)	29 (14.22%)	15 (7.35%)
Parents of CWSN (N=134)	39 (29.1%)	77 (57.46%)	16 (11.94%)	2 (1.49%)
Parents of Normal Children (N=186)	78 (41.94%)	71 (38.17%)	24 (12.9%)	13 (6.99%)



As depicted in table no. 4.47, out of 320 respondents, 117 (36.56%) thought that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. 148 (46.25%) respondents said it is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Meanwhile, 40 (12.5%) assumed that it is needed because it benefits all students academically and in the opinion of 15 (4.69%) respondents, it promotes democratic values among the students.

Out of 132 male respondents, 52 (39.39%) thought that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. In the opinion of 60 (45.45%) respondents, it is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. On the other hand, 13 (9.85%) thought that it is needed because it benefits all students academically and in the opinion of 7 (5.3%) respondents, it promotes democratic values among the students.

Out of 188 female respondents, 65 (34.57%) responded that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. 88 (46.51%) respondents held the opinion that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. In the opinion of 27 (14.36%) respondents, inclusive education is needed as it benefits all students academically and 8 (4.26%) respondents believed that it promotes democratic values among the students.

Among the 116 rural respondents, 42 (36.21%) thought that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. 63 (54.31%) respondents thought that it is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. While 11 (9.48%) assumed that it

is needed because it benefits all students academically and no rural respondents assumed that inclusive education promotes democratic values among the students.

Among the 204 urban respondents, 75 (36.76%) held the opinion that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. At the same time, in the opinion of 85 (41.67%) respondents, inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. 29 (14.22%) urban respondents assumed that it is needed because it benefits all students academically and 15 (7.35%) respondents were of the opinion that inclusive education promotes democratic values among the students.

Out of 134 parents of CWSN, 39 (29.1%) thought that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. 77 (57.46%) respondents said it is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Meanwhile, 16 (11.94%) assumed that it is needed because it benefits all students academically and in the opinion of 2 (1.49%) respondents, inclusive education promotes democratic values among the students.

Among the 186 parents of normal children, 78 (41.94%) thought that inclusive education is needed as it provides CWSN more chances to participate in a wide variety of activities. 71 (38.17%) respondents thought that it is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. While 24 (12.9%) assumed that it is needed because it benefits all students academically and 13 (6.99%) respondents assumed that inclusive education promotes democratic values among the students.

With regards to the opinion of parents on the needs of inclusive education, it can be concluded that a large section of the respondents (46.25%) held the opinion that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Many respondents (36.56%) thought that it is needed as it

provides CWSN more chances to participate in a wide variety of activities. There were some respondents (12.5%) who thought inclusive education is needed as it benefits all students academically. Only few respondents (4.69%) said that inclusive education is needed as it promotes democratic values among the students. Majority of the parents of CWSN and rural respondents thought that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN.

#### 4.9.7. Opinion of parents on the greatest barrier for successful inclusion.

The following table no. 4.48 shows the opinion of parents on the greatest barrier for successful inclusion.

**Table 4.48**  
**Opinion of Parents on the greatest barrier for successful inclusion**

<i><b>Q. What in your opinion is the greatest barrier for successful inclusion?</b></i>					
Respondents	Negative attitude of teachers	Negative attitude of parents	Negative attitude of non-CWSN	Physical/ architectural barrier	Lack of skills by teachers
Overall (N=320)	64 (20%)	89 (27.81%)	71 (22.18%)	26 (8.13%)	69 (21.56%)
Male (N=132)	33 (25%)	34 (25.76%)	24 (18.18%)	11 (8.33%)	29 (21.97%)
Female (N=188)	31 (14.49%)	55 (29.26%)	47 (25%)	15 (7.98%)	40 (21.28%)
Rural (N=116)	21 (18.1%)	29 (25%)	31 (26.72%)	7 (6.03%)	28 (24.14%)
Urban (N=204)	43 (21.08%)	60 (29.41%)	40 (19.61%)	19 (9.31%)	41 (20.1%)
Parents of CWSN (N=134)	24 (17.91%)	51 (38.06%)	18 (13.43%)	5 (3.73%)	35 (26.12%)
Parents of Normal Children (N=186)	40 (21.51%)	38 (20.43%)	53 (28.49%)	21 (11.29%)	34 (18.28%)

A look at table no. 4.48 reveals that out of 320 respondents, 64 (20%) said that negative attitude of teachers is the greatest barrier for successful inclusion. 89 (27.81%) respondents considered negative attitude of parents as the greatest barrier for successful

inclusion while 71 (22.18%) respondents assumed Negative attitude of non-CWSN as the greatest barrier for successful inclusion. At the same time, 26 (8.13%) and 69 (21.56%) respondents considered Physical/ architectural barrier and Lack of skills by teachers as the greatest barrier for successful inclusion.

Among the 132 male respondents, 33 (25%) believed negative attitude of teachers, 34 (25.76%) considered negative attitude of parents, 24 (18.18%) assumed negative attitude of non-CWSN, 11 (8.33%) regarded physical/architectural barrier and 29 (21.97%) considered lack of skills by teachers as the greatest barrier for successful inclusion.

Among the 188 female respondents, 31 (14.49%) regarded negative attitude of teachers, 55 (29.26%) considered negative attitude of parents, 47 (25%) assumed negative attitude of non-CWSN, 15 (7.98%) considered physical/architectural barrier and 40 (21.28%) considered lack of skills by teachers as the greatest barrier for successful inclusion.

Out of 116 rural respondents, 21 (18.1%), 29 (25%) and 31(26.72%) respondents thought negative attitude of teachers, negative attitude of parents and negative attitude of non-CWSN as the greatest barrier for successful inclusion respectively. Meanwhile 7 (6.03%) thought that the greatest barrier for successful inclusion is physical/architectural barrier and 28 (24.14%) considered lack of skills by teachers as the greatest barrier for successful inclusion.

Out of 204 urban respondents, 43 (21.08%) thought negative attitude of teachers as the greatest barrier for successful inclusion. 60 (29.41%) considered negative attitude of parents and 40 (19.61%) considered negative attitude of non-CWSN as the greatest barrier for successful inclusion. 19 (9.31%) thought that the greatest barrier for

successful inclusion is physical/architectural barrier and 41 (20.1%) considered lack of skills by teachers as the greatest barrier for successful inclusion.

Among the 134 parents of CWSN, 24 (17.91%) thought negative attitude of teachers, 51 (38.06%) considered negative attitude of parents, 18 (13.43%) assumed negative attitude of non-CWSN, 5 (3.73%) considered physical/architectural barrier and 35 (26.12%) considered lack of skills by teachers as the greatest barrier for successful inclusion.

Among the 186 parents of normal children, 40 (21.51%) considered negative attitude of teachers as the greatest barrier for successful inclusion. 38(20.43%) thought negative attitude of parents and 53 (28.49%) believed negative attitude of non-CWSN as the greatest barrier for successful inclusion. 21 (11.29%) thought that the greatest barrier for successful inclusion is physical/architectural barrier and 34 (18.28%) considered lack of skills by teachers as the greatest barrier for successful inclusion.

A perusal of table no. 4.48 reveals that the opinion of parents on the greatest barrier for successful inclusion varies. Negative attitude of parents got the highest percentage as the greatest barrier for successful inclusion by the overall respondents followed by negative attitude of non-CWSN which is again followed by lack of skills by teacher and negative attitude of teachers. Physical/architectural barrier is considered as barrier least mentioned by the overall respondents.

#### **4.9.8. Opinion of parents on the most responsible person for successful implementation of inclusive education.**

The following table no. 4.49 shows the opinion of parents on the most responsible person for successful implementation of Inclusive Education

**Table 4.49**  
**Opinion of parents on the most responsible person for successful implementation of inclusive education**

<i>Q. Who in your opinion is most responsible for successful implementation of Inclusive Education?</i>							
Respon- dents	Policy Makers	Head masters	General Teachers	Special Teachers	Parents	Commu nity	Peers
Overall (N=320)	34 (10.63%)	84 (26.25%)	32 (10%)	39 (12.19%)	77 (24.06%)	47 (14.69%)	7 (2.19%)
Male (N=132)	20 (15.15%)	40 (30.30%)	10 (7.58%)	17 (12.88%)	30 (22.73%)	13 (9.85%)	2 (1.52%)
Female (N=188)	14 (7.45%)	44 (23.40%)	22 (11.70%)	22 (11.70%)	47 (25%)	34 (18.09%)	5 (2.66%)
Rural (N=116)	10 (8.62%)	38 (32.76%)	14 (12.07%)	9 (7.76%)	24 (20.69%)	19 (16.38%)	2 (1.72%)
Urban (N=204)	24 (11.76%)	46 (22.55%)	18 (8.82%)	30 (14.71%)	53 (25.98%)	28 (13.73%)	5 (2.45%)
Parents of CWSN (N=134)	8 (5.97%)	40 (29.85%)	9 (6.72%)	17 (12.69%)	38 (28.36%)	20 (14.93%)	1 (0.75%)
Parents of Normal Childre n (N=186)	25 (13.44%)	44 (23.66%)	23 (12.37%)	22 (11.83%)	39 (20.97%)	27 (14.52%)	6 (3.23%)

With respect to the question on who is most responsible for successful implementation of inclusive education, out of all 320 respondents, 34 (10.63%) opted policy makers, 84 (26.25%) chose headmasters, 32 (10%) picked general teachers, 39 (12.19%) selected special teachers, 77 (24.06%) chose parents, 47 (14.69%) opted community and 7 (2.19%) chose peers as most responsible for successful implementation of inclusive education.

Out of 132 male respondents, 20 (15.15%) opted policy makers, 40 (30.30%) chose headmasters, 10 (7.58%) picked general teachers, 17 (12.88%) selected special teachers, 30 (22.73%) chose parents, 13 (9.85%) opted community and 2 (1.52%) chose peers as most responsible for successful implementation of inclusive education.

Out of 188 female respondents, 14 (7.45%) opted policy makers as the most responsible for successful implementation of inclusive education. 44 (23.40%) chose headmasters, 22 (11.70%) picked general teachers, 22 (11.70%) selected special teachers, 47 (25%) chose parents, 34 (18.09%) opted community and 5 (2.66%) chose peers as most responsible for successful implementation of inclusive education.

Among the 116 rural respondents, 10 (8.62%) opted policy makers and 38 (32.76%) chose headmasters as the most responsible for successful implementation of inclusive education. At the same time, 14 (12.07%) considered general teachers, 9 (7.76%) selected special teachers, 24 (20.69%) chose parents, 19 (16.38%) opted community and 2 (1.72%) chose peers as most responsible for successful implementation of inclusive education.

Out of 204 urban respondents, 24 (11.76%) considered policy makers as the most responsible for successful implementation of inclusive education. While 38 (32.76%) chose headmasters, 18 (8.82%) picked general teachers, 30 (14.71%) selected special teachers, 53 (25.98%) chose parents, 28 (13.73%) opted community and 5 (2.45%) chose peers as most responsible for successful implementation of inclusive education.

Among the 134 parents of CWSN, 8 (5.97%) opted policy makers and 40 (29.85%) chose headmaster as the most responsible for successful implementation of inclusive education. On the other hand, 9 (6.72%) opted general teachers, 17 (12.69%) selected special teachers, 38 (28.36%) chose parents, 20 (14.93%) opted community and 1 (0.75%) chose peers as most responsible for successful implementation of inclusive education.

Among the 186 parents of normal children, 25 (13.44%) opted policy makers, 44 (23.66%) chose headmasters, 23 (12.37%) picked general teachers, 22 (11.83%)

selected special teachers, 39 (20.97%) chose parents, 27 (14.52%) opted community as the most responsible for successful implementation of inclusive education. 6 (3.23%) respondents chose peers as the most responsible for successful implementation of inclusive education.

With regards to the opinion of parents on who is most responsible for successful implementation of inclusive education, it can be concluded that the headmasters are most responsible in the opinion most of the respondents followed by parents and then again followed by community. As per the responses of all the respondents, peer was considered the least responsible for successful implementation of inclusive education.

#### **4.9.9. Opinion of parents on what is most important to ensure successful inclusion.**

The following table no. 4.50 shows the opinion of parents on what is most important to ensure successful inclusion

**Table 4.50**  
**Opinion of parents on what is most important to ensure successful inclusion**

<i>Q. To ensure success in inclusive education, what do you think is most important?</i>				
Respondents	Good Policy	Positive teacher attitude	Barrier free environment in school	Adequate number of human resources
Overall (N=320)	83 (25.94%)	111 (34.69%)	28 (8.75%)	98 (30.63%)
Male (N=132)	39 (29.55%)	47 (35.61%)	7 (5.30%)	39 (29.55%)
Female (N=188)	44 (23.40%)	64 (34.04%)	21 (11.17%)	59 (31.38%)
Rural (N=116)	18 (15.52%)	48 (41.38%)	6 (5.17%)	44 (37.93%)
Urban (N=204)	65 (31.86%)	63 (30.88%)	22 (10.78%)	54 (26.47%)
Parents of CWSN (N=134)	34 (25.37%)	41 (30.6%)	14 (10.45%)	45 (33.58%)
Parents of Normal Children (N=186)	49 (26.34%)	70 (37.63%)	14 (7.53%)	53 (28.49%)



A look at table no. 4.50 reveals that, out of the total 320 respondents, 83 (25.94%) considered good policy is most important to ensure successful inclusion. While in the opinion of 111 (34.69%) respondents, to ensure successful inclusion positive teacher attitude is most important, in the opinion of 28 (8.75%) respondents, barrier free environment in the school is most important to ensure successful inclusion. 98 (30.63%) held the view that adequate number of human resources is most important to ensure successful inclusion.

Among 132 male respondents, 39 (29.55%) were of the opinion that good policy is most important to ensure successful inclusion. At the same time, 47 (35.61%) thought that positive attitude of teacher is most important and 7 (5.30%) assumed that barrier free environment in the school is most important to ensure successful inclusion. In the opinion of 39 (29.55%) respondents, to ensure successful inclusion, adequate number of human resources is most important.

Out of 188 female respondents, 44 (23.40%) considered good policy, 64 (34.04%) thought positive attitude of teachers, 21 (11.17%) considered barrier free environment in the school and 59 (31.38%) thought that adequate number of human resources as the most important aspect to ensure successful inclusion.

Among the 116 rural respondents, 18 (15.52%) were of the opinion that good policy is most important to ensure successful inclusion. At the same time, 48 (41.38%) thought that positive attitude of teacher is most important and 6 (5.17%) assumed that barrier free environment in the school is most important to ensure successful inclusion. In the opinion of 44 (37.93%) respondents, to ensure successful inclusion, adequate number of human resources is most important.

Among the 204 urban respondents, in the opinion of 65 (31.86%), good policy is most important to ensure successful inclusion. At the same time, 63 (30.88%)

respondents thought that positive attitude of teacher is most important to ensure successful inclusion. 22 (10.78%) female respondents considered barrier free environment in the school while 54 (26.47%) thought that adequate number of human resources is most important to ensure successful inclusion.

Out of 134 parents of CWSN, 34 (25.37%) considered good policy, 41 (30.6%) respondents considered positive attitude of teachers as the most important thing to ensure successful inclusion. On the other hand, 14 (10.45%) respondents thought that barrier free environment in the school and the rest 45 (33.58%) respondents thought that adequate number of human resources as the most important thing to ensure successful inclusion.

Among the 186 parents of normal children, while 49 (26.34%) considered good policy, 70 (37.63%) of the respondents considered positive attitude of teacher as the most important aspect to ensure successful inclusion. Meanwhile, 14 (7.53%) respondents thought barrier free environment in the school and 53 (28.49%) respondents considered adequate number of human resources as the most important aspect to ensure successful inclusion.

It can be concluded that, in the opinion of the overall respondents, positive attitude of teacher is most important to ensure successful inclusion followed by adequate number of human resources which is again followed by good policy. Barrier free environment is least chosen by the overall respondents to ensure successful inclusion. As against the opinion of the overall respondents, according to the parents of CWSN, adequate number of human resources is the most important aspect to ensure successful inclusion. Again, the overall opinion was also contradicted by the opinion of urban respondents. According to them, good policy is the most important aspect to ensure successful inclusion.

## **CHAPTER V**

### **MAJOR FINDINGS AND DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

The present chapter deals with the major findings of the study and the discussions of the major findings. Recommendations based on the findings are also presented in this chapter and the investigator suggested some topics for further research in this chapter.

#### **5.1.0. MAJOR FINDINGS AND DISCUSSIONS**

The major findings of the present study are as follows:

##### ***5.1.1. Status and issues pertaining to Inclusive Education***

(i) The overall teacher-pupil ratio was found to be 1:6 and the special teacher-children with special needs ratio was found to be 1:49. Visual impairment was the most common among CWSN which was followed by intellectual disability. Locomotor disability was the least common type of disability among CWSN.

(ii) Majority of the schools did not have functional ramp. Only some schools were equipped with CWSN friendly toilet and among some of those schools, the construction was not done as per the specified norms. CWSN faced problems regarding access to toilet in some schools. Inclusive seating arrangement was done in majority of the schools.

(iii) In majority of the schools there were some teachers who did not undergo training on inclusive education. Headmasters in majority of the schools had undergone training on inclusive education. Majority of the headmasters felt that training on inclusive education is needed for all teachers. Majority of the headmasters thought that

the need of CWSN can be adequately met by general teachers and majority of them thought that special teacher is not necessarily needed in each of the school.

(iv) Students in majority of the schools attended medical assessment camp and majority of the headmasters were involved in the process of the identification of CWSN. It was found that the assessment was not done as per the provision of PwD Rules 1996 in majority of the schools. Assessment was done mainly by others other than team of specialists and special educator. In majority of the schools medical examination was used as a criteria for assessment.

(v) Majority of the headmasters were aware of the support available for CWSN. In majority of the schools there were CWSN who needed assistive devices and majority of them were provided assistive devices. Majority of the schools were without appropriate teaching learning material for CWSN. Majority of the schools were not equipped with resource/special teacher. It was also found that majority of the schools did not provide the needed facilities to CWSN during exams. Majority of the headmasters were not aware of the support available at cluster or block level resource centers. There were only few schools who reported the need for home based education for CWSN and the RT/volunteer/care giver provided services to CWSN in these schools. Majority of the headmasters found the financial support provided to CWSN as inadequate and majority of the headmasters rate the present support system in the school as poor.

(vi) Majority of the schools followed zero rejection policy which means no child is denied admission on the basis of caste, colour, sex, disability, etc. Majority of the schools were in a position to enroll more CWSN in their school. Also, majority of the schools were equipped with requisite number of teachers to teach all subjects, It was

also found that CWSN were encouraged to participate in classroom processes and co-curricular activities in almost all the schools. Majority of the schools felt curriculum modification is needed for CWSN. Majority of the schools did not prepare individualized educational plan for CWSN. Special attention was paid to CWSN in majority of the schools.

In majority of the schools, CWSN were actively engaged in classroom processes and co-curricular activities. The attendance of CWSN was found to be good in majority of the schools. CWSN were fully accepted by their peers in majority of the schools. The retention rate of CWSN was 100% in majority of the schools but there were some schools where the retention rate is 25% and below. The main reason of dropout was poor performance followed by adjustment problem and then financial problem. All the schools witnessing dropout of CWSN took effort to bring them back to school.

***Discussion on the findings related to status and issues pertaining to inclusive education*** : From the findings of the present study, the teacher-pupil ratio was found to be 1:6, which is quite less as compared to the PTR norm laid down by the RTE Act 2009. At the same time, the special teacher-CWSN ratio was found to be 1:49. This clearly indicates the lack of adequate number of special teachers. It was found that majority of the schools did not have functional ramps and CWSN friendly toilet. This finding corresponds with the finding of Chadha (2005), whose findings reveals that only few schools were equipped with ramps and CWSN friendly toilets. The findings of the present study contradicts with the findings of Chudasama, et al. (2006), they found that facility of ramp existed in majority of the schools. As per the findings of the present study, CWSN faced problems regarding access to toilet in some schools and this in turn may cause dropout of CWSN from schools. This is a serious issue that needs to be taken care of as early as possible. According to Banerjee & Mahendele (2006)

Physical environment in terms of disabled friendly buildings, playgrounds, toilets, furniture etc. also need to be made more disabled friendly. Community in general was by and large indifferent to the needs of the children with special needs.

In line with the present findings, Chadha (2005) found that teachers expressed the need for more training on how to teach CWSN. Teachers reported that they taught more carefully after being trained. Training increased the number of teachers with positive attitude towards CWSN from 60.9% initially to 95.7% after training (Chadha, 2005). It was also found in the present study that majority of the headmasters thought that training on inclusive education is needed for all teachers.

It was found in the present study that students in majority of the schools attended medical assessment camp. Chudasama, et al. (2006) in their study on the Impact of Integrated education for disabled children – IEDC scheme under SSA in five districts of Gujarat also found that medical camps were arranged to identify disabled children in majority of the schools. Though students in majority of the schools attended medical assessment camp, the assessment was not done as per the provision of the PwD Rules 1996.

The findings of the present study revealed that majority of the headmasters were aware of the support available for CWSN and this may be the reason why CWSN in majority of the schools received assistive devices. In contrast to the present findings, Soni (2005) found that aids and appliances for education of different categories of disabled children were not found in all the schools. The present study found that majority of the schools were without appropriate teaching learning material for CWSN and this finding is supported by the findings of Banerjee and Mahendele (2006), they found that teaching aids and appliances specifically for children with special needs were

not available in the schools. In contrary to the present finding, Chadha (2005) in his study found that majority of the schools had teaching learning material. Soni (2005) conducted a study on the interventions for education of children with disabilities in Himachal Pradesh, Madhya Pradesh, Meghalaya and Mizoram and found that no special teachers to help children with disabilities were appointed in any of the states. His finding is supported by the present findings that in majority of the schools, no special/resource teachers were appointed. Though majority of the headmasters claimed that they were aware of the support available for CWSN, majority of them were not aware of the support available at Cluster/Block level resource centres for CWSN. The present support system for CWSN may be revised as majority of the headmasters rated the present support system as poor and inappropriate.

In line with the objectives of Sarva Shiksha Abhiyan (SSA), majority of the schools under study followed zero rejection policy. But it is well known that admitting CWSN in the school is just the beginning move for successful inclusion. How CWSN were treated after admitting them into the school is what matters more. The present study also revealed that majority of the schools have sufficient number of teachers to teach all subjects while special/resource teachers to deal with CWSN were very few in numbers. If all teachers were oriented on the education of CWSN, it may improve the education of CWSN. While majority of the schools felt the need of curriculum modification for CWSN, only some schools actually modified the curriculum to meet the needs of CWSN and in support of this, Julka (2005) in his review of instructional adaptations revealed that majority of teachers teaching in integrated/inclusive schools do not adapt instructions frequently in the classroom to meet the special needs of the children. Julka (2005) also pointed out that teachers' lack of knowledge and empowerment was the reason for making no adaptations. The case may be the same for

reason of teachers not modifying the curriculum in the present study. The present study found that CWSN were actively engaged in curricular and co-curricular activities in majority of the schools and in the findings of Betsur et al. (2006) the performance of CWSN was at par with normal students. To support these findings, Chadha (2005), also found that, as per teachers' rating, performance of majority of CWSN was average. Children in majority of the schools fully accepted their CWSN peers and to support this finding, Chadha (2005) also found that majority of the peers in the classrooms helped CWSN. Regarding the retention rate of CWSN, majority of the schools under study reported that it was 100 percent. Das & Barman (2007) had the same findings that retention level of CWSN was high. The findings of the present study also reveals that the main reason of drop-out for CWSN was poor performance, this could be the direct result of teachers who are not well prepared to provide education to CWSN and inability to modify curriculum as per the needs of CWSN by the teachers.

### ***5.1.2. Construction and standardization of attitude scale***

The attitude scale towards inclusive education was constructed and standardized. The attitude scale consists of 26 items. Of which, 14 items are negative statements and 12 items are positive statements. The scale was constructed following Likert's five point scale and the maximum possible score is 130 while the minimum possible score is 26. The criterion related validity of the scale is 0.78 (coefficient correlation). The reliability of the test was 0.82 (split-half) and 0.83 (test-retest). Norms was also provided for the newly constructed scale.

### ***5.1.3. Attitude of elementary teachers towards Inclusive Education***

The amount of teachers with positive attitude towards inclusive education are more in number than teachers with negative attitude. Similarly, among male, female



and rural teachers more teachers have positive attitude than negative attitude towards inclusive education. However, among the urban teachers there were more teachers who have negative attitude rather than positive attitude towards inclusive education.

**Discussion with respect to attitude of elementary teachers towards inclusive education:** It can be known from the present findings that the attitude towards inclusive education vary among the teachers. Teachers with positive attitude towards inclusive education were more in numbers as compared to those teachers with moderate and negative attitude towards teachers. While the largest number of teachers possess positive attitude towards inclusive education, the least number of teachers possess moderate attitude towards inclusive education. The findings of Astha et al. (2011) also indicated that teacher had positive attitude towards inclusion for children with special needs. Sharma (2012) found that attitude of teachers towards the education of children with special needs in inclusive setting was very negative and this finding contradicts with the findings of the present study as there were only few teachers with highly negative attitude towards inclusive education.

According to Sharma (2012) teachers' attitudes were found to be influenced by the limited understanding of the concept of inclusive education, nature and severity of the disabling conditions, lack of pedagogical skills, lack of training, lack of previous experience with students with special needs etc. In the light of this findings, it is assumed that the attitude of teachers in the present study may also be influenced by the knowledge of teachers about the concept of inclusive education, training status, prejudices, etc.

#### ***5.1.4. Comparison of the attitude of elementary teachers towards inclusive education***

(i) There exists a significant difference between the rural and urban teachers with regards to their attitude towards inclusive education. Rural teachers have a more positive attitude towards inclusive education than the urban teachers.

(ii) There is no significant difference between male and female elementary teachers in their attitude towards inclusive education.

(iii) There is no significant difference between the young aged and middle aged teachers in their attitude towards inclusive education.

(iv) There is no significant difference between the young aged and old aged teachers in their attitude towards inclusive education.

(v) There is no significant difference between the middle aged and old aged teachers in their attitude towards inclusive education.

(vi) There is no significant difference between the undergraduate and Graduate teachers in their attitude towards inclusive education.

(vii) There is no significant difference between the undergraduate and Post Graduate teachers in their attitude towards inclusive education.

(viii) There is no significant difference between Graduate and Post Graduate teachers in their attitude towards inclusive education.

(ix) There exists a significant difference between the less experienced and middle experienced teachers in their attitude towards inclusive education. The difference is in favour of the less experience teachers. This means that the teacher with less experience have more positive attitude towards inclusive education than those with middle experience teachers.

(x) There is no significant difference between the less experienced and more experienced teachers in their attitude towards inclusive education.

(xi) There is no significant difference between the middle experienced and more experienced teachers in their attitude towards inclusive education.

**Discussion with respect to comparison of the attitude of elementary teachers towards inclusive education:** A comparison of the attitude of teachers was done based on different demographic variables such as locale, gender, age, teaching experience and educational qualification. Significant difference was found between rural and urban teachers and less experienced and middle experienced teachers in their attitude towards inclusive education. The findings revealed that rural teachers and less experienced teachers were more positive in terms of their attitude towards inclusive education than urban and middle experienced teachers respectively. No significant difference was found among other demographic groups. To support the present findings, Lamichhane (2017) found that younger teachers are more likely to adjust their teaching styles for disabled students. Against the findings of the present study, Fakolade et al. (2009) found that female teachers have more positive attitude towards the inclusion of special needs students than their male counterparts. The present study found no significant difference between male and female teachers in their attitude towards inclusive education.

The reason of rural teachers being more positive towards inclusive education than their urban counterparts may be because of the fact that in rural areas, the options of school is quite limited and no special schools exists in rural areas of Mizoram and teachers were not exposed to such type of schools. Most teachers working in rural schools were from the locality itself and this may accelerate the feeling of ownership and care for the students, whether the students have disability or not and this in turn

nurture the importance of inclusion in the mind of the teacher. This can be assumed because the present study found that demographic variables like age, sex and educational qualification are not the factors that shape the attitude of teachers towards inclusive education and therefore, it is necessary for a researcher to find out the factor that affect the attitude of teacher towards inclusive education.

#### ***5.1.5. Awareness of elementary school teachers about Inclusive Education***

(i) All teachers were aware of the right to education as a fundamental right for all children between the age group of 6-14 years.

(ii) Most teachers were knowledgeable that all children irrespective of the type and degrees of disability should be included in the same school. Rural teachers were more aware than urban teachers. Male respondents were more aware than female respondents about the inclusion of all children irrespective of the types and degrees of disability in the same school.

(iii) Majority of the teachers were somewhat acquainted with the concept of CWSN. More percent of rural teachers are acquainted than urban teachers with the concept of CWSN. Also more percent of male teachers are acquainted with the concept of CWSN than female teachers.

(iv) Majority of the teachers were aware of the concept of impairment, disability and handicapped.

(v) Majority of the teachers were somewhat acquainted with the rights of children with special needs. It was also found that the percentage of very well acquainted teachers about the rights of children with special needs was higher among rural teachers than urban teachers. At the same time, the percentage of very well acquainted teachers about the rights of children with special needs was higher among male teachers than female teachers.

(vi) Majority of the teachers were somewhat acquainted with the PwD Act, 1995. But, only few teachers were found to be very well acquainted and a large amount of teachers were not acquainted about the PwD Act, 1995.

(vii) Majority of the teachers were somewhat aware about the schemes available for CWSN.

(viii) Majority of the teachers were somewhat acquainted about the provision of aids and appliances available for CWSN. The percentage of well acquainted teachers about the provision of aids and appliances available for CWSN was higher among rural teachers than that of urban teachers. At the same time, the percentage of well acquainted teachers among male was higher than female teachers.

(ix) Majority of the teachers were somewhat aware about the provision of medical assessment camp and only few teachers were very well aware about the provision of medical assessment camp. The percentage of very well aware teachers about the provision of medical assessment camp was much higher among rural teachers than urban teachers.

(x) Majority of the teachers were somewhat conversant about the steps involved in the identification of CWSN and it was also found that rural teachers were more aware about the steps involved in the identification of CWSN than urban teachers. Female teachers were more aware about the steps involved in the identification of different types of CWSN than that of male respondents.

(xi) Majority of the teachers were somewhat aware about the concept of IEP. It was found that only a very few teachers were very well aware about the concept of IEP.

(xii) Majority of the teachers were somewhat aware about the preparation of IEP for different types of CWSN. There were very few teachers who were very well aware about the preparation of IEP for different types of CWSN.

### **Discussion with respect to awareness of elementary school teachers about**

**Inclusive Education:** All teachers were aware that right to education is the fundamental right for all children between the age group of 6 - 14 years and most of the teachers under study were aware that all children irrespective of the type and degrees of disability should be included in the same school. Maheshwari and Shapurkar (2015) found that most of the teachers stated that children with special needs should be educated in regular classroom but they further clarified that only those should be in a regular classroom who have physical impairments of mild or moderate degree. In contrary to the present findings, Mukhopadhyay, et al. (2012) found that most of the teachers preferred to include learners with mild disabling conditions compared with learners with severe to profound disabling conditions. At the same time, Bansal (2018) found that many of the teachers had opined that Children with severe disabilities should be educated in special or separate settings as special education teachers are trained to use different teaching methods to teach students with disabilities more effectively but at the same time most of them also agreed that Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities.

Though teachers were aware of the fundamental rights and the inclusion of all children in the same school, there could be some disabling factor that can prevent the schools for successful inclusion like lack of training by teachers, lack of adequate facilities at schools, lack of skills in handling CWSN by teachers, etc. In relation to this problem, Banerjee and Mahendele (2006) found that resource teachers for Inclusive Education and regular teachers were of the view that integrating children with special needs in regular schools makes it difficult for teachers.

According to the findings of the present study, majority of the teachers were aware of the concept of impairment, disability and handicapped. At the same time,

majority of the teachers were somewhat acquainted with the concept of CWSN. This could mean that teachers did not comprehend very well the concept of CWSN. In the findings of Maheshwari and Shapurkar (2015) disability to most teachers meant “an inability to do something”. The difference between disability and handicap was stated by most as former being cognitive while handicap being physical in nature.

The present study found that majority of the teachers were somewhat acquainted and or aware about the provision of aids and appliances available for CWSN, provision of medical assessment camp, etc. To back up this findings, Pallavi (2015) found that teachers were unaware about the methodologies, aids and equipments, evaluation procedures to be used for children with special needs. Most of principals and teachers were not aware about the legal provisions, policies and guidelines for implementation of inclusive education in school.

The reason for this level of awareness and acquaintance could be that teachers have not had any education to deal with children in an inclusive settings. According to Mckenzie (2010) teachers had no education in special needs and felt challenged by inclusion and unsure about how to implement inclusion.

Majority of the teachers under study did not possess professional qualification to deal with CWSN and this may be the reason why majority of the teachers were not very well aware about the concept and preparation of IEP. Preparation of IEP is quite essential to monitor the progress of students in an inclusive school and the findings of Rotter (2014) indicated that the majority of general and special education teachers are reading their students’ IEPs in a fairly timely manner and that they find them moderately useful in planning instruction.

### ***5.1.6. Opinion of parents about the different aspects of Inclusive Education***

(i) For the education of CWSN, special school is most preferred by parents. Though special school is most preferred by parents, majority of parents of CWSN preferred inclusive schools over special schools. Integrated schools were clearly not the option of parents for the education of CWSN.

(ii) Majority of the parents considered the combination of both special and general teacher as best suited to teach CWSN.

(iii) Majority of the parents wanted pre-primary level as the implementing stage for inclusive education. No respondents among male, rural and parents of CWSN recommended initiating inclusive education at the upper primary stage.

(iv) Majority of the parents wanted the schools to treat CWSN as the same as their normal peers. It was found that ignoring CWSN in the school was the least preferred treatment by the respondents.

(v) Majority of the parents wanted the evaluation system in an inclusive school to be flexible to meet the needs of CWSN. Same evaluation system for both CWSN and non-CWSN was recommended by some parents. While majority of the parents of normal children wanted flexible evaluation to meet the needs of CWSN, parents of CWSN preferred both flexible evaluation system and same evaluation system for both CWSN and non-CWSN equally.

(vi) Parents held different opinions on why inclusive education is needed. A large section of the parents held the opinion that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Some parents thought that it is needed as it provides CWSN more chances to participate in a wide variety of activities. Majority of the parents of CWSN and rural respondents thought



that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN.

(vii) Opinion of parents on the greatest barrier for successful inclusion varied. Negative attitude of parents got the highest percentage as the greatest barrier for successful inclusion by the overall respondents followed by negative attitude of non-CWSN which was again followed by lack of skills by teachers and negative attitude of teachers. Physical/architectural barrier was the least considered barrier as opined by the overall respondents.

(viii) Headmasters were most responsible for successful implementation of inclusive education in the opinion of most of the respondents followed by parents and then again followed by community. As per the responses of the overall parents, peer was considered the least responsible for successful implementation of inclusive education.

(ix) Positive attitude of teachers was considered most important to ensure successful inclusion followed by adequate number of human resources which was again followed by good policy. Barrier free environment was least chosen by the overall respondents to ensure successful inclusion. As against the opinion of the overall respondents, according to the parents of CWSN, adequate number of human resources was the most important aspect to ensure successful inclusion. Again, the overall opinion was also contradicted by the opinion of urban respondents. According to them, good policy is the most important aspect to ensure successful inclusion.

**Discussion with respect to the opinion of parents about the different aspects of Inclusive Education:** The present study revealed that for the education of CWSN, special school is preferred by most parents. On the other hand, majority of the parents of CWSN preferred inclusive school for CWSN. Elkins et al. (2003) found that many

of the parents favoured inclusion, some would also favour inclusion if additional resources were provided, and a small group of parents favoured special placement. Parents of CWSN preferred inclusive education over special school and this preference shown by the parents of CWSN is not at all surprising because one can expect that parents of CWSN would carefully think about what would be best for their CWSN as they have direct experience of rearing CWSN and are directly responsible for the education of their child. Parents of non-disabled child may not have thought what would be best for CWSN as the parents of CWSN do. Therefore, the opinion of parents of CWSN with regards to the best suited educational system for CWSN may be given consideration.

Though majority of the teachers in the present study considered the combination of both special and general teacher as best suited to teach CWSN. It is also important to remember that good academic or professional qualification alone sometimes may not guarantee quality education. What is more important very often is that whether teachers possessed the right attitude towards their students and their interest in teaching. To support this idea, Monsen and Frederickson (2003) found that Children taught by teachers who espoused highly positive attitudes towards mainstreaming were found to have significantly higher levels of classroom satisfaction and marginally lower levels of classroom friction than children taught by teachers with less positive attitudes.

It is important to start interventions including educational intervention for CWSN as early as possible. In the present study, majority of the parents recommended starting inclusive education right from pre-primary stage. But, keeping in view of the present education system where pre-primary education is separated from the school system, it may be difficult to link the inclusive practices followed in the pre-primary stage with the practices at the formal schooling system. If inclusion is practiced right

from the pre-school stage, it may be easier for the school to understand the needs of CWSN and accepting CWSN as their normal peers.

Regarding the evaluation system, majority of the parents recommended flexible evaluation system to meet the needs of CWSN. It is well known that individual differences exists in any classrooms and to address these differences the school may follow the evaluation system that permits the child to go at his own pace. The present evaluation system followed in Mizoram at elementary stage is continuous and comprehensive evaluation (CCE) which gives importance to both scholastic and co-scholastic areas of education and it is necessary to look into the way CCE is being implemented as it may or may not meet the needs of all children.

The findings of the present study revealed that majority of the parents of CWSN and rural teachers thought that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Inclusive education provide an opportunity to all the students to mix freely with their peers and this may nurture the social development of the child and may help in fostering inclusive society at large as it provide equity and equality within the school system. To affirm this finding and idea, Narumanchi and Bhargava (2011) in their study found that majority of the parents indicated that an inclusive setup was beneficial for children with special needs over special schools, as they learn from typical children and are accepted by all.

There may be many barriers that hinders successful implementation of inclusive education. According to the findings of the present study, the barriers for successful inclusion includes negative attitude of parents and non-CWSN, lack of skills by teachers, negative attitude of teachers and architectural barriers. The aforesaid barriers for successful inclusion may be solved or reduced by undertaking proper intervention. To address these barriers, intervention like awareness campaign, sensitization

programme, teacher training on inclusive education may be organized at a regular interval.

Headmasters are the overall in charge for the smooth functioning of the school and also in the opinion of parents, headmasters are considered most important for successful implementation of inclusive education. Amongst other important factors for successful inclusion, if headmasters are sensitized about the need and importance of inclusive education, chances of successful implementation of inclusive education may increase.

#### **5.2.0. RECOMMENDATIONS:**

1. The number of special teachers may be increased by giving preference to those with special education professional qualification during recruitment. It is recommended that special recruitment drive for professionally qualified special teachers be initiated by the state authority.
2. Upgradation or renovation of the existing ramps and railings should be done immediately and the construction of new ramps with railing to those schools who do not have these facilities should be initiated with proper instructions and monitoring system so as to make the school architectural barrier free.
3. It is recommended that the State Government should provide toilet facilities accessible for CWSN in all schools so that no students face problem regarding access to toilet.
4. In the light of the need expressed by majority of the headmasters, training on inclusive education is strongly recommended for all teachers.
5. Medical assessment camp should be organized in collaboration with Health Department at the District level and disability certificate must be issued to the identified CWSN.

6. Regular follow up and monitoring of the assistive devices supplied should be done. Appropriate teaching and learning material for both CWSN and Non-CWSN students should be provided or the school must procure these materials.
7. At least one special teacher or resource teacher should be appointed in every school so that they can act as a teacher in-charge for the implementation of inclusive education.
8. Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) should be upgraded and equipped to render services to the school. Headmasters and teachers should be sensitized about the services provided by these centres.
9. Home-based education service should be continued with a more structured intervention and the identification of those students who needs home based education should be done at the beginning of every academic session. Progress report of students under home based education should be submitted regularly by the person in-charge to the district education authority.
10. Financial support provided to CWSN should be revised and increased.
11. Training on the preparation of Individualized Educational Plan (IEP) and curriculum modification should be organized for all headmasters and teachers.
12. To promote awareness and positive attitude towards inclusive education among teachers and headmasters, awareness programme on RPwD Act, 2016, inclusive classroom practices and other equity initiative programmes may be organized regularly at the school level or district level.
13. `Parents` involvement in the functioning of the schools may be strengthened. Parents-teachers meet may be organized at regular interval.

14. Sensitization programme on inclusive education may be organized at the local community level by the CRCs or BRCs. So that parents can be acquainted with the benefits of inclusive education for their children.
15. Pre-primary education should be offered by the elementary schools as an integral part of the school system. This will enable the schools to start early intervention for CWSN and will help the schools in their inclusive practices.
16. The evaluation system followed at the school should be designed keeping in view the ability of the individual student.
17. The role of headmasters should be empowered in matters relating to the functioning of the schools by providing them freedom on how to utilize the funds received from Government, recruitment of teachers for the school and matters related to transfer of teachers, etc.

#### **5.3.0. SUGGESTIONS FOR FURTHER RESEARCH:**

In the light of the present study, the investigator suggested the following areas of research or problems to be investigated for further research:

1. Inclusive classroom practices at the elementary stage in the state of Mizoram may be studied.
2. A study of an onward progress of CSWN and the transition of CWSN from elementary education to secondary education may be carried out as it is very crucial to track and see the progress and status of the education of CWSN as they enter the higher stage of education.
3. The educational status of students with different disability listed down by the RPwD Act 2016 may be a worthwhile study. This kind of study will help the policy

makers and the administrators in understanding the area where priority and more initiatives needs to be given.

4. The curriculum or syllabus of the pre-service teacher education courses may be studied from inclusive education perspectives. A study of this kind will help the teacher education institutions in realizing the needs of incorporating the component of inclusive education in the syllabus.

5. A comparative study of the inclusive education practices in Mizoram and other good performing states of India may be carried out. The result of this kind of study will help in learning or benchmarking the best practices from other states.

6. Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the inclusive education intervention of SSA and RMSA in the state of Mizoram may be done. The SWOT analysis of inclusive education intervention will be quite beneficial for both the SSA and RMSA to know the status of the intervention.

7. A study on the role of Central and State Government for the education and welfare of Disabled person or Students is also recommended as it is important to have clear demarcation of the role of Central and State Government and how the Central and State Government should work together for the welfare and education of disabled person or students.

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## SUMMARY

### INTRODUCTION:

The right to education is a fundamental right in India for all children between the age group of 6-14 years. Elementary education in India is free and compulsory as stipulated by the Right to Free and Compulsory Education Act (2009). As India is progressing towards universalization of elementary education, the education of Children with Special Needs (CWSN) is also progressing. Without the education of CWSN, the goal of universalization of elementary education cannot be achieved.

A glimpse into the attitude of society towards people with disability over the past few decades clearly reveals the importance of society's attitude and its impact on the lives of such individuals - as change in attitude leads to change in services provided to people with different forms of disability.

Along with other parts of the world, India too, witnessed the emergence of special schools for people with disabilities. The first school for the deaf was set up in Bombay in 1883, and the first school for the blind at Amritsar in 1887. There was rapid expansion in the number of such institutions after that. Today, there are more than 3200 special schools throughout India.

However, the disadvantages of setting up special schools became more and more evident with the rise in their number. It was found that these institutions reached out to a very limited number of children, majority from urban settings, and failed to prove beneficial. Most importantly, these special schools segregated CWSN from the mainstream, thus developing a specific disability attitude and culture.

According to UNESCO (2005), "Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation

in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures 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 starts from the belief that the right to education is a basic human right and the foundation for a more just society. Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities - such as learners with special needs and disabilities, children from ethnic and linguistic minorities, and so on (UNESCO, 2001). Inclusive Education is a system that caters to the needs of all children and especially to those students who are vulnerable of being excluded from the education system due to various factors like gender, disability, socio-economic status, linguistic minorities, etc. Inclusive education is about allowing and accepting all children to enjoy their rights and providing opportunity for quality education to all children. Inclusive education is also about developing a system that addresses individual differences among the students so that the needs of the individual learner can be met successfully.

#### **NEED AND IMPORTANCE OF THE STUDY:**

Inclusion of children with special needs has now become a part of the international human rights movement, which has been emerging and developing throughout the 20<sup>th</sup> century. Education for children with special needs has become a matter of entitlement, a fundamental human right, rather than a privilege or charity.

Internationally, until the end of 1980s, integration continued to be the main issue in discussions regarding appropriate educational rights for disabled persons. India

witnessed a major reform in integration in the 1970s and the need for inclusive education became progressively evident. Despite complete financial support under the IEDC scheme for integration of learners with special needs into the educational system, only 2–3% of the total population of these learners was actually integrated into the regular schools. Dissatisfaction due to the lack of progress towards integration, consideration of costs involved, and the advantages of an inclusive environment in bringing about increased acceptance of learners with SEN, led to rising demands for a more radical change.

According to Kenworthy and Whittaker (as cited in Liasidou, 2017), “Ending segregation of children is above all, a human rights objectives... The conviction must be that segregated education is a damaging and archaic practice, incompatible with a civilized society.”

According to the National Curriculum Framework for School Education (NCFSE, 2000) ‘Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices’ (NCERT, 2000)

The government of India gives special importance for the education of Children with Special Needs and their inclusion in general school. There are a number of projects and schemes initiated by the Government of India for the education of CWSN. The Government of India also laid down a good number of policies and legislations to achieve the goal of education for all.

Several studies on inclusive education have been conducted in other states of the country and abroad. However, no critical studies have ever been conducted in Mizoram in the field of Inclusive Education. Certain issues like provisions available

for special needs children under Inclusive education and the awareness of the provisions by teachers and the opinion of parents has never been investigated in the context of Mizoram. Therefore, a study on inclusive education in Mizoram would definitely provide us with the knowledge of how far inclusive education has been implemented in Mizoram. The study would also reveal the attitude of teachers and the opinion of parents towards inclusive education. Moreover, it would disclose how far teachers are aware of the provisions available for Special Needs children under Inclusive Education in Mizoram.

Besides the aforesaid rationale of the study, the investigator is also interested in answering the following research questions:

1. What is the status of inclusive education practices in Mizoram and what are the major issues pertaining to inclusive education at elementary schools in Mizoram?
2. Does teachers working in Government elementary schools possessed a favourable attitude towards inclusive education?
3. Is there a significant difference between the attitude of teachers towards inclusive education with reference to their locale, gender, age, educational qualification and teaching experiences?
4. Are teachers working in Government elementary schools aware about inclusive education?
5. What is the opinion of parents of elementary school going children about inclusive education practices?

### **STATEMENT OF THE PROBLEM:**

The title of the problem under investigation reads as “**Inclusive Education in Mizoram: A Critical Study**”

### **OBJECTIVES:**

1. To study the status and issues pertaining to Inclusive Education at Elementary Schools in Mizoram.
2. To Construct and standardize an attitude scale towards inclusive education.
3. To study the attitude of elementary school teachers towards Inclusive education.
4. To compare the attitude of elementary school teachers towards inclusive education with reference to their (a) locale and (b) gender.
5. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their age.
6. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their educational qualification.
7. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their teaching experience.
8. To study the awareness of elementary school teachers about Inclusive Education.
9. To study the opinion of parents about the different aspects of Inclusive Education.

### **HYPOTHESES:**

1. There is no significant difference between rural and urban elementary school teachers in their attitude towards inclusive education.
2. There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.

3. There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.
4. There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.
5. There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.
6. There is no significant difference between the undergraduate and Graduate elementary school teachers in their attitude towards inclusive education.
7. There is no significant difference between the undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education.
8. There is no significant difference between the Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education.
9. There is no significant difference between the less experienced and middle experienced elementary school teachers in their attitude towards inclusive education.
10. There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education.
11. There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education.



## **OPERATIONAL DEFINITIONS FOR THE KEY TERMS**

**Inclusive Education:** Inclusive Education is understood as a process of addressing the needs of the diverse learners by reducing all barriers to, and within the learning environment. It means enabling schools to serve all children and creating school environment that welcome all learners regardless of their ability, gender, characteristics, disadvantages or difficulties. In the present context, inclusive education means the education system/structure where children with special needs are included in a general school.

**Critical study:** For the present study, critical study means a study of the existing practices of inclusive education in Mizoram by breaking it down into different dimensions and analyzing each dimension. The present study includes dimensions such as status and issues pertaining to inclusive education, attitude of teachers towards inclusive education, awareness of teachers about inclusive education and opinion of parents about inclusive education.

## **DELIMITATION OF THE STUDY**

Owing to the limited time schedule and other resources, the present study is delimited as follows:

3. The present study is delimited to Government Elementary Schools (Classes I-VIII) only.
4. The present study is also delimited to inclusive education with special reference to the education of children with special needs.

## **METHOD OF STUDY:**

The main objective of the present study is to find out the status and problems of inclusive education in Mizoram; to construct an attitude scale towards inclusive education and to find out the attitude of elementary teachers towards inclusive education and compare them with reference to their local, gender, age, educational qualification and teaching experience. The study also aims to find out the awareness of elementary teachers about inclusive education. The study also aims to find out the opinion of the parents about the different aspects of inclusive education. So, the method employed for the present study is descriptive in nature as it tries to find out facts about the present condition of Inclusive education in Mizoram. Further, the study is not intended to find out the causes of the problems rather it tries to find out and explain the problems and present condition of inclusive education in Mizoram. Though descriptive in nature, the present study employs both quantitative and qualitative analysis technique.

**Population:** Since the present study is concerned with the study of the status and issues pertaining to inclusive education at elementary school; study of the attitude of elementary teachers towards inclusive education; study of the awareness of elementary school teachers about inclusive education and study of the opinion of parents about the different aspects of inclusive education; the population of the present study comprised of all the elementary school headmasters, all elementary school teachers as well as all parents who have elementary school going children in the state of Mizoram.

As per the Annual Publication, Department of Education, Government of Mizoram (2017-2018) there were 1893 Government elementary schools in Mizoram. There were also 8611 teachers working in these Government elementary schools. So

the population of the present study includes all the 1893 headmasters working in Government elementary schools, all 8611 teachers as well as all parents who have elementary school going children in the state of Mizoram.

**Sample:** For the present study, 125 government elementary schools from 4 districts are selected and the details of the selected sample is given in the following table.

#### **Distribution of sample**

<b>District</b>	<b>No. of School Headmasters (Status and Issues)</b>	<b>No. of Teachers (Attitude)</b>	<b>No. of Teachers (Awareness)</b>	<b>No. of Parents (Opinion)</b>
Aizawl	45	150	143	104
Lunglei	35	135	110	86
Champhai	25	85	87	70
Kolasib	20	60	60	60
<b>Total</b>	<b>125</b>	<b>430</b>	<b>400</b>	<b>320</b>

As shown in the above table, the sample for the study consists of 125 elementary school headmasters from whom data about status and issues pertaining to inclusive education was collected, 430 elementary teachers from whom data pertaining to attitude towards inclusive education was collected, another 400 elementary teachers from whom data concerning awareness about inclusive education was collected and 320 parents whose children are studying in elementary schools, from whom the opinion about the different aspect of inclusive education was collected.

In the process of selecting the sample, the investigator randomly selected 4 districts ~~to~~-viz. Lunglei, Aizawl, Champhai and Kolasib Districts. Then the investigator proportionately selected 125 schools from these four districts. After selecting the sample schools, the investigator collected data from headmasters and teachers of the selected schools by employing cluster random sampling technique. So, in the present

study, the sample consists of 125 headmasters, 430 teachers to study the attitude and 400 teachers to study awareness of teachers about inclusive education.

With regards to the opinion of parents on inclusive education, the investigator employed convenience sampling technique. The investigator visited parents of students who live near the selected schools and collected data from them. Therefore, in the present study, 320 parents whose children were studying in the selected schools were taken as sample.

#### **TOOLS USED:**

For the present study, the investigator used four different tools to collect the essential data such as:

1. Interview Schedule for Headmaster of an Inclusive School
2. Attitude Scale towards Inclusive Education
3. Teachers Awareness on Inclusive Education
4. Parent's Opinionnaire on Inclusive Education

#### **MODE OF DATA COLLECTION:**

After selecting the sample, the investigator personally visited the schools for data collection. The investigator took the permission of the headmasters of the sample schools and administer the tool viz. Headmaster interview schedule consisting of 56 questions to the headmaster of the school, Attitude scale towards inclusive education consisting of 26 statements, and teacher's awareness of inclusive education consisting 11 questions to the teachers whoever is available on the day of visit. After collecting data from the schools, the investigator then visited parents of the students who lives near the schools and requested them to respond to the Parents opinionnaire consisting of 9 questions. Sometimes the opinionnaire was given to the students to be brought back

the next day after their parents responded and the investigator would collect it from the students the next day.

### **STATISTICAL ANALYSIS OF DATA:**

For the present study, the investigator employs descriptive statistical measures such as measures of Central tendency, Percentages, and Stanine grade to find out the nature of score distribution, for describing frequencies and for classification of respondents in different categories.

The difference between the mean scores of the different groups based on locale, gender, age, educational qualification and teaching experience of teachers with respect to the variable attitude towards inclusive education, were tested for significance by applying the t-test

The Pearson Product Moment Correlation was employed for establishing validity and reliability of the constructed attitude scale

### **MAJOR FINDINGS:**

The major findings of the present study are as follows:

#### ***Status and issues pertaining to Inclusive Education***

(i) The overall teacher-pupil ratio was found to be 1:6 and the special teacher-children with special needs ratio was found to be 1:49. Visual impairment was the most common among CWSN which was followed by intellectual disability. Locomotor disability was the least common type of disability among CWSN.

(ii) Majority of the schools did not have functional ramp. Only some schools were equipped with CWSN friendly toilet and among some of those schools, the construction was not done as per provision. CWSN faced problems regarding access to

toilet in some schools. Inclusive seating arrangement was done in majority of the schools.

(iii) In majority of the schools there were some teachers who did not undergo training on inclusive education. Headmasters in majority of the schools had undergone training on inclusive education. Majority of the headmasters thought that training on inclusive education is needed for all teachers. Majority of the headmasters thought that the need of CWSN can be adequately met by general teachers and majority of them thought that special teacher is not necessarily needed in each of the school.

(iv) Students in majority of the schools attended medical assessment camp and majority of the headmasters were involved in the process of the identification of CWSN. It was found that the assessment was not done as per the provision of PwD Rules 1996 in majority of the schools. Assessment was done mainly by others other than team of specialists and special educator. In majority of the schools medical examination was used as a criteria for assessment.

(v) Majority of the headmasters were aware of the support available for CWSN. In majority of the schools there were CWSN who needs assistive devices and majority of them were provided assistive devices. Majority of the schools were without appropriate teaching learning material for CWSN. Majority of the schools were not equipped with resource/special teacher. It was also found that majority of the schools did not provide the needed facilities to CWSN during exams. Majority of the headmasters were not aware of the support available at cluster or block level resource centers. There were only few schools who reported the need for home based education for CWSN and the RT/volunteer/care giver provided services to CWSN in these schools. Majority of the headmasters found the financial support provided to CWSN as

inadequate and majority of the headmasters rate the present support system in the school as poor.

(vi) Majority of the schools followed zero rejection policy which means no child is denied admission on the basis of caste, colour, sex, disability, etc. Majority of the schools were in a position to enroll more CWSN in their school. Also, majority of the schools were equipped with requisite number of teachers to teach all subjects. It was also found that CWSN were encouraged to participate in classroom processes and co-curricular activities in almost all the schools. Majority of the schools felt curriculum modification is needed for CWSN. Majority of the schools did not prepare individualized educational plan for CWSN. Special attention was paid to CWSN in majority of the schools.

In majority of the schools, CWSN were actively engaged in classroom processes and co-curricular activities. The attendance of CWSN was found to be good in majority of the schools. CWSN were fully accepted by their peers in majority of the schools. The retention rate of CWSN was 100% in majority of the schools but there were some schools where the retention rate is 25% and below. The main reason of dropout was poor performance followed by adjustment problem and then financial problem. All the schools witnessing dropout of CWSN took effort to bring them back to school.

#### ***Construction and standardization of attitude scale towards inclusive education***

The attitude scale towards inclusive education was constructed and standardized. The attitude scale consists of 26 items. Of which, 14 items are negative statements and 12 items are positive statements. The scale was constructed following Likert's five point scale and the maximum possible score is 130 while the minimum possible score is 26. The criterion related validity of the scale is 0.78 (coefficient

correlation). The reliability of the test was 0.82 (split-half) and 0.83 (test-retest). Norms was also provided for the newly constructed scale.

### ***Attitude of elementary school teachers towards inclusive education***

The amount of teachers with positive attitude towards inclusive education are more in numbers than teachers with negative attitude. Similarly, among male, female and rural teachers more teachers have positive attitude than negative attitude towards inclusive education. However, among the urban teachers there were more teachers who have negative attitude rather than positive attitude towards inclusive education.

### ***Comparison of the attitude of elementary school teachers towards inclusive education***

(i) There exists a significant difference between the rural and urban elementary school teachers with regards to their attitude towards inclusive education. Rural elementary school teachers have a more positive attitude towards inclusive education than the urban teachers.

(ii) There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.

(iii) There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.

(iv) There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.

(v) There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.

(vi) There is no significant difference between the undergraduate and Graduate elementary school teachers in their attitude towards inclusive education.



(vii) There is no significant difference between the undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

(viii) There is no significant difference between Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

(ix) There exists a significant difference between the less experienced and middle experienced elementary school teachers in their attitude towards inclusive education. The difference is in favour of the less experience elementary school teachers. This means that the teacher with less experience have more positive attitude towards inclusive education than those with middle experience teachers.

(x) There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education.

(xi) There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education.

#### ***Awareness of elementary school teachers about Inclusive Education***

(i) All teachers were aware of the right to education as a fundamental right for all children between the age group of 6-14 years.

(ii) Most teachers were knowledgeable that all children irrespective of the type and degrees of disability should be included in the same school. Rural teachers were more aware than urban teachers. Male respondents were more aware than female respondents about the inclusion of all children irrespective of the types and degrees of disability in the same school.

(iii) Majority of the teachers were somewhat acquainted with the concept of CWSN. More percent of rural teachers are acquainted than urban teachers with the

concept of CWSN. Also more percent of male teachers are acquainted with the concept of CWSN than female teachers.

(iv) Majority of the teachers were aware of the concept of impairment, disability and handicapped.

(v) Majority of the teachers were somewhat acquainted with the rights of children with special needs. It was also found that the percentage of very well acquainted teachers about the rights of children with special needs was higher among rural teachers than urban teachers. At the same time, the percentage of very well acquainted teachers about the rights of children with special needs was higher among male teachers than female teachers.

(vi) Majority of the teachers were somewhat acquainted about the PwD Act, 1995. But, only few teachers were found to be very well acquainted and a large amount of teachers were not acquainted about the PwD Act, 1995.

(vii) Majority of the teachers were somewhat aware about the schemes available for CWSN.

(viii) Majority of the teachers were somewhat acquainted about the provision of aids and appliances available for CWSN. The percentage of well acquainted teachers about the provision of aids and appliances available for CWSN was higher among rural teachers than that of urban teachers. At the same time, the percentage of well acquainted teachers among male was higher than female teachers.

(ix) Majority of the teachers were somewhat aware about the provision of medical assessment camp and only few teachers were very well aware about the provision of medical assessment camp. The percentage of very well aware teachers about the provision of medical assessment camp was much higher among rural teachers than urban teachers.

(x) Majority of the teachers were somewhat conversant about the steps involved in the identification of CWSN and it was also found that rural teachers were more aware about the steps involved in the identification of CWSN than urban teachers. Female teachers were more aware about the steps involved in the identification of different types of CWSN than that of male respondents.

(xi) Majority of the teachers were somewhat aware about the concept of IEP. It was found that only a very few teachers were very well aware about the concept of IEP.

(xii) Majority of the teachers were somewhat aware about the preparation of IEP for different types of CWSN. There were very few teachers who were very well aware about the preparation of IEP for different types of CWSN.

***Opinion of parents about the different aspects of Inclusive Education***

(i) For the education of CWSN, special school is most preferred by parents. Though special school is most preferred by parents, majority of parents of CWSN preferred inclusive school over special school. Integrated school is clearly not the option of parents for the education of CWSN.

(ii) Majority of the parents considered the combination of both special and general teacher as best suited to teach CWSN.

(iii) Majority of the parents wanted pre-primary level as the implementing stage for inclusive education. No respondents among male, rural and parents of CWSN recommended initiating inclusive education at the upper primary stage.

(iv) Majority of the parents want the schools to treat CWSN as the same as their normal peers. It was found that ignoring CWSN in the school was the least preferred treatment by the respondents.

(v) Majority of the parents wants the evaluation system in an inclusive school to be flexible to meet the needs of CWSN. Same evaluation system for both CWSN and

non-CWSN was recommended by some parents. While majority of the parents of normal children wanted flexible evaluation to meet the needs of CWSN, parents of CWSN preferred both flexible evaluation system and same evaluation system for both CWSN and non-CWSN equally.

(vi) Parents held different opinion on why inclusive education is needed. A large section of the parents held the opinion that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Some parents thought that it is needed as it provides CWSN more chances to participate in a wide variety of activities. Majority of the parents of CWSN and rural respondents thought that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN.

(vii) Opinion of parents on the greatest barrier for successful inclusion varies. Negative attitude of parents got the highest percentage as the greatest barrier for successful inclusion by the overall respondents followed by negative attitude of non-CWSN which is again followed by lack of skills by teachers and negative attitude of teachers. Physical/architectural barrier is the least considered barrier as opined by the overall respondents.

(viii) Headmasters are most responsible for successful implementation of inclusive education in the opinion of most of the respondents followed by parents and then again followed by community. As per the responses of all the respondents, peer was considered the least responsible for successful implementation of inclusive education.

(ix) Positive attitude of teachers is considered most important to ensure successful inclusion followed by adequate number of human resources which is again followed by good policy. Barrier free environment is least chosen by the overall

respondents to ensure successful inclusion. As against the opinion of the overall respondents, according to the parents of CWSN, adequate number of human resources is the most important aspect to ensure successful inclusion. Again, the overall opinion was also contradicted by the opinion of urban respondents. According to them, good policy is the most important aspect to ensure successful inclusion.

#### **RECOMMENDATIONS:**

1. The number of special teachers may be increased by giving preference to those with special education professional qualification during recruitment. It is recommended that special recruitment drive for professionally qualified special teachers to be initiated by the state authority.
2. Upgradation or renovation of the existing ramps and railings should be done immediately and the construction of new ramps with railing to those schools who do not have these facilities should be initiated with proper instructions and monitoring system so as to make the school architectural barrier free.
3. It is recommended that the State Government should provide toilet facilities accessible for CWSN in all schools so that no students face problem regarding access to toilet.
4. In the light of the need expressed by majority of the headmasters, training on inclusive education is strongly recommended for all teachers.
5. Medical assessment camp should be organized in collaboration with Health Department at the District level and disability certificate must be issued to the identified CWSN.

6. Regular follow up and monitoring of the assistive devices supplied should be done. Appropriate teaching and learning material for both CWSN and Non-CWSN students should be provided or the school must procure these materials.
7. At least one special teacher or resource teacher should be appointed in every school so that they can act as a teacher in-charge for the implementation of inclusive education.
8. Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) should be upgraded and equipped to render services to the school. Headmasters and teachers should be sensitized about the services provided by these centres.
9. Home-Based education service should be continued with a more structured intervention and the identification of those students who needs home based education should be done at the beginning of every academic session. Progress report of students under home based education should be submitted regularly by the person in-charge to the district education authority.
10. Financial support provided to CWSN should be revised.
11. Training on the preparation of Individualized Educational Plan (IEP) and curriculum modification should be organized for all headmasters and teachers.
12. To promote awareness and positive attitude towards inclusive education among teachers and headmasters, awareness programme on RPwD Act, 2016, inclusive classroom practices and other equity initiative programmes may be organized regularly at the school level or district level.
13. Parents involvement in the functioning of the schools may be strengthened. Parents-teachers meet may be organized at regular interval.

14. Sensitization programme on inclusive education may be organized at the local community level by the CRCs or BRCs. So that parents can be acquainted with the benefits of inclusive education for their children.

15. Pre-primary education should be offered by the elementary schools as an integral part of the school system. This will enable the schools to start early intervention for CWSN and will help the schools in their inclusive practices.

16. The evaluation system followed at the school should be designed keeping in view the ability of the individual student.

17. The role of headmasters should be empowered in matters relating to the functioning of the schools by providing them freedom on how to utilize the funds received from Government, recruitment of teachers for the school and matters related to transfer of teachers, etc.

#### **SUGGESTIONS FOR FURTHER RESEARCH:**

In the light of the present study, the investigator suggested the following areas of research or problems to be investigated for further research:

1. Inclusive classroom practices at the elementary stage in the state of Mizoram may be studied.
2. A study of an onward progress of CSWN and the transition of CWSN from elementary education to secondary education may be carried out as it is very crucial to track and see the progress and status of the education of CWSN as they enter the higher stage of education.
3. The educational status of students with different disability listed down by the RPwD Act 2016 may be a worthwhile study. This kind of study will help the

policy makers and the administrators in understanding the area where priority and more initiatives needs to be given.

4. The curriculum or syllabus of the pre-service teacher education courses may be studied from inclusive education perspectives. A study of this kind will help the teacher education institutions in realizing the needs of incorporating the component of inclusive education in the syllabus.
5. A comparative study of the inclusive education practices in Mizoram and other good performing states of India may be carried out. The result of this kind of study will help in learning or benchmarking the best practices from other states.
6. Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the inclusive education intervention of SSA and RMSA in the state of Mizoram may be done. The SWOT analysis of inclusive education intervention will be quite beneficial for both the SSA and RMSA to know the status of the intervention.
7. A study on the role of Central and State Government for the education and welfare of Disabled person or Students is also recommended as it is important to have clear demarcation of the role of Central and State Government and how the Central and State Government should work together for the welfare and education of disabled person or students.



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## **ATTITUDE OF GOVERNMENT ELEMENTARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN MIZORAM**

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### **ABSTRACT**

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*The goal of universalization of elementary education cannot be achieved without the education of children with special needs. The inclusion of children with special needs in general education settings has been one of the priorities in India and their successful inclusion is greatly determined by the attitude of teachers who are working in the schools since they are directly responsible for the education of children with special needs. The present study is to reveal the attitude of elementary teachers working in Government schools of Mizoram. It was conducted in four districts of Mizoram, covering 125 schools and 430 teachers. The study reveals that teachers with positive attitude towards inclusive education are more in number as compared to those teachers with moderate and negative attitude towards inclusive education.*

**KEYWORDS:** *Inclusive Education, Teachers, Attitude, Gender, Locale.*

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### **INTRODUCTION**

Inclusive Education is defined as a process of addressing the diverse needs of all learners by reducing all barriers to, and within the learning environment. Inclusive Education means enabling schools to serve all children and creating schools which welcome all learners regardless of their characteristics, disadvantages or difficulties.

The Draft Action Plan for Inclusive Education of Children & Youth with Disabilities (as cited in Arya, 2013), defines inclusive education, as: An approach, that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion... It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy-makers) to be comfortable with diversity and see it as a challenge rather than a problem.

According to NCERT (2014), "Inclusive education refers to education of all students, where all the students are equal participants in the learning process. Provision of inclusive education involving students with disabilities is based on the

belief that those with disabilities should not have to depend on specialised services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Inclusivity is maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs."

UNESCO (2009) define inclusive education as "Inclusion is seen as a process of addressing and responding to the diverse needs of all children and the youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications to content, approach, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children." (UNESCO, 2009)

A glimpse into the attitude of society towards people with disability over the past few decades clearly reveals the importance of society’s attitude and its impact on the lives of such individuals - as change in attitude leads to change in services provided to people with different forms of disability.

For successful implementation of inclusive education, the attitude of teachers played a very important role as positive attitude may foster the level of acceptance of children with special needs in an inclusive settings and the commitment towards inclusive education may be determined by the attitude possessed by teachers.

**NEED AND IMPORTANCE OF THE STUDY**

The government of India gives special importance for the education of Children with Special Needs and their inclusion in general school. There are a number of projects and schemes initiated by the Government of India for the education of CWSN. The Government of India also laid down a good number of policies and legislations to achieve the goal of education for all.

According to the National Curriculum Framework for School Education (NCFSE, 2000) ‘Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices’ (NCERT, 2000).

Though the Government initiated a good number of schemes, policies and legislations for the inclusion of children with special needs in the general education settings, there are a number of issues and challenges in implementing these schemes and policies. One of the biggest challenges for successful implementation of inclusive education is the attitude possessed by teachers. It is important to study the attitude of teachers towards inclusive education as teachers are directly involved and responsible for inclusive education and their attitude can greatly determine the success of inclusive education practices.

**OBJECTIVES OF THE STUDY**

1. To study the attitude of elementary school teachers towards Inclusive education.
2. To compare the attitude of elementary school teachers towards inclusive education with reference to their locale.
3. To compare the attitude of elementary school teachers towards inclusive education with reference to their gender.
4. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their age.

**HYPOTHESIS**

1. There is no significant difference between rural and urban elementary school teachers in their attitude towards inclusive education.
2. There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.
3. There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.
4. There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.
5. There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.

**SAMPLE**

The sample consists of 430 teachers from 125 Government elementary school. The teachers were selected from 4 districts of Mizoram, namely, Aizawl, Lunglei, Champhai and Kolasib.

**TOOL FOR DATA COLLECTION**

The attitude scale towards inclusive education, developed by the investigator was used for data collection. The attitude scale consists of 26 items. Of which, 14 items are negative statements and 12 items are positive statements. The scale is constructed following Likert’s five point scale and the maximum possible score is 130 while the minimum possible score is 26. The criterion related validity of the scale is 0.78 (coefficient correlation). The reliability of the test was 0.82 (split-half) and 0.83 (test-retest).

**ANALYSIS AND INTERPRETATION**

The analysis and interpretation is done according to the objectives as follows:

**Objective No. 1: To study the attitude of elementary school teachers towards Inclusive education.**

Using the attitude scale developed by the investigator, the attitude of elementary school teachers towards inclusive education was studied. The following table shows the scores obtained by the respondents in the attitude scale towards inclusive education.

**Table 1**  
**Attitude of elementary school teachers towards Inclusive Education with respect to overall, gender and locale.**

Respondents	Highly Positive	Positive	Moderate	Negative	Highly Negative
<b>Overall (N=430)</b>	42 (9.77%)	129 (30%)	94 (21.86%)	120 (27.91%)	45 (10.47%)
<b>Male (N=188)</b>	16 (8.51%)	57 (30.32%)	46 (24.47%)	50 (26.6%)	19 (10.11%)
<b>Female (N=242)</b>	26 (10.74%)	72 (29.75%)	48 (19.83%)	70 (28.93%)	26 (10.74%)
<b>Rural (N=186)</b>	24 (12.9%)	58 (31.18%)	32 (17.2%)	57 (30.65%)	15 (8.06%)
<b>Urban (N=244)</b>	18 (7.38%)	71 (29.1%)	62 (25.41%)	63 (25.82%)	30 (12.3%)

As shown in the above table no. 1, out of all the 430 respondents, 42 i.e. 9.77% have highly positive attitude, 129 (30%) have positive attitude towards inclusive education. At the same time, there were 94 (21.86%) respondents with moderate attitude towards inclusive education. While 120 (27.91%) respondents have negative attitude, 45 (10.47%) possessed highly negative attitude towards inclusive education.

Among the 188 male respondents, 16 (8.51%) have highly positive attitude towards inclusive education. At the same time, 57 (30.32%) have positive attitude towards inclusive education. There were 46 (24.47%) respondents with moderate attitude. 50 (26.6%) male respondents have negative attitude towards inclusive education and 19 (10.11%) have highly negative attitude towards inclusive education.

Out of 242 female respondents, 26 (10.74%) have highly positive attitude and 72 (29.75%) have positive attitude towards inclusive education. 48 (19.83%) of the female respondents possessed moderate attitude towards inclusive education. On the other hand, there were 70 (28.93%) females who have negative attitude and the rest 26 (10.74%) female respondents have highly negative attitude towards inclusive education.

Among the 186 rural respondents, 24 (12.9%) possessed highly positive attitude towards inclusive education and 58 (31.18%) have positive attitude. 32 (17.2%) have moderate attitude towards inclusive education. Meanwhile, there were 57 (30.65%) rural respondents who possessed negative attitude and 15 (8.06%) respondents have highly negative attitude towards inclusive education.

Out of 244 urban respondents, 18 (7.38%) have highly positive attitude towards inclusive education. 71 (29.1%) have positive attitude towards inclusive education. There were 62 (25.41%) respondents with moderate attitude and 63 (25.82%) have negative attitude. There were 30 (12.3%) urban respondents with highly negative attitude towards inclusive education.

It can be concluded from table no. 1 that among the overall respondents, the amount of teachers with positive attitude are more in numbers than teachers with negative attitude towards inclusive education. Similarly, among male, female and rural teachers more teachers have positive attitude than negative attitude towards inclusive education. However, among the urban teachers there are more teachers who have negative attitude rather than positive towards inclusive education.

**Objective No.2: To compare the attitude of elementary school teachers towards inclusive education with reference to their locale.**

To compare the attitude of rural and urban teachers towards Inclusive Education, the mean and standard deviation of the two groups were calculated separately. The mean difference of rural and urban teachers was tested by applying t-test and the details are presented in the following.

Hypothesis no. 1. There is no significant difference between rural and urban elementary school teachers in their attitude towards inclusive education.

The following table no. 2 shows the comparison of the attitude of rural and urban elementary school teacher towards inclusive education.

**Table 2  
Comparison of rural and urban elementary school teacher with respect to their attitude towards Inclusive Education**

Group	N	Mean	SD	SED	t-value	Sig. Level
Rural	186	87.94	10.03	0.95	1.97	0.05
Urban	244	86.07	9.45			

The data depicted in the above table no. 2 reveals that the calculated value of ‘t’ is greater than the critical value of ‘t’ with the degrees of freedom (df) 428 at 0.05 level. This indicates that there is a significant difference between the attitude of rural and urban teachers towards inclusive education. Therefore, the null hypothesis “There is no significant difference between rural and urban elementary teachers in their attitude towards inclusive education is rejected at 0.05 confidence level. A look at the mean score of both the groups indicated that the difference is in favour of rural teachers. This means that the rural teachers have a more positive attitude towards inclusive education than the urban teachers.

**Objective No. 3. To compare the attitude of elementary school teachers towards inclusive education with reference to their gender.**

To compare the attitude of male and female teachers towards Inclusive Education, the mean and standard deviation of both the groups were calculated separately. The mean difference of male and female teacher was tested by applying t-test and the details are presented in the following.

Hypothesis no. 2. There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.

The following table no. 3 shows the comparison of the attitude of male and female elementary school teachers towards inclusive education.

**Table 3  
Comparison of male and female elementary school teachers with respect to their attitude towards Inclusive Education**

Group	N	Mean	SD	SEM	t-value	Sig. Level
Male	188	87.23	9.397	0.884	0.704	Not significant
Female	242	86.61	10.01			

A perusal of the above table no. 3 reveals that the difference between male and female teachers attitude towards inclusive education is not significant. Therefore, the null hypothesis “There is no significant difference between male and female elementary teachers in their attitude towards inclusive education.” is accepted.

**Objective No. 4: To compare the attitude of elementary school teachers towards Inclusive Education with reference to their age**

Comparison of attitude towards inclusive education among elementary teachers was also done with reference to their age.

**Classification of age group:** To compare the attitude of teachers towards Inclusive Education by age, the investigator classified the teachers into three age groups viz. Young aged (34 and below), Middle aged (35 – 47) and Old Aged (48 and above). Taking 22 years and 60 years as the lowest and highest possible age range respectively, the investigator categorized the lowest 30% (34 and below) as Young aged teachers, the middle 40% (35-47) as Middle aged and the highest 30% (48 and above) as Old aged teacher. For comparison, the mean and standard deviation of the three age groups were calculated and the mean difference were tested by applying ‘t’ test.

**Comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education.**

Hypothesis no. 3. There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.

The following table no. 4 shows the comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education.

**Table 4**

**Comparison of the attitude of Young aged and Middle aged elementary school teachers towards Inclusive Education**

Category	N	Mean	SD	SEM	t-value	Sig. Level
Young aged teachers	126	86.75	11.04	1.21	.08	Not Significant
Middle aged teachers	183	86.85	9.72			

A comparison of the attitude of young aged and middle aged elementary school teachers towards inclusive education as depicted in the above table no. 4 shows that there exist no significant difference between the two groups. Therefore, the null hypothesis “There is no significant difference between the young aged and middle aged teachers in their attitude towards inclusive education” is accepted.

**Comparison of the attitude of young aged and old aged elementary school teachers towards inclusive education.**

Hypothesis no. 4. There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.

The following table no. 5 shows the comparison of the attitude of young aged and old aged elementary school teachers towards inclusive education.

**Table 5**

**Comparison of the attitude of Young aged and Old aged elementary school teachers towards Inclusive Education**

Category	N	Mean	SD	SEM	t-value	Sig. Level
Young aged teachers	126	86.75	11.04	1.24	.27	Not Significant
Old aged teachers	121	87.08	8.3			

The details shown in table no. 5 indicated that the comparison of the attitude of young aged and middle aged teachers towards inclusive education is not significant. Hence, the null hypothesis “There is no significant difference between the young aged and old aged teachers in their attitude towards inclusive education” is accepted.

**Comparison of the attitude of middle aged and old aged elementary school teachers towards inclusive education.**

Hypothesis no. 5. There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.

The following table no. 6 shows the comparison of the attitude of middle aged and old aged elementary school teachers towards inclusive education.

**Table 6**

**Comparison of the attitude of Young aged and Old aged elementary school teachers towards Inclusive Education**

Category	N	Mean	SD	SEM	t-value	Sig. Level
Middle aged teachers	183	86.85	9.72	1.04	.23	Not Significant
Old aged teachers	121	87.08	8.3			

A perusal of the comparison of the attitude of middle aged and old aged elementary school teachers towards inclusive education shown in table no. 6 reveals that there exist no significant difference between the two groups. This means that the null hypothesis “There is no significant difference between the middle aged and old aged teachers in their attitude towards inclusive education” is accepted.

**CONCLUSION**

Though teachers with positive attitude towards inclusive education were more in numbers as compared to those teachers with moderate and negative attitude towards teachers in Mizoram. It is important to know that it is quite low in terms of percentage and this is a serious issue that needs to be addressed as it can be a serious threat for successful implementation of Inclusive education. Since attitude of

teachers played a very significant role in successful implementation of inclusive education, there is urgent need of training and sensitization program for teachers in the field of inclusive education.

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## Appendix 1

### INTERVIEW SCHEDULE FOR HEADMASTERS OF AN INCLUSIVE SCHOOL

**Name of the Respondent:** \_\_\_\_\_

**Experience:** 1. Less than 10 years    2. More than 10 Years

**Name of the School:** \_\_\_\_\_

**Location:** 1. Urban    2. Rural    **District:** \_\_\_\_\_

#### 1. No. of Children in the School:

General		Special									
Boys	Girls	Boys					Girls				
		VI	HI	MR	OH	MH	VI	HI	MR	OH	MH

#### 2. No. of teachers:

General		Special				
Male	Female	VI	HI	MR	OH	MH

#### 3. ISSUES RELATING TO PHYSICAL INFRASTRUCTURE

Sl.No.	Questions	Yes	No
1.	Do you have ramp with railing in your school?		
2.	If yes, is it Functional?		
3.	Do you have CWSN friendly toilet?		
4.	If yes, was it constructed as per provision?		
5.	Do you have a resource room in your school?		
6.	Do CWSN have any problem regarding access to toilet?		
7.	Is there any problem regarding seating arrangement inside the classroom?		
8.	What types of seating arrangements are there for CWSN within the classroom?	<b>Inclusive</b>	<b>Segregated</b>

#### 4. ISSUES RELATING TO TEACHER TRAINING

Sl.No.	Questions	Yes	No
9.	Have all teachers undergone training programme on inclusive education?		
10.	If No, How many? (Please Mention no.)		
11.	What was the duration of the training programme?		
12.	Has the Head teacher undergone any training programme on inclusive		



	education?		
13.	Do you find it difficult to teach gifted, regular, intellectually and physically challenged students in inclusive classroom?		
14.	Do you think training on Inclusive Education is needed for all teachers?		
15.	Do you think the needs of CWSN can be adequately met by regular teacher?		
16.	If no, do you think special teacher is needed in each school?		

### 5. ISSUES RELATING TO IDENTIFICATION

Sl.No.	Questions	Yes	No
17.	Did your student attended medical assessment camp?		
18.	Are you involved in the identification process?		
19.	Is the assessment done as per the provisions of PWD Act?		
20.	Who does the assessment and identification of CWSN?	<b>Team of Specialists</b>	<b>Special educator</b>
			<b>Any other (specify)</b>
21.	What are the criteria for assessment?		
	<b>(i) Checklist</b>		
	<b>(ii) Medical Examination</b>		
	<b>(iii) Functional assessment</b>		
	<b>(iv) any other</b>		

### 6. ISSUES RELATING TO SUPPORT (AIDS AND APPLIANCES)

Sl.No.	Questions	Yes	No
22.	Are you aware of the support available for CWSN?		
23.	Do the CWSN in your school are in need of assistive devices?		
24.	Do CWSN in your school receive assistive devices?		
25.	Was the assistive devices provided to CWSN in working condition?		
26.	Do you think the assistive devices or appliances given to CWSN are appropriate for their problem?		
27.	Do CWSN have the appropriate kind of teaching-learning material?		
28.	Is there a resource teacher/person for CWSN in your school?		
29.	Do you provide the needed facilities to the CWSN while appearing for Exams?		
30.	Are you aware of the resource support available at Block/Cluster level?		
31.	If yes, Do you avail the benefit of materials and services available at the block/cluster level?		
32.	Are there any CWSN who needs Home-based education in your school?		
33.	If Yes, do RT/Volunteer/care Giver visit home to work with CWSN who needs Home-Base Education?		
34.	What kinds of support equipments/Assistive devices are provided to CWSN		
	(1) Wheel Chairs		
	(2) Crutch		
	(3) Spectacles		

	(4) Large Print Textbook		
	(5) Braille Books/paper		
	(6) Slate and Stylus		
	(7) Hearing Aid		
	(8) Others (Specify)		
<b>35.</b>	What kinds of allowances are provided to CWSN?		
	(1) Uniform Allowance		
	(2) Books and stationery allowance		
	(3) Escort Allowance		
	(4) Transport allowance		
	(5) Readers allowance		
	(6) Boarding/ Hostel		
	(7) Others (specify)		
<b>36.</b>	Do the CWSN get the financial support as per the provision?		
<b>37.</b>	Are the various financial support provided for CWSN adequate?		
<b>38.</b>	How would you rate the present support service system in your school?	<b>Good</b>	<b>Average</b> <b>Poor</b>

## 7. ISSUES RELATING TO OTHER PROBLEMS

Sl.No.	Questions	Yes	No
<b>39.</b>	Did your school follow zero rejection policy?		
<b>40.</b>	Are you in a position to enroll more CWSN?		
<b>41.</b>	Do you have requisite no. of teachers to teach all subjects?		
<b>42.</b>	Do you encourage CWSN to participate in the classroom processes		
<b>43.</b>	Do you encourage CWSN to participate in co-curricular activities?		
<b>44.</b>	Do you think curriculum modification is necessary for the benefit of CWSN?		
<b>45.</b>	If Yes, do you and other teachers make modifications according to the needs of CWSN?		
<b>46.</b>	Has the school prepared Individualized Educational Plan (IEP) for CWSN?		
<b>47.</b>	Do you give special attention to CWSN?		
<b>48.</b>	What is the level of participation of CWSN in classroom processes?	<b>Active</b>	<b>Passive</b>
<b>49.</b>	What is the level of participation of CWSN in co-curricular activities?		
<b>50.</b>	What is the level of academic performance of CWSN in comparison to the non-disabled students?	<b>Good</b>	<b>Average</b> <b>Poor</b>
<b>51.</b>	How would you rate the behavioural attitude of teachers towards CWSN?		

<b>52.</b>	How would you rate the classroom attendance of CWSN in comparison to the non-disabled students?					
<b>53.</b>	What is the level of acceptance of the CWSN by their normal peers?	<b>Full</b>	<b>Partial</b>	<b>Nil</b>		
<b>54.</b>	What is the percentage of retention of CWSN in your school during the last three years?	<b>100%</b>	<b>75%</b>	<b>50%</b>	<b>25%</b>	<b>Below 25%</b>
<b>55.</b>	What are the main reasons of drop-out? (Please Tick)					
	(1) Poor performance					
	(2) Difficulty inn adjustment					
	(3) Transport problem					
	(4) Peer harassment					
	(5) Unacceptable social behaviour					
	(6) Lack of escort					
	(7) Financial reasons					
	(8) Negative teacher attitude					
	(9) Any other (Specify)					
<b>56.</b>	Do you take any effort to bring back or retain CWSN in your school?	<b>Yes</b>		<b>No</b>		

## Appendix 2

### Attitude Scale towards Inclusive Education

**Instructions:** Below is a list of statements aimed to study the attitude of teachers towards Inclusive Education. Please put a tick mark (✓) on any one of the five boxes given on the right side of each statement. If you **strongly agree**, put a tick mark below **SA**, if you **agree**, put a tick mark below **A**, if you are **undecided or uncertain**, put a tick mark under **U**, if you **disagree**, put a tick mark under **D** and if you **strongly disagree**, put a tick mark under **SD**. **Please respond to every item.** There is no time limit but you have to respond as quickly as possible. Your frank and sincere answers will be very much appreciated.

Name \_\_\_\_\_

School \_\_\_\_\_

Town/Village: \_\_\_\_\_ District: \_\_\_\_\_

Age: \_\_\_\_\_ Qualification \_\_\_\_\_

Gender \_\_\_\_\_ Experience (in years) \_\_\_\_\_

Sl. No.	Statements	SA	A	U	D	SD
1.	<i>Inclusive classrooms hamper the academic progress of the students without disabilities.*</i>					
2.	<i>Teacher should believe that academic progress is possible for Children With Special Needs (CWSN) in inclusive classroom.</i>					
3.	<i>All students (whether CWSN or not), should be included in general education classroom.</i>					
4.	<i>It is difficult for CWSN to make academic gains in inclusive classroom.*</i>					
5.	<i>Students who need training in self-help skills and activities of daily living should be admitted in inclusive school.</i>					
6.	<i>CWSN who are in inclusive classroom experience failure and frustration.*</i>					
7.	<i>It is difficult to make special physical arrangements in inclusive classroom to meet the needs of CWSN. *</i>					

<b>Sl. No.</b>	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
8.	<i>Teachers often face problems in timely completion of syllabus while imparting inclusive education.*</i>					
9.	<i>The needs of CWSN can be better met in Special Schools than Inclusive Schools.*</i>					
10.	<i>Modification of physical environment in every inclusive classroom is very expensive.*</i>					
11.	<i>Pre-service training is necessary for inclusive classroom teachers</i>					
12.	<i>Only special teachers should deal with CWSN in inclusive classroom*</i>					
13.	<i>Continuous in-service professional development to meet the special needs of children is not required for successful inclusion.*</i>					
14.	<i>Teachers are provided with sufficient in-service training which gives them the ability to teach CWSN in inclusive settings.</i>					
15.	<i>Regular education teachers should not be responsible for teaching children with special needs.*</i>					
16.	<i>Creation of few special schools with speciality is a better option than converting every school into an inclusive school.*</i>					
17.	<i>CWSN are generally served best in inclusive settings</i>					
18.	<i>Creation of quality infrastructure for CWSN in few special schools is much easier and desirable than creating a poor quality infrastructure in every elementary school.*</i>					

<b>Sl. No.</b>	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
19.	<i>No students should be denied admission in an inclusive school.</i>					
20.	<i>Inclusive education should be initiated because every child has a right to free and compulsory education.</i>					
21.	<i>I will not allow my normal child to be educated in inclusive school.*</i>					
22.	<i>Student who needs an Individualized Educational Programme (IEP) should be admitted in inclusive classroom.</i>					
23.	<i>Inclusion has more advantages than disadvantages.</i>					
24.	<i>Students with severe cases of disabilities should be included in inclusive classroom set up.</i>					
25.	<i>Students in inclusive schools have better opportunity to grow holistically.</i>					
26	<i>Due to the presence of CWSN quality education cannot be expected in an inclusive school.*</i>					

### Appendix 3

#### Teachers Awareness Questionnaire on inclusive education

**Instruction:** Please read the following questions carefully and provide your answer by putting a tick mark in the corresponding box. Options are provided for each question and there is no right or wrong answer.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Locality: \_\_\_\_\_

District: \_\_\_\_\_ Gender: \_\_\_\_\_

Teaching Experience (in years): \_\_\_\_\_ Qualification: \_\_\_\_\_

1. *Are you aware that the right to education is a fundamental right for all children between the age group of 6-14 years?*

(i) Yes

(ii) No

2. *Do you know that irrespective of type and degree of disability all children should be included in the same school?*

(i) Yes

(ii) Not sure

(iii) No

3. *How acquainted are you about the concept of Children with Special Needs (CWSN)?*

(i) Very well acquainted

(ii) Somewhat acquainted

(iii) Not acquainted

4. *Are you able to differentiate between the concept of impairment, disability and handicap?*

(i) Very much

(ii) Not much

(iii) Not at all

5. *How acquainted are you about the rights of Children with special needs (CWSN)?*

(i) Very well acquainted

(ii) Somewhat acquainted

(iii) Not acquainted

6. *How conversant are you about the Persons with Disabilities Act (PwD,Act), 1995?*

(i) Very well conversant

(ii) Somewhat conversant

(iii) Not conversant

7. ***How acquainted are you about the schemes for children with special needs (CWSN)?***

- (i) Very well acquainted
- (ii) Somewhat acquainted
- (iii) Not acquainted

8. ***How acquainted are you about the provision of aids and appliances available for children with special needs (CWSN)?***

- (i) Very well acquainted
- (ii) Somewhat acquainted
- (iii) Not acquainted

9. ***Are you aware of the provision of medical assessment camp?***

- (i) Very well aware
- (ii) Somewhat aware
- (iii) Not aware

10. ***Are you conversant about the steps involved in the identification of different types of children with special needs (CWSN)?***

- (i) Very well conversant
- (ii) Somewhat conversant
- (iii) Not conversant

11. ***How acquainted are you about the concept of Individualized Educational Plan (IEP)?***

- (i) Very well acquainted
- (ii) Somewhat acquainted
- (iii) Not acquainted

12. ***How conversant are you in preparing IEP for different types of Children with special needs (CWSN)?***

- (i) Very well conversant
- (ii) Somewhat conversant
- (iii) Not conversant



## Appendix 4

### Parent's opinionnaire on Inclusive Education

**Instruction:** The following questions are intended to understand the opinion of parents regarding inclusive schools and there is no wrong or right answer to your response. Put a tick mark (✓) in the box next to the statement that you find most appropriate.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Gender: \_\_\_\_\_ Locality: \_\_\_\_\_

Sl.No.	Questions	
1.	<i>Which of the following school system do you think is best suited for children with special needs (CWSN)?</i>	
	(a) Special School	
	(b) General School	
	(c) Inclusive School	
2.	<i>Who do you think is best suited to teach CWSN?</i>	
	(a) Special Teacher only	
	(b) General teacher only	
	(c) Both Special teacher and General teacher	
3.	<i>Q. When do you think Inclusive education should be initiated?</i>	
	(a) Pre-Primary	
	(b) Primary School	
	(c) Middle School	
4.	<i>According to you, how should inclusive schools treat CWSN?</i>	
	(a) They should ignore them	
	(b) They should be given special treatment	
	(c) They should be treated same as others	
5.	<i>What in your opinion should be the evaluation system in an inclusive school?</i>	
	(a) Flexible to meet the needs of CWSN	
	(b) Same for both CWSN and Non-CWSN	
	(c) No evaluation is needed for CWSN	

Sl.No.	Questions	
6.	<b><i>Why inclusive education is needed?</i></b>	
	(a) It provides CWSN more chances to participate in a wide variety of activities	
	(b) It develops social and inter-personal skills of both CWSN and non-CWSN	
	(c) It benefits all students academically	
	(d) It promotes democratic values among the students	
7.	<b><i>What in your opinion is the greatest barrier for successful inclusion?</i></b>	
	(a) Negative attitude of teachers	
	(b) Negative attitude of parents	
	(c) Negative attitude of non-CWSN	
	(d) Physical/ architectural barrier	
(e) Lack of skills by teachers		
8.	<b><i>Who in your opinion is most responsible for successful implementation of Inclusive Education?</i></b>	
	(a) Policy Makers	
	(b) Headmasters	
	(c) General Teachers	
	(d) Special teacher	
	(e) Parents	
	(f) Community	
(g) Peers		
9.	<b><i>To ensure success in inclusive education, what do you think is most important?</i></b>	
	(a) Good Policy	
	(b) Positive teacher attitude	
	(c) Barrier free environment in school	
(d) Adequate number of human resources		

**INCLUSIVE EDUCATION IN MIZORAM: A CRITICAL STUDY**

**ABSTRACT**

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## **ABSTRACT**

### **INTRODUCTION:**

The right to education is a fundamental right in India for all children between the age group of 6-14 years. Elementary education in India is free and compulsory as stipulated by the Right to Free and Compulsory Education Act (2009). As India is progressing towards universalization of elementary education, the education of Children with Special Needs (CWSN) is also progressing. Without the education of CWSN, the goal of universalization of elementary education cannot be achieved.

A glimpse into the attitude of society towards people with disability over the past few decades clearly reveals the importance of society's attitude and its impact on the lives of such individuals - as change in attitude leads to change in services provided to people with different forms of disability.

Along with other parts of the world, India too, witnessed the emergence of special schools for people with disabilities. The first school for the deaf was set up in Bombay in 1883, and the first school for the blind at Amritsar in 1887. There was rapid expansion in the number of such institutions after that. Today, there are more than 3200 special schools throughout India.

However, the disadvantages of setting up special schools became more and more evident with the rise in their number. It was found that these institutions reached out to a very limited number of children, majority from urban settings, and failed to prove beneficial. Most importantly, these special schools segregated CWSN from the mainstream, thus developing a specific disability attitude and culture.

According to UNESCO (2005), "Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation

in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures 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 starts from the belief that the right to education is a basic human right and the foundation for a more just society. Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities - such as learners with special needs and disabilities, children from ethnic and linguistic minorities, and so on (UNESCO, 2001). Inclusive Education is a system that caters to the needs of all children and especially to those students who are vulnerable of being excluded from the education system due to various factors like gender, disability, socio-economic status, linguistic minorities, etc. Inclusive education is about allowing and accepting all children to enjoy their rights and providing opportunity for quality education to all children. Inclusive education is also about developing a system that addresses individual differences among the students so that the needs of the individual learner can be met successfully.

#### **NEED AND IMPORTANCE OF THE STUDY:**

Inclusion of children with special needs has now become a part of the international human rights movement, which has been emerging and developing throughout the 20<sup>th</sup> century. Education for children with special needs has become a matter of entitlement, a fundamental human right, rather than a privilege or charity.

Internationally, until the end of 1980s, integration continued to be the main issue in discussions regarding appropriate educational rights for disabled persons. India

witnessed a major reform in integration in the 1970s and the need for inclusive education became progressively evident. Despite complete financial support under the IEDC scheme for integration of learners with special needs into the educational system, only 2–3% of the total population of these learners was actually integrated into the regular schools. Dissatisfaction due to the lack of progress towards integration, consideration of costs involved, and the advantages of an inclusive environment in bringing about increased acceptance of learners with SEN, led to rising demands for a more radical change.

According to Kenworthy and Whittaker (as cited in Liasidou, 2017), “Ending segregation of children is above all, a human rights objectives... The conviction must be that segregated education is a damaging and archaic practice, incompatible with a civilized society.”

According to the National Curriculum Framework for School Education (NCFSE, 2000) ‘Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices’ (NCERT, 2000)

The government of India gives special importance for the education of Children with Special Needs and their inclusion in general school. There are a number of projects and schemes initiated by the Government of India for the education of CWSN. The Government of India also laid down a good number of policies and legislations to achieve the goal of education for all.

Several studies on inclusive education have been conducted in other states of the country and abroad. However, no critical studies have ever been conducted in Mizoram in the field of Inclusive Education. Certain issues like provisions available

for special needs children under Inclusive education and the awareness of the provisions by teachers and the opinion of parents has never been investigated in the context of Mizoram. Therefore, a study on inclusive education in Mizoram would definitely provide us with the knowledge of how far inclusive education has been implemented in Mizoram. The study would also reveal the attitude of teachers and the opinion of parents towards inclusive education. Moreover, it would disclose how far teachers are aware of the provisions available for Special Needs children under Inclusive Education in Mizoram.

Besides the aforesaid rationale of the study, the investigator is also interested in answering the following research questions:

1. What is the status of inclusive education practices in Mizoram and what are the major issues pertaining to inclusive education at elementary schools in Mizoram?
2. Does teachers working in Government elementary schools possessed a favourable attitude towards inclusive education?
3. Is there a significant difference between the attitude of teachers towards inclusive education with reference to their locale, gender, age, educational qualification and teaching experiences?
4. Are teachers working in Government elementary schools aware about inclusive education?
5. What is the opinion of parents of elementary school going children about inclusive education practices?

### **STATEMENT OF THE PROBLEM:**

The title of the problem under investigation reads as “**Inclusive Education in Mizoram: A Critical Study**”

### **OBJECTIVES:**

1. To study the status and issues pertaining to Inclusive Education at Elementary Schools in Mizoram.
2. To Construct and standardize an attitude scale towards inclusive education.
3. To study the attitude of elementary school teachers towards Inclusive education.
4. To compare the attitude of elementary school teachers towards inclusive education with reference to their (a) locale and (b) gender.
5. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their age.
6. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their educational qualification.
7. To compare the attitude of elementary school teachers towards Inclusive Education with reference to their teaching experience.
8. To study the awareness of elementary school teachers about Inclusive Education.
9. To study the opinion of parents about the different aspects of Inclusive Education.

### **HYPOTHESES:**

1. There is no significant difference between rural and urban elementary school teachers in their attitude towards inclusive education.
2. There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.



3. There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.
4. There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.
5. There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.
6. There is no significant difference between the undergraduate and Graduate elementary school teachers in their attitude towards inclusive education.
7. There is no significant difference between the undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education.
8. There is no significant difference between the Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education.
9. There is no significant difference between the less experienced and middle experienced elementary school teachers in their attitude towards inclusive education.
10. There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education.
11. There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education.

## **OPERATIONAL DEFINITIONS FOR THE KEY TERMS**

**Inclusive Education:** Inclusive Education is understood as a process of addressing the needs of the diverse learners by reducing all barriers to, and within the learning environment. It means enabling schools to serve all children and creating school environment that welcome all learners regardless of their ability, gender, characteristics, disadvantages or difficulties. In the present context, inclusive education means the education system/structure where children with special needs are included in a general school.

**Critical study:** For the present study, critical study means a study of the existing practices of inclusive education in Mizoram by breaking it down into different dimensions and analyzing each dimension. The present study includes dimensions such as status and issues pertaining to inclusive education, attitude of teachers towards inclusive education, awareness of teachers about inclusive education and opinion of parents about inclusive education.

## **DELIMITATION OF THE STUDY**

Owing to the limited time schedule and other resources, the present study is delimited as follows:

1. The present study is delimited to Government Elementary Schools (Classes I-VIII) only.
2. The present study is also delimited to inclusive education with special reference to the education of children with special needs.

## **METHOD OF STUDY:**

The main objective of the present study is to find out the status and problems of inclusive education in Mizoram; to construct an attitude scale towards inclusive education and to find out the attitude of elementary teachers towards inclusive education and compare them with reference to their local, gender, age, educational qualification and teaching experience. The study also aims to find out the awareness of elementary teachers about inclusive education. The study also aims to find out the opinion of the parents about the different aspects of inclusive education. So, the method employed for the present study is descriptive in nature as it tries to find out facts about the present condition of Inclusive education in Mizoram. Further, the study is not intended to find out the causes of the problems rather it tries to find out and explain the problems and present condition of inclusive education in Mizoram. Though descriptive in nature, the present study employs both quantitative and qualitative analysis technique.

**Population:** Since the present study is concerned with the study of the status and issues pertaining to inclusive education at elementary school; study of the attitude of elementary teachers towards inclusive education; study of the awareness of elementary school teachers about inclusive education and study of the opinion of parents about the different aspects of inclusive education; the population of the present study comprised of all the elementary school headmasters, all elementary school teachers as well as all parents who have elementary school going children in the state of Mizoram.

As per the Annual Publication, Department of Education, Government of Mizoram (2017-2018) there were 1893 Government elementary schools in Mizoram. There were also 8611 teachers working in these Government elementary schools. So

the population of the present study includes all the 1893 headmasters working in Government elementary schools, all 8611 teachers as well as all parents who have elementary school going children in the state of Mizoram.

**Sample:** For the present study, 125 government elementary schools from 4 districts are selected and the details of the selected sample is given in the following table.

**Distribution of sample**

<b>District</b>	<b>No. of School Headmasters (Status and Issues)</b>	<b>No. of Teachers (Attitude)</b>	<b>No. of Teachers (Awareness)</b>	<b>No. of Parents (Opinion)</b>
Aizawl	45	150	143	104
Lunglei	35	135	110	86
Champhai	25	85	87	70
Kolasib	20	60	60	60
<b>Total</b>	<b>125</b>	<b>430</b>	<b>400</b>	<b>320</b>

As shown in the above table, the sample for the study consists of 125 elementary school headmasters from whom data about status and issues pertaining to inclusive education was collected, 430 elementary teachers from whom data pertaining to attitude towards inclusive education was collected, another 400 elementary teachers from whom data concerning awareness about inclusive education was collected and 320 parents whose children are studying in elementary schools, from whom the opinion about the different aspect of inclusive education was collected.

In the process of selecting the sample, the investigator randomly selected 4 districts ~~to~~-viz. Lunglei, Aizawl, Champhai and Kolasib Districts. Then the investigator proportionately selected 125 schools from these four districts. After selecting the sample schools, the investigator collected data from headmasters and teachers of the selected schools by employing cluster random sampling technique. So, in the present

study, the sample consists of 125 headmasters, 430 teachers to study the attitude and 400 teachers to study awareness of teachers about inclusive education.

With regards to the opinion of parents on inclusive education, the investigator employed convenience sampling technique. The investigator visited parents of students who live near the selected schools and collected data from them. Therefore, in the present study, 320 parents whose children were studying in the selected schools were taken as sample.

#### **TOOLS USED:**

For the present study, the investigator used four different tools to collect the essential data such as:

1. Interview Schedule for Headmaster of an Inclusive School
2. Attitude Scale towards Inclusive Education
3. Teachers Awareness on Inclusive Education
4. Parent's Opinionnaire on Inclusive Education

#### **MODE OF DATA COLLECTION:**

After selecting the sample, the investigator personally visited the schools for data collection. The investigator took the permission of the headmasters of the sample schools and administer the tool viz. Headmaster interview schedule consisting of 56 questions to the headmaster of the school, Attitude scale towards inclusive education consisting of 26 statements, and teacher's awareness of inclusive education consisting 11 questions to the teachers whoever is available on the day of visit. After collecting data from the schools, the investigator then visited parents of the students who lives near the schools and requested them to respond to the Parents opinionnaire consisting of 9 questions. Sometimes the opinionnaire was given to the students to be brought back

the next day after their parents responded and the investigator would collect it from the students the next day.

### **STATISTICAL ANALYSIS OF DATA:**

For the present study, the investigator employs descriptive statistical measures such as measures of Central tendency, Percentages, and Stanine grade to find out the nature of score distribution, for describing frequencies and for classification of respondents in different categories.

The difference between the mean scores of the different groups based on locale, gender, age, educational qualification and teaching experience of teachers with respect to the variable attitude towards inclusive education, were tested for significance by applying the t-test

The Pearson Product Moment Correlation was employed for establishing validity and reliability of the constructed attitude scale

### **MAJOR FINDINGS:**

The major findings of the present study are as follows:

#### ***Status and issues pertaining to Inclusive Education***

(i) The overall teacher-pupil ratio was found to be 1:6 and the special teacher-children with special needs ratio was found to be 1:49. Visual impairment was the most common among CWSN which was followed by intellectual disability. Locomotor disability was the least common type of disability among CWSN.

(ii) Majority of the schools did not have functional ramp. Only some schools were equipped with CWSN friendly toilet and among some of those schools, the construction was not done as per provision. CWSN faced problems regarding access to

toilet in some schools. Inclusive seating arrangement was done in majority of the schools.

(iii) In majority of the schools there were some teachers who did not undergo training on inclusive education. Headmasters in majority of the schools had undergone training on inclusive education. Majority of the headmasters thought that training on inclusive education is needed for all teachers. Majority of the headmasters thought that the need of CWSN can be adequately met by general teachers and majority of them thought that special teacher is not necessarily needed in each of the school.

(iv) Students in majority of the schools attended medical assessment camp and majority of the headmasters were involved in the process of the identification of CWSN. It was found that the assessment was not done as per the provision of PwD Rules 1996 in majority of the schools. Assessment was done mainly by others other than team of specialists and special educator. In majority of the schools medical examination was used as a criteria for assessment.

(v) Majority of the headmasters were aware of the support available for CWSN. In majority of the schools there were CWSN who needs assistive devices and majority of them were provided assistive devices. Majority of the schools were without appropriate teaching learning material for CWSN. Majority of the schools were not equipped with resource/special teacher. It was also found that majority of the schools did not provide the needed facilities to CWSN during exams. Majority of the headmasters were not aware of the support available at cluster or block level resource centers. There were only few schools who reported the need for home based education for CWSN and the RT/volunteer/care giver provided services to CWSN in these schools. Majority of the headmasters found the financial support provided to CWSN as

inadequate and majority of the headmasters rate the present support system in the school as poor.

(vi) Majority of the schools followed zero rejection policy which means no child is denied admission on the basis of caste, colour, sex, disability, etc. Majority of the schools were in a position to enroll more CWSN in their school. Also, majority of the schools were equipped with requisite number of teachers to teach all subjects. It was also found that CWSN were encouraged to participate in classroom processes and co-curricular activities in almost all the schools. Majority of the schools felt curriculum modification is needed for CWSN. Majority of the schools did not prepare individualized educational plan for CWSN. Special attention was paid to CWSN in majority of the schools.

In majority of the schools, CWSN were actively engaged in classroom processes and co-curricular activities. The attendance of CWSN was found to be good in majority of the schools. CWSN were fully accepted by their peers in majority of the schools. The retention rate of CWSN was 100% in majority of the schools but there were some schools where the retention rate is 25% and below. The main reason of dropout was poor performance followed by adjustment problem and then financial problem. All the schools witnessing dropout of CWSN took effort to bring them back to school.

#### ***Construction and standardization of attitude scale towards inclusive education***

The attitude scale towards inclusive education was constructed and standardized. The attitude scale consists of 26 items. Of which, 14 items are negative statements and 12 items are positive statements. The scale was constructed following Likert's five point scale and the maximum possible score is 130 while the minimum possible score is 26. The criterion related validity of the scale is 0.78 (coefficient



correlation). The reliability of the test was 0.82 (split-half) and 0.83 (test-retest). Norms was also provided for the newly constructed scale.

### ***Attitude of elementary school teachers towards inclusive education***

The amount of teachers with positive attitude towards inclusive education are more in numbers than teachers with negative attitude. Similarly, among male, female and rural teachers more teachers have positive attitude than negative attitude towards inclusive education. However, among the urban teachers there were more teachers who have negative attitude rather than positive attitude towards inclusive education.

### ***Comparison of the attitude of elementary school teachers towards inclusive education***

(i) There exists a significant difference between the rural and urban elementary school teachers with regards to their attitude towards inclusive education. Rural elementary school teachers have a more positive attitude towards inclusive education than the urban teachers.

(ii) There is no significant difference between male and female elementary school teachers in their attitude towards inclusive education.

(iii) There is no significant difference between the young aged and middle aged elementary school teachers in their attitude towards inclusive education.

(iv) There is no significant difference between the young aged and old aged elementary school teachers in their attitude towards inclusive education.

(v) There is no significant difference between the middle aged and old aged elementary school teachers in their attitude towards inclusive education.

(vi) There is no significant difference between the undergraduate and Graduate elementary school teachers in their attitude towards inclusive education.

(vii) There is no significant difference between the undergraduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

(viii) There is no significant difference between Graduate and Post Graduate elementary school teachers in their attitude towards inclusive education.

(ix) There exists a significant difference between the less experienced and middle experienced elementary school teachers in their attitude towards inclusive education. The difference is in favour of the less experience elementary school teachers. This means that the teacher with less experience have more positive attitude towards inclusive education than those with middle experience teachers.

(x) There is no significant difference between the less experienced and more experienced elementary school teachers in their attitude towards inclusive education.

(xi) There is no significant difference between the middle experienced and more experienced elementary school teachers in their attitude towards inclusive education.

#### ***Awareness of elementary school teachers about Inclusive Education***

(i) All teachers were aware of the right to education as a fundamental right for all children between the age group of 6-14 years.

(ii) Most teachers were knowledgeable that all children irrespective of the type and degrees of disability should be included in the same school. Rural teachers were more aware than urban teachers. Male respondents were more aware than female respondents about the inclusion of all children irrespective of the types and degrees of disability in the same school.

(iii) Majority of the teachers were somewhat acquainted with the concept of CWSN. More percent of rural teachers are acquainted than urban teachers with the

concept of CWSN. Also more percent of male teachers are acquainted with the concept of CWSN than female teachers.

(iv) Majority of the teachers were aware of the concept of impairment, disability and handicapped.

(v) Majority of the teachers were somewhat acquainted with the rights of children with special needs. It was also found that the percentage of very well acquainted teachers about the rights of children with special needs was higher among rural teachers than urban teachers. At the same time, the percentage of very well acquainted teachers about the rights of children with special needs was higher among male teachers than female teachers.

(vi) Majority of the teachers were somewhat acquainted about the PwD Act, 1995. But, only few teachers were found to be very well acquainted and a large amount of teachers were not acquainted about the PwD Act, 1995.

(vii) Majority of the teachers were somewhat aware about the schemes available for CWSN.

(viii) Majority of the teachers were somewhat acquainted about the provision of aids and appliances available for CWSN. The percentage of well acquainted teachers about the provision of aids and appliances available for CWSN was higher among rural teachers than that of urban teachers. At the same time, the percentage of well acquainted teachers among male was higher than female teachers.

(ix) Majority of the teachers were somewhat aware about the provision of medical assessment camp and only few teachers were very well aware about the provision of medical assessment camp. The percentage of very well aware teachers about the provision of medical assessment camp was much higher among rural teachers than urban teachers.

(x) Majority of the teachers were somewhat conversant about the steps involved in the identification of CWSN and it was also found that rural teachers were more aware about the steps involved in the identification of CWSN than urban teachers. Female teachers were more aware about the steps involved in the identification of different types of CWSN than that of male respondents.

(xi) Majority of the teachers were somewhat aware about the concept of IEP. It was found that only a very few teachers were very well aware about the concept of IEP.

(xii) Majority of the teachers were somewhat aware about the preparation of IEP for different types of CWSN. There were very few teachers who were very well aware about the preparation of IEP for different types of CWSN.

#### ***Opinion of parents about the different aspects of Inclusive Education***

(i) For the education of CWSN, special school is most preferred by parents. Though special school is most preferred by parents, majority of parents of CWSN preferred inclusive school over special school. Integrated school is clearly not the option of parents for the education of CWSN.

(ii) Majority of the parents considered the combination of both special and general teacher as best suited to teach CWSN.

(iii) Majority of the parents wanted pre-primary level as the implementing stage for inclusive education. No respondents among male, rural and parents of CWSN recommended initiating inclusive education at the upper primary stage.

(iv) Majority of the parents want the schools to treat CWSN as the same as their normal peers. It was found that ignoring CWSN in the school was the least preferred treatment by the respondents.

(v) Majority of the parents wants the evaluation system in an inclusive school to be flexible to meet the needs of CWSN. Same evaluation system for both CWSN and

non-CWSN was recommended by some parents. While majority of the parents of normal children wanted flexible evaluation to meet the needs of CWSN, parents of CWSN preferred both flexible evaluation system and same evaluation system for both CWSN and non-CWSN equally.

(vi) Parents held different opinion on ~~as to~~ why inclusive education is needed. A large section of the parents held the opinion that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN. Some parents thought that it is needed as it provides CWSN more chances to participate in a wide variety of activities. Majority of the parents of CWSN and rural respondents thought that inclusive education is needed as it develops social and inter-personal skills of both CWSN and non-CWSN.

(vii) Opinion of parents on the greatest barrier for successful inclusion varies. Negative attitude of parents got the highest percentage as the greatest barrier for successful inclusion by the overall respondents followed by negative attitude of non-CWSN which is again followed by lack of skills by teachers and negative attitude of teachers. Physical/architectural barrier is the least considered barrier as opined by the overall respondents.

(viii) Headmasters are most responsible for successful implementation of inclusive education in the opinion of most of the respondents followed by parents and then again followed by community. As per the responses of all the respondents, peer was considered the least responsible for successful implementation of inclusive education.

(ix) Positive attitude of teachers is considered most important to ensure successful inclusion followed by adequate number of human resources which is again followed by good policy. Barrier free environment is least chosen by the overall

respondents to ensure successful inclusion. As against the opinion of the overall respondents, according to the parents of CWSN, adequate number of human resources is the most important aspect to ensure successful inclusion. Again, the overall opinion was also contradicted by the opinion of urban respondents. According to them, good policy is the most important aspect to ensure successful inclusion.

#### **RECOMMENDATIONS:**

1. The number of special teachers may be increased by giving preference to those with special education professional qualification during recruitment. It is recommended that special recruitment drive for professionally qualified special teachers to be initiated by the state authority.
2. Upgradation or renovation of the existing ramps and railings should be done immediately and the construction of new ramps with railing to those schools who do not have these facilities should be initiated with proper instructions and monitoring system so as to make the school architectural barrier free.
3. It is recommended that the State Government should provide toilet facilities accessible for CWSN in all schools so that no students face problem regarding access to toilet.
4. In the light of the need expressed by majority of the headmasters, training on inclusive education is strongly recommended for all teachers.
5. Medical assessment camp should be organized in collaboration with Health Department at the District level and disability certificate must be issued to the identified CWSN.

6. Regular follow up and monitoring of the assistive devices supplied should be done. Appropriate teaching and learning material for both CWSN and Non-CWSN students should be provided or the school must procure these materials.
7. At least one special teacher or resource teacher should be appointed in every school so that they can act as a teacher in-charge for the implementation of inclusive education.
8. Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) should be upgraded and equipped to render services to the school. Headmasters and teachers should be sensitized about the services provided by these centres.
9. Home-Based education service should be continued with a more structured intervention and the identification of those students who needs home based education should be done at the beginning of every academic session. Progress report of students under home based education should be submitted regularly by the person in-charge to the district education authority.
10. Financial support provided to CWSN should be revised.
11. Training on the preparation of Individualized Educational Plan (IEP) and curriculum modification should be organized for all headmasters and teachers.
12. To promote awareness and positive attitude towards inclusive education among teachers and headmasters, awareness programme on RPwD Act, 2016, inclusive classroom practices and other equity initiative programmes may be organized regularly at the school level or district level.
13. Parents involvement in the functioning of the schools may be strengthened. Parents-teachers meet may be organized at regular interval.

14. Sensitization programme on inclusive education may be organized at the local community level by the CRCs or BRCs. So that parents can be acquainted with the benefits of inclusive education for their children.

15. Pre-primary education should be offered by the elementary schools as an integral part of the school system. This will enable the schools to start early intervention for CWSN and will help the schools in their inclusive practices.

16. The evaluation system followed at the school should be designed keeping in view the ability of the individual student.

17. The role of headmasters should be empowered in matters relating to the functioning of the schools by providing them freedom on how to utilize the funds received from Government, recruitment of teachers for the school and matters related to transfer of teachers, etc.

#### **SUGGESTIONS FOR FURTHER RESEARCH:**

In the light of the present study, the investigator suggested the following areas of research or problems to be investigated for further research:

1. Inclusive classroom practices at the elementary stage in the state of Mizoram may be studied.
2. A study of an onward progress of CSWN and the transition of CWSN from elementary education to secondary education may be carried out as it is very crucial to track and see the progress and status of the education of CWSN as they enter the higher stage of education.
3. The educational status of students with different disability listed down by the RPwD Act 2016 may be a worthwhile study. This kind of study will help the



policy makers and the administrators in understanding the area where priority and more initiatives needs to be given.

4. The curriculum or syllabus of the pre-service teacher education courses may be studied from inclusive education perspectives. A study of this kind will help the teacher education institutions in realizing the needs of incorporating the component of inclusive education in the syllabus.
5. A comparative study of the inclusive education practices in Mizoram and other good performing states of India may be carried out. The result of this kind of study will help in learning or benchmarking the best practices from other states.
6. Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the inclusive education intervention of SSA and RMSA in the state of Mizoram may be done. The SWOT analysis of inclusive education intervention will be quite beneficial for both the SSA and RMSA to know the status of the intervention.
7. A study on the role of Central and State Government for the education and welfare of Disabled person or Students is also recommended as it is important to have clear demarcation of the role of Central and State Government and how the Central and State Government should work together for the welfare and education of disabled person or students.